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

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

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EXTENSION SERVICE
REVIEW

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

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Communities of Tomorrow

The background for USDA's Agriculture/2000 symbol on our cover is an artist's conception of the Community of Tomorrow. Developing the Communities of Tomorrow that will meet the needs of a modern civilization and an increasing population is a prime concern of national leaders—both in and out of government.

The individual Community of Tomorrow will contain unique features to serve the unique desires of its residents. As a group the Communities of Tomorrow will have some common features.

Each will provide the economic, social, and cultural facilities for its residents. Each will be natural in geographic structure bound together by roads, rivers, and other physical resources that will enable it to function effectively. Each will offer a full range of employment in business, research, professional, and trade services.

These things the Community of Tomorrow will offer in lieu of today's alternatives—a rural community lacking adequate opportunity and facilities or the ever larger and more impersonal metropolis.

The Department of Agriculture and its agencies, including the Extension Service, have been given a leading role in the development of the Community of Tomorrow. The effort of the Department will be concentrated in 12 areas: planning, farming and ranching, business and industry, community facilities, elimination of poverty, education and job training, housing, outdoor recreation and beauty, natural resources conservation and development, health and welfare, food, and transportation.

Extension has made important contributions in most or all of these areas throughout its history. The contributions it will be called on to make and can make in the future will become even more vital as momentum increases in this movement.—WJW

Shelter Survey—

a 'first' in RCD

by
Jean Shipman
Extension Information Specialist
Oklahoma State University

Team up a need and a group of Extension Homemakers. And before many months, the project becomes a "fait accompli" that is recognized nationally, says Delbert Schwab, Oklahoma Extension civil defense specialist.

From March until October of 1967, 699 Extension Homemaker groups surveyed rural areas and located 22,092 storm cellars and 5,008 basements. The civil defense officials wanted this information to help them develop community shelter plans for rural areas.

When Schwab suggested the program to the Oklahoma Extension Homemakers Council, they accepted the proposal as an official project. With his assistance, the citizenship committee wrote guidelines for county homemaker groups to follow.

The State Extension home economics office then asked county Extension home economists to help organize local homemaker groups for the survey.

County homemaker citizenship chairmen submitted the proposed project to their county council executive committees for consideration. Participation was strictly voluntary.

The State citizenship committee suggested having the local civil defense director discuss the local fallout shelter program at each county planning meeting.

Each county received maps to use in covering their survey areas. They telephoned or visited each home in the area to determine those with basements or storm cellars.

Whenever possible, homemaker groups surveyed their local townships. Townships not served by a homemaker group were surveyed by neighboring clubs. Areas surveyed included rural areas beyond the limits of incorporated towns and cities. This included surveying unincorporated towns and cities.

Each survey team submitted their results to the county Extension Homemaker citizenship chairman. She computed county totals and forwarded results to the State citizenship chairman, who compiled State totals and sent the lists to the State civil defense office.

Don F. Guier, State civil defense director, said, "This effort is a significant development in civil defense nationally. It's the first time anyone has surveyed rural areas for private shelters.

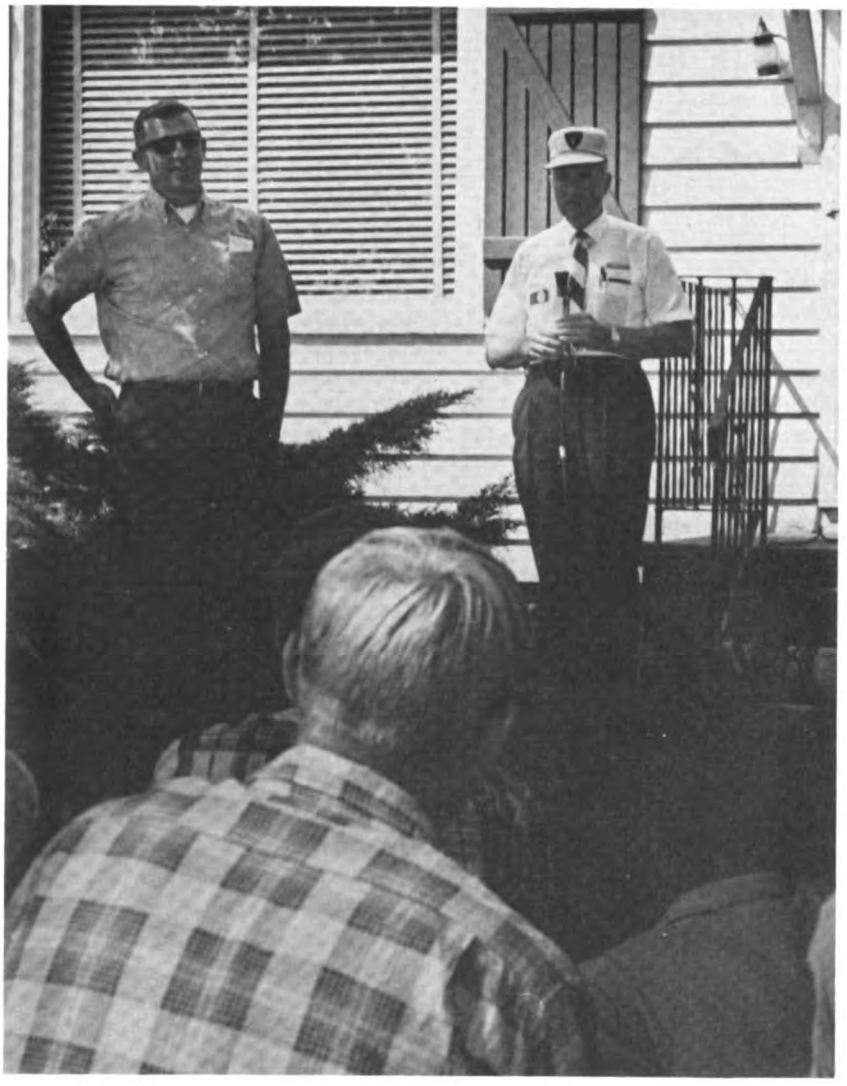
"The storm cellars and basements located by Extension Homemakers will provide approximately 89,000 private shelter spaces in areas that usually lack public fallout shelters. Without their contributions, the county-community shelter plans would be incomplete," he commented.

In many cases, families with private shelter space located by the homemaker groups would have protection equal to that of the public shelter allocated to their geographic area. In addition, they would have family privacy.

In areas lacking sufficient public shelter, people with private shelter will be encouraged to stay at home, thus releasing public shelter space to those who otherwise would have none.

Over three-fourths of Oklahoma's counties have participated in this voluntary program. Recognition certificates were given by the Office of Civil Defense to the OEHC president and citizenship chairman, as well as 699 homemaker groups, 44 individuals, 21 schools, and five 4-H Clubs that helped identify the private shelter space. □

The shelter identification project included the time-tested ingredient for assuring involvement of lay leaders—recognition of their contributions. Mrs. Lynn Beard, citizenship chairman, and Mrs. Horace Wood, president, accept a certificate of recognition on behalf of the OEHC.



One of the stops on the 1967 Illinois farm management tour was the Ray Dowell farm. Dowell, left, answers participants' questions, and Illinois Extension farm management specialist Del Wilken summarizes the key lessons demonstrated on this farm.

Illinois Revamps Farm Management Tours

by
D. F. Wilken
Farm Management Specialist
Illinois Extension Service

Farmers asked in the late 1920's: "Can we see how profitable farmers farm?" "Can we talk to farmers who get 70 bushels of corn per acre?"

Requests such as these initiated farm management tours. These tours have become institutions in some Illinois counties. Farm management association fieldmen cooperating with county Extension agricultural agents started planning annual county tours shortly after the first cooperative farm management association was organized in 1924.

Tours are part of an educational-service program in management analysis and recordkeeping cosponsored by the Cooperative Extension Service and Illinois Farm Management Associations.

The idea of group farm visits spread quickly, and by 1950 nearly all Illinois counties were holding them. In 1954 approximately 5,700 persons attended 75 county farm management tours.

By the late 1950's, tour attendance averaged 60 persons on each of the 63 county tours. Farmers were still asking pertinent questions about modern agriculture—questions about livestock feeding systems and 150 bushel per acre corn yields. But many counties had already exhausted their supply of tour sites.

Farmers said they were willing to travel longer distances to visit farms of interest to them, and this seemed to be the answer to declining tour attendance. Thus, the idea of a State farm management tour was born, even though many counties still held tours and some areas sponsored district events.

In 1958, the first State tour was held on one of Illinois' more successful hog farms. The more than 1,600 persons attending from 74 Illinois counties and three States was obvious endorsement of the State tour idea. And while techniques of hog production and field layout used on this farm are out of date today, farm management specialists find many farmers still using facilities they observed on the tour.

With the 1960's came a new swine raising and feeding idea—confinement—and hog farmers started asking about raising swine this way. Such questions as "Will it pay on my farm?" and "What problems should I expect?" were common.

The 1962 statewide tour, held on a modern hog farm, helped answer those questions and may have been the turning point for modern hog production in Illinois.

More than 1,800 persons visited this highly profitable, confinement hog raising setup. It was the first major tour of a farm whose manager used slotted floors. This tour gave hog raisers the chance to profit from the mistakes and successes of this producer of confinement hogs.

Tour results were published in many national magazines. Even swine building designs offered on the market in 1962 were noticeably changed as a result of touring this pioneering hog producer's farm.

Farm management association fieldmen are naturals in helping locate farms. They know which ones have good records, a profitmaking business, and a farm management lesson to offer. County Extension agents also provide help in deciding which farms to visit. They know which problems are pertinent and which farmers are respected in their county.

If the selection provides a good opportunity for demonstrating how a particular farmer makes decisions, the fieldman asks State farm management specialists to review the farm as a tour possibility.

State specialists look at each farm's records from the last 2 to 5 years. They check decisionmaking results and visit the most promising farms with Extension agents and fieldmen. The group tries to ascertain why and how each farmer made management decisions which resulted in high net income.

Once specialists confirm the selection, fieldmen and county agents analyze in detail the economic and production facts based on the farm's records. The screening team identifies the operator's key to success and relates this success to the farm management lessons.

Visiting farmers ask for information from the farm's dollars and cents records. Fieldmen give it to them, subject, of course, to approval of the tour farmer. It is these financial and production records which make it easy to build enthusiasm for the tour.

State, area, and county Extension staff members, farm management fieldmen, communication specialists, other related educational groups, and agribusiness firms all contribute to the tour's success. A planning committee involving all the farm management fieldmen and Extension agents in the area make the final plans.

The 1967 State tour demonstrated how a farm operator and landlord used their records to make management decisions. This highly profitable 480-acre farm, which produces 231 litters of hogs in total confinement and narrow row corn on all tillable acres, was developed in 8 years from a minimum capital position.

Persons from 74 Illinois counties, four States, and two foreign countries attended this tour. Newspaper, radio, and television representatives were given a special visit a week ahead of the regular tour.

Seventy-one percent of the persons attending said they were farmers, and 48 percent reported enrollment in a farm management association. They reported that facts given at other farm tours had helped them make management decisions. Thus, impact of these State farm management tours is widespread.

Farm management specialists feel the by-product of State tours is a fast adoption rate of technology which results in additional profit to tour participants. □

Tour participants are interested in financial and production records. Here, the area Extension agent and two farm management association fieldmen give them some of the dollars and cents facts.

What's the formula for Park County's successful insect control progam?

Show a Need, Encourage Action, Enlist Support

by
Harold D. Hurich
County Extension Agent
Park County, Wyoming

The control of livestock parasites is putting an extra $350,000 into the pockets of Park County, Wyoming, farmers and ranchers every year.

This has been achieved through a cooperative effort between Extension and dealers to inform stockmen of the best methods for controlling livestock insect pests. This effort involved dissemination of information on all aspects of safe and proper use of pesticide-chemicals from the standpoint of the livestock, the users, and the consuming public.

The results show that we do have good insect control programs in our livestock area, but achieving this success has involved solving a number of problems.

The major problems are how to get information to stockmen, and how to get them to do something about the situation. Many stockmen realize the value of livestock insect control, but for some reason do not adopt a progressive planned program.

Park County has about 60,000 beef cattle, 50,000 sheep, 7,000 swine, 2,500 dairy cattle, and 3,000 horses. All types of livestock have insect problems; however, one of Extension's most effective educational programs on insect control has been with beef cattle owners.

Controlling livestock insects had been an Extension program in Park County for many years, with fairly good results. Early control programs in the country were achieved by using the best methods and insecticides available at the time.

Many farmers and ranchers had high pressure sprayers available to spray their own and neighbors' livestock. The Park County Weed and Pest Control District also did custom spraying for those not in a position to do their own. Custom spraying was done to a large extent in the ranching area.

The custom spraying program was discontinued with the introduction of new systemic chemicals because of lack of time and funds and reluctance to continue with outdated methods.

Extension's present educational program started when these new systemic chemicals became available. They were furnished to us by Ted Robb, State Extension Entomologist, in sufficient quantity to establish demonstrations in several areas of the county.

The demonstrations were publicized by news articles and on Extension's regular weekly radio programs. Results of the demonstrations were excellent, so they were continued for another year. The treated cattle and the untreated control cattle were checked during the Annual Feeder's Tour in 1960, and a complete summary was presented in the Feeder's Tour bulletin.

Upon initiation of the program, an animated educational display was prepared for the Park County Fair and as an exhibit for the State Fair. During the fall months the display was

set up in a local insecticide dealer's store. The dealer helped distribute bulletins dealing with all phases of livestock insect control.

The Extension agents used radio, newspapers, and personal contact to tell the story. The program was now reaching a large number of stockmen.

The next step was to secure the aid of key stockmen in the county. These contacts and their results did much to interest other stockmen in trying a control program. Some ranchers, with excellent success, encouraged control programs among all stockmen running livestock in neighboring pasture or range.

We have also had some disappointments. Feeders in the county had some bad side effects with pour-on insecticides and in some cases are reluctant to use chemicals. Improved insecticides and information have overcome some of the problem.

In many cases, lice control was achieved when treating for grubs. Most of the lice and horn fly control, however, has been secured during the summer through the use of insecticides and "back rubbers" on the ranges and in feedlot setups.

In general, Extension's experiences in Park County offer these guidelines:

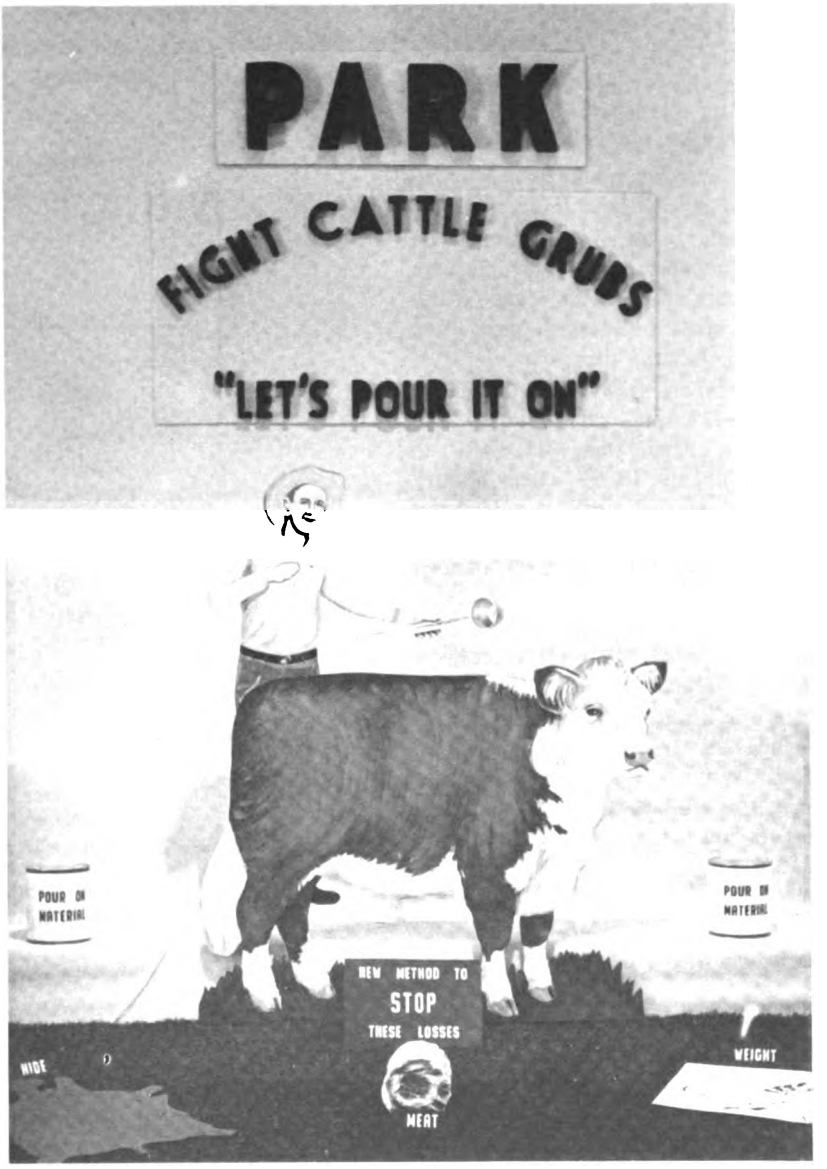
1) If you desire action, you cannot do it alone. Enlist the aid of key stockmen to help promote the program.

2) Secure the aid of insecticide dealers. Many times they have a closer contact than you do. They can help you inform the public.

3) It is not advisable to try to cover the entire field at one time. Concentrate your program with one type of livestock.

4) Use all methods available to put the program across.

The Park County Agricultural Advisory Committee estimates that 60 percent of the county's beef cattle are treated for grubs, 65 percent for lice, and 45 percent for horn flies. Eighty percent of the dairy cattle are under a control program, as are 15 percent of the sheep, 5 percent of the swine, and 90 percent of the horses. □



This exhibit on pour-on systemic insecticides was used at county and State fairs to promote Extension's educational program on safe and effective livestock insect control. The "Let's Pour It On" theme means that chemicals are to be used according to directions at the prescribed rate and dosage.

4-H Opens the Door to Million Dollar Business

Poultry project provides background for successful commercial venture

by
Robert Boardman
Extension Information Specialist
University of California

Shades of Horatio Alger! Can a 4-H project selling a few dozen eggs a week wind up two decades later grossing a million dollars a year?

That's what happened in Goleta, Calif., reports county Extension agent Lin Maxwell.

Jim and Bill Marchiando began raising chickens and rabbits in the 1940's as a 4-H project. They dropped the rabbits, went into raising citrus nursery stock, then dropped that—but always kept their chickens.

Now they own or lease seven poultry ranches employing 25 men. They market 100,000 eggs daily, doing a gross business "approaching a million dollars" this year.

The brothers grew up in Goleta on their father's small citrus ranch. Jim, the elder, began his 4-H work in 1944; Bill in 1947. Their poultry and citrus nursery projects helped put them both through college. While Jim was away studying, Bill "minded the store," delivering eggs and fryers in the small family pickup. Jim later took over while Bill went to college. Both got degrees in agriculture.

By the time their poultry project reached its peak, they had 2,000 layers. With the help of 4-H agent Burr Coryell, they were definitely headed toward a poultry future by 1952.

"The great thing about 4-H," Bill says, "was that it helped us set benchmarks of where we were and where we were going. It gave us a good background in the business, on a small scale."

Jim and Bill were both 4-H All Stars as well as State winners and attended National 4-H Congress as State winners in poultry.

"We made a lot of mistakes, but we learned enough to go ahead with confidence," Bill said. "I'm sure that without the 4-H projects and leadership and encouragement we wouldn't have gone in this direction."

The Marchiandos are the first to admit that they took full advantage of everything they could get in the way of free 4-H training and free public education.

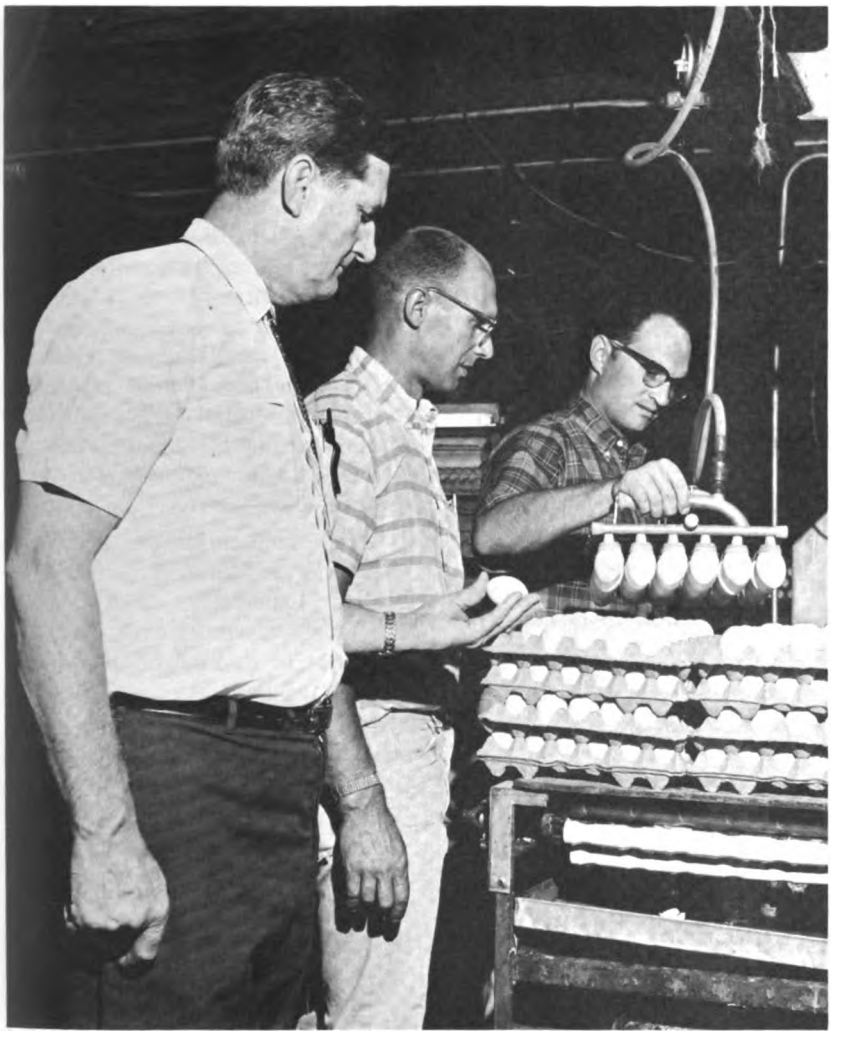
But now they're trying to give an equal amount of help to young people in Goleta. Bill is president of the Parent-Teachers Association in a local school. In addition, both have served as 4-H Club leaders. Between them they have 10 children; five are already in 4-H.

Jim was recently elected chairman of the Goleta Farm Center. Bill won the post of second vice president of the Santa Barbara County Farm Bureau.

What is the secret of the Marchiando success? Aside from getting off to a good start early, they attribute their success to eliminating all duplication of effort.

"We doubled the capacity of our ranches by combining facilities," said Jim. "For example, we'd fill all the houses in most of the ranches with layers. Each ranch became a one-man operation; the man in charge took care of 25,000 to 30,000 layers—feeding, picking up eggs, and cleaning out.

"Our place in Chowchilla is the brooder ranch for the whole operation. Our feed mill at Buellton pro-



Bill Marchiando, right, and his brother Jim, center, show county Extension agent Lin Maxwell how eggs are picked up and transferred to line for washing and grading at their ranch in Goleta, California.

vides 100 tons of feed a week, of our own mixture, for all the ranches.

"Yet at the same time, we're not putting all our eggs in one basket, because the properties are widely separated. If we get a disease problem at one place, we can confine it there."

Growth of the Marchiando egg business has been steady since the brothers built their first chicken house in 1953. By 1954 they had 2,000 chickens; by 1957, 4,000; the next year, 7,000, with a big jump in 1960 to 30,000. The number doubled by 1962 to 75,000, and this year is 150,000.

From now on, however, the Marchiandos figure they will emphasize growth less and efficiency more, since the first doesn't necessarily bring the second.

They're particularly interested in environmental control, such as exists in their Buellton house. There, four fans ventilate closed-in houses, moving 7 cubic feet of air per bird per minute. This can reduce the summer temperature in the 6,000-bird house 5 to 7 degrees.

Slots in the siding, where the panels meet, allow the air to enter and circulate down to the floor and up through the cages. Sprinklers aimed at the roof can lower summer temperatures more if needed. In winter, the plywood-paneled sides of the house make it possible to raise a 20-degree outdoor air temperature to a more tolerable 40 degrees indoors.

"So far," said Bill, "this type of environmental control seems to be paying off. Production is holding up better, and there's less feed consumption. We're keeping records on production and feed consumption on all our ranches. If indications continue to point the way they are now, we'll go to environmental control in all our houses."

Cost of boarding up a house, sealing all cracks, and ventilating comes to 25 cents per bird.

Could young people today make money in a small-scale egg business?

"No," said Jim. "Everything is too commercial today. In the forties we could sell fryers for 39 cents a pound. Today they're down to 13 cents. With eggs it's about the same way.

"But even though kids can't make as much money in projects now, 4-H is still a very valuable program. They learn to keep records, they get good experience, they learn about agriculture as a way of life. This is good background for going into one of the many agriculture-related jobs that are open and that pay well." □

Kansas' 'Fish Story'

new income for farmers

by
Fred M. Parris
Assistant Extension Editor
Kansas State University

Dr. Otto Tiemeier exhibits one of the thousands of channel catfish being used in research to develop a new source of income for Kansas farmers.

Production of channel catfish in landlocked Kansas promises to become a multi-million dollar a year industry for the Sunflower State and a new avenue of income for enterprising farmers and ranchers. Extension is helping this promise become a reality.

The big money, many Kansans believe, is in raising the fish for food markets and providing fee fishing opportunities for tourists and recreation seekers.

Among the believers in this new Kansas business venture are representatives of industries closely related to channel catfish production—wholesale and retail food dealers, feed manufacturers, tourist-recreation promoters, farmers, and ranchers.

Three State scientists are doing research which strengthens the feasibility of a prosperous catfish industry for Kansas. Two of them are Kansas State University researchers—Dr. Otto W. Tiemeier, a zoologist, and Dr. Charles W. Deyoe, a feed grain specialist. The third is Seth Way of the Kansas Forestry, Fish, and Game Commission who has perfected a method of hatching channel catfish by the millions.

Year round catfish research is conducted at the University Fisheries Research Laboratory. This 28-pond laboratory covers 93 acres and is the only one of its kind in the world.

Cooperators in the research include the Kansas Agricultural Experiment Station; U.S. Bureau of Commercial Fisheries; U.S. Bureau of Sports Fisheries; Kansas Forestry, Fish, and Game Commission; and the U.S. Corps of Engineers.

The Kansas Cooperative Extension Service, with the Kansas Agricultural Experiment Station, is taking the research data to "fish farmers," feed manufacturers, and others interested in the new industry.

County agents and Extension engineers are working with potential catfish producers in pond construction and irrigation methods. More than 7,000 copies of a new K-State bulletin, "Production of Channel Catfish," have been distributed.

A highlight of the research to date is the development of economical, high-protein catfish feed pellets. The formula for the pellets—which consumers say give the fish a delicious taste—was developed by the University Department of Grain Science and Industry and tested in the laboratory ponds.

The high protein content of the pellets decreases fat in the fish—a boon for weight conscious folks and those who like their meat lean.

But animal protein is expensive. So the K-State scientists set about whipping that problem.

"We have found we can substitute plant proteins for most animal proteins in the formula and thereby lower production costs of the channel catfish," Dr. Tiemeier says.

Only two pounds of pellets are required to produce one pound of gain on the fish—a cost of less than 10 cents per pound gain.

Interest in the K-State catfish research is becoming worldwide. An organization of international fresh water fish producers have invited Dr. Tiemeier and Dr. Deyoe to Europe to present results of their research.

Commercial catfish producers in Kansas—and they are increasing steadily— don't have to look far for markets. There is a ready challenge to supply the market waiting in Kansas and adjacent States.

Data gathered by Extension indicate that housewives are eager to buy channel catfish at the food markets. Businessmen want more opportunities to order fresh fish at restaurants.

Popular steak houses and eating establishments throughout the State are advertising fresh channel catfish as one of their specialties.

Large chain store meat managers are convinced there is a need for fresh fish on the Kansas food market.

The key to Kansas' success in the channel catfish industry, says the meat buyer for a Hutchinson store, is the production of fish in large volumes. Also important, he adds, is the development of sanitary and efficient processing methods which can assure the housewife fresh fish "when she wants them, at a reasonable cost and desirable weights."

When these problems are solved, he thinks the Kansas catfish industry will enjoy success similar to that of the broiler industry.

Solutions are well on the way.

The developer of one of the State's best-known fish farms has invented a prototype machine which can process 600 catfish an hour, turning them out "ready for the skillet." Later models of the machine will greatly increase the number of catfish processed per hour, he says.

Development of the catfish industry means new profits for other Kansas businesses. The feed manufacturing industry is one of them.

Last year one Atchison firm manufactured and sold 250 tons of catfish pellets made from the K-State formula. The owner predicts large sales for this year.

Other Kansas feed manufacturers report catfish pellet sales in 1966 ranging from 100 to 300 tons. All agree the industry has real potential.

Many Kansans are raising fingerlings for sale to pond stockers. Two- to four-inch catfish sell for 7 to 10 cents each when bought in quantities of 10,000. The price, of course, is flexible.

Fee fishing, a sport where anglers pay as high as 98 cents a pound for fish they catch, is another profitable segment of the industry. The thrill of "landing 'em" themselves is steadily growing in popularity among tourists and area families seeking outdoor recreation.

Dr. Glenn H. Busset, Kansas State 4-H Club Leader, says enterprising youths can help pay for their college educations with well-managed fee fishing farms. He points out that youths can net $250 a year on a single 1 acre pond.

Just about any way you look at it, commercial fish farming looms as a money-making industry in Kansas' backyard. The Sunflower folks are ready to sink a big hook into it, and Extension is ready to help. □

Dr. Otto W. Tiemeier, Kansas State zoologist, feeds economical, high-protein pellets to experimental fish at the University's Fisheries Research Laboratory. Tiemeier and Dr. Charles W. Deyoe, feed grain specialist, developed the formula for the pellets.

Imitation—

key to better living

by
Janice R. Christensen
Extension Home Economics Editor
North Carolina Extension Service

Mrs. Gloria Pearson, home economist with the Experiment in Self Reliance Program, sits at business center homemakers redesigned from a discarded chest of drawers.

If imitation is the sincerest flattery, two Extension home economists in Winston-Salem, N. C., have a reason to be proud.

The women in the Kimberly Park neighborhood of that city do what they see the agents do. As they imitate, they improve family living conditions.

The two home economists, Mrs. Gloria D. Pearson and Mary E. Holder, head the Experiment in Self Reliance program, a cooperative venture between the Office of Economic Opportunity and the North Carolina Extension Service. As their first project, they set up a model home in a low-income neighborhood.

Their choice was a gray-shingled six-room dwelling, renting for $55 a month. It was located about two blocks from the church—the center of activity for the Kimberly Park families and headquarters of the Neighborhood Service Center.

"You wouldn't believe the condition this house was in when we started," Mrs. Pearson said. "It took every cleaning method we knew and one month of scrubbing to get the bathroom into a presentable condition."

It was impossible to tell whether the floors were made of pine, oak, or dirt. Since treatment with steel wool, sandpaper, stain, and shellac, they are a sparkling pine.

Originally the house had dingy walls painted so many different colors the homemakers called it their "Easter egg house." Now the walls are painted ivory and the woodwork and ceilings are white to give the small rooms a feeling of spaciousness.

The outside got a sprucing up, too. The women painted the trim around the house and porch a cheerful yellow.

"Painting is one thing the families can do to improve their houses," Mrs. Pearson pointed out. "The landlord will provide the paint if the families will use it."

Next task was to furnish the house, keeping within the budget of most low-income families. The women did it. They furnished three rooms for $298.47 by shopping carefully and doing much of the work themselves.

Three rooms in the model house are devoted to workshop space where Kimberly Park homemakers are learning to make clothes and curtains and to refinish furniture.

The other three rooms are used as workshop space.

The largest single purchase was $50 for a sofa and a chair "in sad condition, but with a good frame."

For another $30 they reupholstered the pieces in a heavy burlap fabric. Four throw pillows—green, orange, and yellow—were made for 58 cents each.

A corner table and an old dresser that could be converted into a desk were bought second hand for the living room and were painted to match the walls. A book shelf, costing a dollar, was built over the desk.

Another table, costing $5, looked so pretty when its many coats of paint were stripped off that the women refinished it to show the natural grain.

A green, washable rug, lamps, and a picture were bought from local discount stores for $15.95. And if you look closely at the waste baskets, you'll notice they are gallon ice cream cartons, painted to match the walls.

Draperies in the living room and bedroom cost $4 for each window. They are made of osnaburg, a material similar to muslin, but heavier and of finer quality. Each panel is trimmed with 2-inch braid in shades of green and orange.

The bedspreads match the curtains. One for the double bed was made for $6; the spread for the cot that slides under the bed cost $2.36.

The four-poster bed, dresser, and mirror, costing $12, have been antiqued in avocado. The homemakers made and covered the mattress of 6-inch urethane foam for $18.

Like most houses of its type, the model home had no closet. A skeleton closet, designed by an Extension engineering specialist, was built for $10. It is separated from the rest of the bedroom by draperies that cost $4.27.

One of the men in the Kimberly Park neighborhood decided to build a similar storage closet in his house, Miss Holder said.

"He almost wore out our rug," she said. "He kept coming back and looking at our closet every few minutes to make sure he was doing the job right."

The homemakers painted the work area in the kitchen a bright yellow. They paid $45 for an electric range and $20 for a refrigerator. They bought a dining table and four chairs for $18, refinished them and gave the chairs white plastic-covered seats. They paid $1.20 for white nylon cafe curtains.

In the bathroom, the women built three storage shelves for $2. The hamper, which matches the bath mat, is a cardboard box painted green and decorated with yellow cutouts of ducks. The green nylon curtains, which they made, cost 88 cents.

In the workshop area are six sewing machines, two cutting tables, an ironing board, and other sewing equipment. Curtains in the workrooms are made from tobacco canvas and cost 48 cents a pair, Mrs. Pearson said. "It shows the people that come here that they can have attractive window treatments at a low cost," she added.

In the third workroom sat 32 small chairs. Children in the neighborhood meet here some days for Head Start classes. "And if the mothers who come to workshops have their children along, the children can play in this area," Mrs. Pearson said.

"We're going to use the chairs for our furniture refinishing workshop," Miss Holder said. "The women can use them for practice."

The agents and aides held an "Open House" in the spring. About 500 people attended. Over 300 more have stopped by since.

Following "Open House," 80 percent of the families in the area made some improvement in their living conditions.

"Just this morning," Mrs. Pearson said, "I saw one of the women of the neighborhood washing her front porch."

"I saw you do it," the woman explained, "so I thought I should too."

This type of imitation is seen in other ways. When the women started their project, they cleaned up the yard. Persons in the neighborhood picked up the debris in their yards. Then the agents and aides planted windowboxes and put them on the porch. Now almost every home in the neighborhood has a similar windowbox.

Women in the neighborhood who wish to learn how to make draperies, reupholster furniture, or improve their housecleaning methods can receive help and advice—from the agents or their aides.

They've seen that improvements can be made. Now they're willing to make them in their own homes.

"We hope," the agents added, "that the house will be a stimulus to people in other neighborhoods, too." □

The Family Approach

to community resource development

by
Bradley P. Smith
Assistant Professor of Rural Sociology
and
Community Organization Specialist
University of Connecticut

This is a story of sharing our resources with others—a story that has a definite beginning but no end. It takes place in Portland, Connecticut, population 8,300.

The Bank Street neighborhood Homemaker 4-H Club program began when Miss Veronica Zanelli, Middlesex County Extension home economist, visited families in the Bank Street area in 1966.

These visits provided basic information on money management, nutrition, and food selection to families participating in the Head Start activities.

Miss Zanelli realized that the families wanted more for their children, themselves, and their neighborhood. They did not want money, but social skills and a chance to participate in community life. Yet no one had really asked them what they wanted or offered a realistic way of getting it.

The question was, "How do you bring together the best program skills and resources of Extension home economics, 4-H, and community development to help the Bank Street neighborhood share more closely in the community life of Portland?"

Miss Zanelli, 4-H agents Lloyd Wilhelm and Barbara Maynard, and community development specialist Bradley Smith arrived at an answer—the Portland Homemaker 4-H Club demonstration project. Its focus was the whole family.

Extension planned a coordinated program to meet the social and educational needs of the total family. The year round program included such areas of common interest as recreation, sewing, dressmaking, grooming, nutrition, training for baby sitters, bicycle safety, camping, and family life education.

Emphasis was on activities that would strengthen communication within the family and act as a springboard to greater community involvement.

Extension placed importance on the development of leadership from within the family and neighborhood, and outside leaders were kept to a minimum. Every activity was to be the result of an expression of interest by the Bank Street families.

These objectives and the general program intent were offered for consideration to the Portland Community Action Committee and individuals from the Bank Street neighborhood itself. Their approval was unanimous.

Mrs. Eugenie Shaw, an experienced community action worker, had a close relationship with the Bank Street families. She provided Extension with a basis for building the Homemaker 4-H Club program.

The Extension staff started with the most immediate concerns of the parents and youngsters—a workroom for sewing and a place to play. The families were encouraged to take a good look at the neighborhood for possible playground and workroom locations.

As a result, two excellent places were found—a large privately owned vacant lot, and a basement room in the True Vine Church. Both needed a clean-up, fix-up effort.

The families cleaned up the playground, and the town of Portland provided a maintenance crew to help. Recreation equipment was donated by the Lions Club, Portland Recreation Department, and both of the Middlesex County Extension 4-H Club and Homemaker Advisory Committees, each of which donated $100.

Local businessmen, the Portland

These two girls are among the many who are benefitting from the Homemaker 4-H Club program in the Bank Street community.

The recreation area which Bank Street families helped clean up provided a place where children could participate in arts and crafts activities led by work-study students.

Community Action Committee, and industry donated sewing machines and fluorescent lighting for the workroom. Many new activities flourished because of the playground and workroom which were available to all of the more than 100 white and Negro families.

The families took pride in the fact that finally, after years of discussion and talk, things were happening in the Bank Street neighborhood.

The Homemaker 4-H Club activities continued through the summer. The added feature of a camping experience for the youngsters brought up the problem of 1-week "camperships" which would cost about $30 each. It was Extension's goal to include at least a week at camp for all neighborhood youngsters, whether or not they were 4-H Club members.

Families, Extension staff, and Community Action workers all began to search for sources of camperships. As a result, 60 camperships were made available.

Youngsters from the ages of 9 to 15 enjoyed a week at camp. The younger children attended day camps. Children in foster homes had their camperships provided through the State Department of Welfare, and the school social worker arranged for a special camping experience for one emotionally disturbed youngster.

One boy attended the Boy Scout camp, even though he was not a Scout. As a result, the Scouts are interested in organizing a Troop in the neighborhood.

Two more camperships came from the mothers themselves with funds raised in a bake sale and rummage sale; the bulk of the remaining camperships came from Portland churches, the Salvation Army, Altrusa Club, and community friends.

The Middlesex County Extension staff obtained the services of two work-study students for the summer playground program. Two Neighborhood Youth Corps members, residents of the Bank Street area, also assisted in the recreation program.

Program results cannot always be set down in neat numerical figures, and the Portland Homemaker 4-H Club is no exception. We could say that the Extension effort involved 24 girls, 28 boys, and from 19 to 25 neighborhood women. But this would not give the complete picture or show the quality of participation on the part of the many Portland people.

One way to show how the real interest, encouragement, and helpfulness of the Middlesex County Extension staff paid off in neighborhood and community dividends is to mention a few of the good happenings in the Bank Street neighborhood.

Miss Zanelli, in response to the interest of the homemakers, combined information on food selection and preparation with table settings and dining-out etiquette to prepare the women for dining out together. Each week they make a deposit in a savings account opened expressly for this purpose.

A registered nurse who lives in the Portland community reads to the preschool children and helps with a class in home nursing techniques.

The Portland Department of Education is providing basic adult education programs and has made the school gym and industrial arts workshop available to the youngsters after school hours.

The Portland Young Women's Club has offered to purchase books to start a library for the workroom in the True Vine Church.

The Portland Community Action Committee has voted to enlarge its membership for greater community and neighborhood representation. They have also set up a non-profit foundation to receive gifts for use in the Bank Street neighborhood program and other areas with similar needs.

And finally, but not at all the least, is the formation of a strong West Side Family Association which grew out of concern for one another and a need for close cooperation.

Each of the above results shows what happens in Cooperative Extension and in other community programs when, as Mrs. Shaw so well expressed it, "You come not just to visit but to stay a while and share your thoughts and actions." □

More Than They Bargained For . . .

The personal growth and development of Extension program assistants is one of the unheralded success stories in recent Extension efforts. The story has gone unheralded largely because Extension workers long ago became accustomed to getting more than they bargained for.

You've seen this as volunteer leaders in agricultural programs have improved their farming operations faster than others. You've seen this as Extension homemaker club leaders became better homemakers faster than other homemakers. You've seen this as latent leadership surfaced among your people as they worked together in community improvement and development programs.

So that "little something extra" with the assistants was not completely unexpected. It was the size of the "little something extra" that was unexpected.

The program assistants are selected from applicants that already have rapport with the families they'll be helping. They receive special training and guidance. Through their work they realize satisfactions in helping others, their aspirations grow, and they develop greater understanding of less fortunate people and their problems.

Here are a few examples:

In one project, more than half the program assistants obtained full-time employment in one year. One got a job as an employment aide. She gets $1.75 an hour for 40 hours a week. She has gone off welfare.

Another earns $2.12 an hour for 35 hours a week. She is employed as a community school field worker.

Six assistants were employed in a feeder-pig project for low-income farmers in another State. One obtained employment as a fieldman for a local pig teleauction, and another has been employed as a fieldman for the county livestock association.

A third expanded his own feeder-pig operation up to 30 breeding sows.

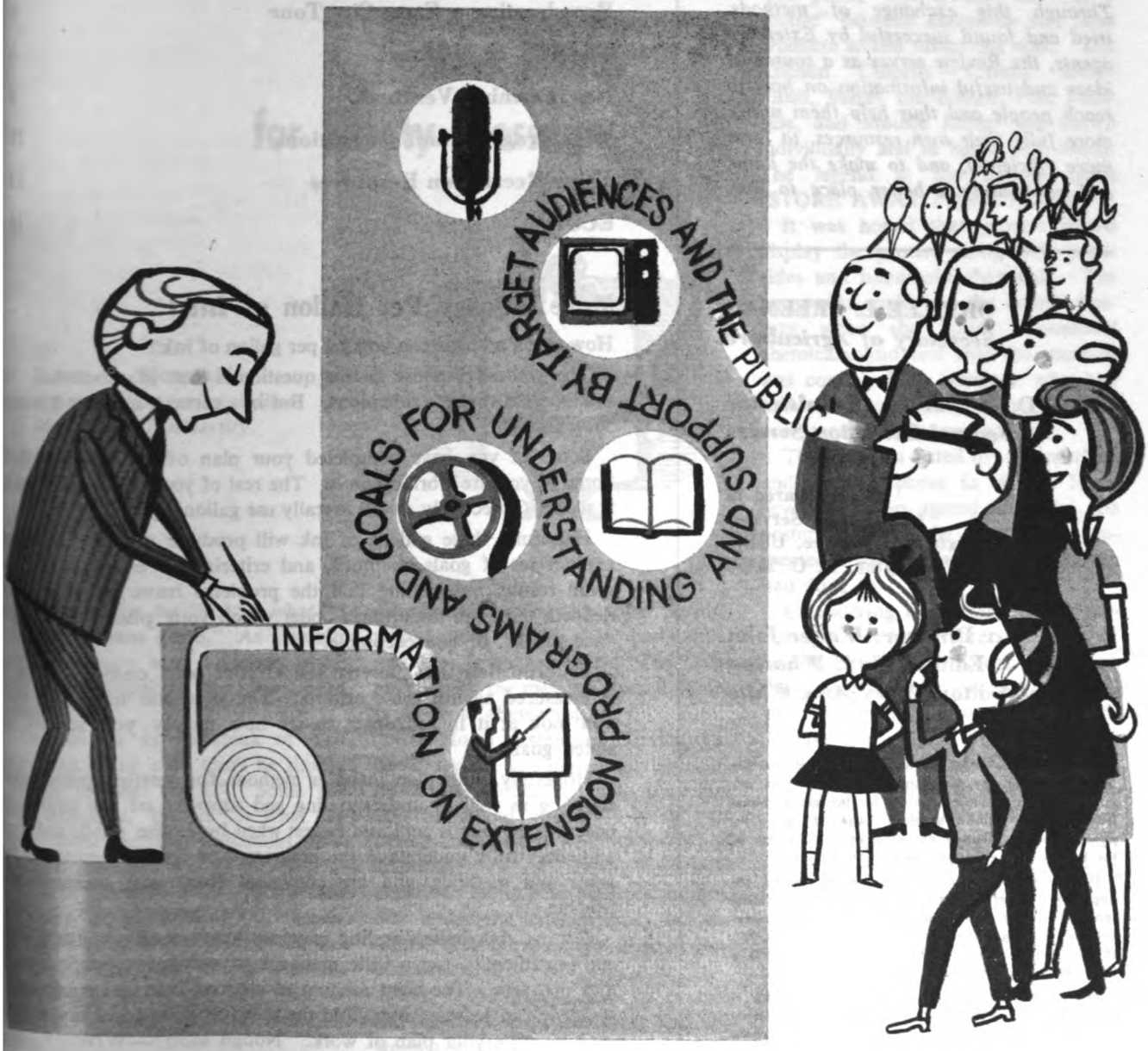
And so the stories go. Similar progress can be reported from each State Extension Service that trains, employs, or supervises program assistants. And all the while many thousands of low-income families benefit from the intensive personal interest the assistants bring to their job of helping them improve their level of living.

A "little something extra?" No, a lot! WJW

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * FEBRUARY 1968



Federal Extension Service

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

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

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EXTENSION SERVICE
REVIEW

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

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More Mileage Per Gallon of Ink!

How much mileage can you get per gallon of ink?

The kindest response to that question is that it's rhetorical. The unkindest is that it's ridiculous. But in a certain context it deserves some thought.

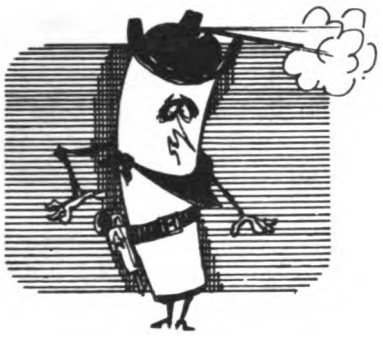
Some of you have completed your plan of work for 1968-69. Some of you are working on it. The rest of you will be working on it soon. Collectively, you'll literally use gallons of ink.

Hopefully these gallons of ink will produce a very concise and explicit set of goals, methods, and criteria for evaluation of program results. Assuming that the problems have been accurately defined, these are the criteria under which your plan will be judged "acceptable" or "unacceptable."

Unfortunately, the supreme test of your plan comes not when it is measured against these criteria. The supreme test comes when you look at it in retrospect to see how nearly you achieved the stated goals.

Hopefully, your plan includes methods for getting public understanding as well as understanding and support of the target audiences. Learning is achieved fastest when both the public and target audiences fully understand the program, are in agreement with the goals and methods, and are convinced they are reasonable and feasible.

Getting this understanding is where you need the "extra mileage ingredient"—just a little more ink to mount a public information program. The right amount of ink used to get public understanding can increase manyfold the mileage you'll get from the ink used to write your plan of work. 'Nough said?—WJW



New Route for Safety Messages

by
Robert E. Kowalski
Assistant Extension Editor
Iowa State University

People don't like to be told what to do "for their own good." As a result, messages on any sort of safety often have to be disguised to make them palatable.

The problem is to think of new approaches. But one can't be simply "shooting in the dark." Some rational approach, based on what we know about communications behavior, is needed.

Research shows that people are sometimes more willing to believe messages conveyed by friends and acquaintances than by those who are purported to be experts. This is called the "two-step flow of communication."

What happens is that a specialist's message is received by some persons who believe it, think it worthwhile, and pass it on to others. The "others" believe the message since it comes from those they trust.

The Iowa Extension Service has been trying to make homemakers more safety-conscious about pesticides and household chemicals, with particular emphasis on keeping foods and chemicals separate. Storing household chemicals along with potatoes, onions, etc. under the kitchen sink, for example, creates the danger of food contamination.

The problem was how to present the information in a manner that the women would heed and accept. How about the two-step flow of communication? First of all, who do women trust? And how do we get the message to *them*?

Homemakers shop in supermarkets which give them the most for their money, and in which they can place their trust concerning quality of products. They eventually establish friendly relationships with their grocer, perhaps on a first-name basis.

Thinking about this prompted use of the grocer as a communication sender.

A poster was created showing a "battle" between chemicals and food products stored under the sink. The Kitchen Culprits — Caustic Drain Flush, Benny the Bleach, Pete Pesticide, and Mousie Killer—are shown individually and in battle with foods. The legend at the bottom reads "STORE AWAY FROM FOOD."

It was hoped that grocers would display the posters along with pesticides and household chemicals. The housewife could see the safety message when she bought household chemicals, and feel that the message was coming from someone who had nothing to personally gain from her acceptance of the message.

The idea was tested in supermarkets and grocery stores in Ames, Iowa. Seven managers agreed to display the posters. When the stores were inspected a week later, five of the seven had done so.

Considering this a fairly good percentage, we wrote letters to the 101 county Extension directors, explaining the project and its success in Ames. The 38 directors who agreed to cooperate asked for 1,936 posters for the 968 stores in their counties.

It would be hard to determine how many women began to store foods and chemicals separately as a result of the project. If even one poisoning has been avoided, however, the effort will have been worthwhile.

If nothing else, a new channel has been developed for communication of chemical safety messages. And this channel is almost certain of attention from homemakers in the market for household chemicals. □

The farm-city tour caravan prepares to embark on its radio-guided trip around St. Lucie County's farms and tourist spots.

Broadcasting a Farm-City Tour

Florida county adds new twist to common event

by
Hugh Whelchel
County Extension Agent
St. Lucie County, Florida

"A better way to communicate to the participants on a Farm-City Week tour"—this was the problem facing the Agri-Business Committee of the Chamber of Commerce and myself as we planned a Farm-City tour that would accommodate an undetermined number of people.

The group was to tour the area around Ft. Pierce, a scant hundred miles north of Florida's famed Miami Beach.

The county is plush in tourist attractions and lush in agricultural growth. The Atlantic beaches feature the vacation spots, while to the west, beyond the sand dunes, is a virtual agricultural paradise. The tour was to tell the public of the activities on both sides of the sand dunes.

The tour, we decided, should not last over 2½ hours. It should cover all phases of agriculture in St. Lucie County (citrus, ranch, dairy, tomato); it should be comfortable for the tourers and explained in layman's terms that could be heard by all. These dictates, plus the limited time, presented a nearly impossible situation.

A ray of sunlight flashed as someone suggested working with the radio station through a portable studio. Let the people ride in cars, and lecture to them over the radio! A check with the radio station added new hope. We found that all we needed was a car equipped with a radio telephone. A call to the station could be transmitted over the air and picked up by the participants.

Although we saw our radio tour shaping up, there were still many details to be worked out. Would there be any dead spots where the radio telephone would not work? How long should we broadcast at one time? How often? What time schedule?

A meeting with the local radio manager and telephone representative answered many of these questions. We could have 30 minutes broadcast time during the 2½-hour period.

The station manager proposed 5- and 6-minute broadcast periods timed at strategic points of the tour. The 10 minutes after the hour and the half hour were reserved for news, so our broadcast periods had to fall into the remainder of the hour.

The telephone representative suggested a trial run to test reception and set up a time schedule. He joked that the only problem might be a long-winded customer on the channel when we needed to broadcast.

An added side benefit soon became apparent. As important to the success of the event as the conducted tour itself, we realized, would be the many people listening to the tour on the radio but not involved physically in the caravan.

It was important then, that all narration should present a complete, descriptive picture to hold this invisible audience. No problem arose here, and many listeners felt they received a clear and interesting account of St. Lucie County agriculture.

The hour of the tour came. We pulled out at 1:35 p.m. The 18 cars carried four or five persons each. At 1:40 p.m. we called the radio station and were put immediately on the air. The system worked perfectly.

We summarized what would be seen and made a few general comments about agriculture in St. Lucie County. As we rode through the tomato field, we talked about the tomato industry. The same was done with dairying, ranching, and citrus production. In all, we broadcast six times, and the reception was excellent.

The group left the cars at only two stops. One was at a large dairy where they walked through the milking barn to observe the process. The second spot, at the end of the tour, was a visit to a citrus grove.

These stops allowed the group to stretch their legs. Most of the description of the specific enterprise and this phase of the county's agriculture was presented by radio prior to each stop.

Feedback and comments on the tour have been most pleasing. The radio station, the Chamber of Commerce, and the county agent's office have received compliments from both those making the tour in person and those making the tour via modern electronic sound systems.

If you are thinking of using this type of communication for a tour, I'd like to mention a few facts that became apparent to us. Be sure the car you broadcast from has a radio tuned to the station. This lets you hear the announcer introduce you and gives you the cue to start your commentary. Don't try to adhere to an exact broadcast time schedule—there are too many variables.

Make arrangements for policemen to be present to get the caravan started and into the traffic flow. Each driver should be agriculturally oriented, know the area, and be used to country driving conditions. Furnish each car with a mimeographed map of your route, particularly when congested areas must be crossed. □

One of the two stops at which the group left their cars was at this dairy, where they observed the milking process.

'The Law in Missouri'

Missouri program shows value of responding to public needs

by
James Mariea
Extension Assistant
Extension Division
University of Missouri

What happens if you die without a will? What are your rights and duties as a debtor? As a tenant? These are a few of the questions Missourians are asking. They want to know how our State law affects the family.

In response to the public interest these questions reflect, the Missouri Bar Association and the University of Missouri Extension Division have designed a cooperative educational program called "The Law in Missouri."

The format of the program is best described by the joint efforts of its sponsors.

The Missouri Bar Association contributes legal study plus the speaking talents and practical experience of veteran attorneys. The Bar researched the topics and helped develop outlines which attorneys use at local presentations of legal topics.

The Bar Association also provides a liaison between the county Extension staff and local officers of the Bar to facilitate lawyer participation in the program.

The faculty from the MU School of Law at Columbia has been involved in the planning stages, publications, and training sessions for Extension staff members. Attorneys speaking at the evening programs have done a fine job of establishing rapport with their audience while explaining the law in layman's language.

Extension provides a statewide but local level teaching organization to bring the law to the people. Meetings are organized, scheduled, publicized, and conducted at the county level by home economists and the county Extension director.

The latter requests the district public information chairman of the Bar to choose an attorney to be invited to speak at an evening program. After his talk, the audience asks the attorney questions. There is no charge for admission.

Married couples generally attend together. Newly marrieds, new residents of Missouri, and those anticipating family business transactions are anxious to learn how the Missouri law applies to them. However, many couples attend so they will know "just in case" a legal problem should arise. This is what the Bar calls "preventive law."

The finer points of law cannot be taught in a question and answer session, but the participant can learn to recognize legal problems and anticipate them by learning the basic legal concepts involved in the topics presented.

To date, there are nine topics in

Miss Mary Johnson, Extension family economics specialist, and E. A. Richter, the Bar's director of public information, select materials and publications to be used in the cooperative educational program, "The Law in Missouri."

"The Law in Missouri." They are: insurance; buying on time; the court system; the landlord-tenant relationship; buying and selling property; leasing land in the urban fringe; marriage; estate planning; and settling your estate.

The program began in 1963 with three topics and has since expanded to nine in the same way it began—by popular request. Audiences ask for more information about topics already presented, and they also ask for new topics.

This interest has been gauged by distributing questionnaires after a program or providing a suggestion box for audience use.

The program began through the work of committees from both the Bar and Extension. Miss Mary Johnson, Extension family economics specialist, and E. A. Richter, the Bar's director of public information, have been the liaison between the two groups since the program started.

The original committee work led to the development of outlines for the presentation of three topics in 1964. Ten subdistrict conferences were designed to carry the format of the program from the State level planning stage to the local level implementation stage. Local Extension personnel and 30 attorneys from across the State attended the conferences.

As interest grew in "The Law in Missouri," more research was done, new topics were added, and pamphlets were written giving practical information about family legal problems.

These are distributed by the Bar and the Extension Service, as well as being used to supplement the speaking and discussion programs.

Actual program participation was about 7,000 families in 1966. In response to this growing interest, Jackson County alone offered five topics at two locations for about 500 participants last fall.

Individually, neither Extension nor the Missouri Bar Association could have taught the law to Missourians. The former group is made up of teachers but not lawyers; the latter is made up of lawyers but not teachers.

In cooperation, however, a basic understanding and therefore anticipation of legal problems which the family might face can be conveyed via practical information about "The Law in Missouri." □

New Farming

County agent Ray Sartor and Mrs. Chester Thrasher discuss the quality of cucumbers harvested on her farm in Tippah County, Miss.

more money for low-income farmers

by
Duane B. Rosenkrans, Jr.
Extension Editor
Mississippi State University

A new enterprise to provide more income for small farmers is needed in many counties and multicounty areas. Here's how the Mississippi Cooperative Extension Service is successfully guiding such a development in a seven-county area in the northeast corner of the State.

The enterprise is cucumbers for pickling, still harvested by hand here and in many areas. This means that most of the labor is done by members of the farm family.

Returns are quite encouraging to the growers when compared with previous farming experiences. Some growers in this seven-county area sold $500 or more worth of cucumbers per acre.

In 1967, the first year of this seven-county production and marketing program, 437 farmers planted a total of 407 acres of cucumbers for an average gross income of $248.62 per acre. Most of these families have limited resources and low incomes. Most farmers planted only one or two acres of cucumbers.

As the first commercial cucumber program in the seven-county area, this effort is paving the way for more truck cropping. Most of these counties plan to at least double their cucumber production in 1968. Some growers will plant other vegetable crops such as pimiento peppers, okra, and peas that are harvested after the cucumbers.

Establishment of cucumbers as a new crop in the area resulted from a discussion of supplemental farm enterprises between W. T. Smith, county agent at Booneville, and Belton E. Berry, Extension district program leader for the 21 northern Mississippi counties.

Smith received the Superior Service Award of the U. S. Department of Agriculture in 1967 for his efforts to assist small farmers.

Berry further discussed the matter with C. B. Duke, Jr., district Extension agent, and the late K. H. Buckley, Extension horticulturist. They decided that the seven counties had much in common as an area for a cucumber production and marketing program. With Buckley's advice, the group chose a pickle firm with which to deal.

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'entures . . .

needed diversification for commercial farmers

by
Henry W. Corrow
Extension Editor
University of New Hampshire

A northern New England vegetable-growing team is displaying courage rivaling that of the hardy, seagoing cartoon character who takes his spinach straight.

Popeye always comes from behind to win. The Coos-Essex Spinach Growers Association, likewise, has launched a new, two-State agricultural industry against long odds.

With two harvests under their belts, it looks as if the five partners in "Operation Popeye" will come out on top.

Their namesake depends mainly on brawn to buffet his way to success. The fledgling spinach growers, however, are bolstered by their farming prowess and a heavy assist from the county Extension agents in Essex County, Vt., and Coos County, N. H.

It's taken over 2 years, countless hours of practical research, and a lot of soul-searching and thought. But what started "from scratch" in 1965 has already brought over 100 acres of spinach into production.

While it may still be too early to tell, spinach-growing may join the dairy, potato, and Christmas tree industries as a potent factor in the economy of the two counties. What's more important, the innovative partners may have started a valuable trend in commercial diversified farming in this area.

Veteran farmers all, the partners plugged all the leaks they could find to make sure their "Popeye" venture would set sail keel down. Even then, the challenge has been formidable.

Colebrook's Charles W. Jackson is heir to his family's spud-growing ability. Clarence and Harold Marshall of Northumberland have a similar background linked with dairying.

Just across the Connecticut River in Vermont is Bert Peaslee of Guildhall, whose father was one of the Green Mountain State's all-time top potato producers. Mark Sweeney, Jefferson, has a way with cropland and cows.

Like many new enterprises, the spinach partnership seized an opportunity to fill a need. Suffolk Farms of Chelsea, Mass., has been trying to squeeze more of the crisp vegetable out of Bay State farmers and those in Maine and Pennsylvania.

The firm contacted Ralph B. Littlefield, the Extension county agent leader at the University of New Hampshire. He passed the word to Dwight G. Stiles, agricultural agent in Coos County, who did something about it.

Stiles relayed the message to county dairy, spud, and vegetable farmers. They exhibited only mild interest at first. But at a meeting Stiles held in nearby Groveton, six farmers, including one from Vermont, turned out to hear the UNH Extension horticulturist tell about the possibilities of commercial spinach production.

Since Vermont was represented, the group visited Earl D. Clarke, Stiles' counterpart in Essex County. The University of Vermont cooperated in the new venture.

Meetings with Suffolk Farms were set up, and the interested farmers visited the Chelsea packing plant. With the help of Stiles and Clarke, they "picked the brains" of specialists at the land-grant universities in New England and at Cornell.

They contacted seed, farm supply, and pesticide firms, and visited farms where spinach is under cultivation.

Since 1962, the Coos County Rural Areas Development Committee has been seeking new projects which would bolster the county economy. As members of the RAD Standing Committee on Agriculture, the group found ready support. Spinach farming became an endorsed RAD endeavor.

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Supermarket manager in Littleton, N.H., tells county agent Dwight Stiles, right, that his customers are pleased with "Operation Popeye" spinach.

4-H: Progress and Projections

by
E. Dean Vaughan
Director, 4-H
Federal Extension Service

Editor's Note: This article was adapted from Dr. Vaughan's speech to the National Association of Extension 4-H Agents in Washington last November.

When the final accounting is made, all that really counts in life is whether one has tried to make things a little bit better for those who follow. I believe 4-H is one very good way of doing that.

It is often stated that most of the great things which happen are caused by young people. This fact is sometimes illustrated by the story that at the age of 27, Alexander the Great wept because there were no new worlds to conquer. This same story might also be used to point out that even the most accomplished youth may be rather naive!

There were, are, and probably always will be many new worlds to conquer. The young will be most likely to conquer them—if they have had proper guidance.

This, of course, is why leadership—both professional and volunteer—is vital to 4-H or to any other attempt to guide youth into becoming useful and productive citizens.

4-H is a big, powerful idea. It is also a very lively and complicated organization.

4-H provides learning experiences for boys and girls through a broad range of programs. For example, J. Caleb Boggs is a Senator from Delaware, Don Meredith is a football player for the Dallas Cowboys, Roy Rogers is a movie cowboy, Jean

Shoemaker is my secretary, Jerry Boyd is a member of my car pool and is a cotton specialist in the USDA, Jane Vaughan is my wife.

They all have at least two things in common. Each is a former 4-H'er, and each will tell you that 4-H was one of the finest experiences of his youth.

4-H is a proud name and emblem. It is also one of the most remarkable educational ideas of the century. The favorable image of 4-H throughout the world among people in all walks of life is of inestimable value. It behooves each of us to capitalize on that value.

It is essential, however, that we do not allow the image of 4-H to become static. Youth development is the goal. 4-H is the label on the package. What we do in the name of 4-H must grow and change along with the needs of youth. Our methods as well as our programs must reflect innovation and adaptability to change.

What kinds of growth and change are necessary? I wouldn't be so brash as to claim to have all the answers. There are, however, some ideas which I would like to discuss.

Peter Drucker, the famed management consultant, has observed that among young people today "there is a passionate groping for personal commitment to a philosophy of life." Life magazine in a recent series of articles asked, "How does a human being make his life count for something?"

The famous educator and columnist Max Lerner recently spoke at a USDA Graduate School lecture series. He said, in part, that all young people need to identify with someone, and then later they need to rebel against that same someone. They also need some danger in their lives. But, most of all, they need a "Jerusalem."

In other words, young people need to be committed to something. I submit that if someone is committed, anything is possible.

The challenge for everyone interested in 4-H is to make it an organization which provides learning experiences which have meaning for young people—experiences which will help them find ideas and ideals to which they can and will become committed.

During the recent National Outlook Conference on Rural Youth in Washington, D. C., it was repeatedly emphasized that youth wants to talk to us and they want us to listen.

I have a feeling that 4-H programs and organizations are largely designed by adults for youth. I am less sure that they are necessarily the kinds of programs and organizations that youth wants and needs. I am sure that we need to find out.

We need innovations in programs that will appeal to boys and girls of differing age levels, on farms, in cities, whoever they are and whatever their interests and levels of income may be. We cannot permit 4-H to become no more than a nice, quiet club for nice, quiet kids from nice, quiet—and affluent—neighborhoods.

We have not merely the opportunity—we have the solemn obligation to bring 4-H to more young people in more places than heretofore dreamed of.

4-H is going to expand!

There is a wave of youth in America and around the world which will not be denied. By 1970 one-half of the population of the U. S. will be under age 24, and there will be about 60 million youth of 4-H age.

Rural farm youth is decreasing, rural non-farm youth is increasing moderately and the numbers of urban youth are increasing at a very rapid rate. This puts 4-H in a dilemma.

We are being urged, even pressured, to take 4-H into urban areas. However, we have not yet received Federal funds for such work. This is coming, but it isn't here yet.

Meanwhile, we have no intention whatever of decreasing our efforts on the farm and in rural areas. There are still many millions of youngsters we haven't reached, especially in rural non-farm areas.

We have an ample supply of potential customers. We are projecting a modest 1 percent increase in the proportion of total youth to be served by 4-H. But we are projecting a very sizable 52 percent increase in the numbers of youngsters in 4-H, including both rural and urban areas, by 1970.

In making these projections, we are asking for two things: 1) more money, and 2) greater efficiency.

How do we reach more youngsters with the funds and professional people we now have? We do it with all kinds of improvements and additions in methodology and programs. But basically it means a difference in organization.

There never will be enough money to hire all the professional help it would take to serve significantly greater numbers of youth with the system of direct work between 4-H agents and 4-H members themselves.

Professional 4-H people are going to have to serve more as adult educators than as youth educators. We are going to have to become even more dependent upon adult volunteer leaders, junior leaders, and paid aides and assistants.

In summary:

—We need to continue to give guidance to youth, but we need to listen more carefully to what they say they want and need.

—We need to be more flexible about who 4-H is for and about how we make 4-H available.

—We especially need to make it possible for teenagers to apply their need for commitment to something worthwhile.

—We need to expand 4-H in terms of numbers as well as in kinds of people served and in kinds of programs.

—And most of all—we need to do it now!

These are the challenges as I see them. These are the challenges to which I am committed. How about you? □

Using Recreation Resources

Extension helps county group take action

Recreation Association members choose slides to be included in a slide set showing the area's scenic, historical, and recreational points. The slides will help create more local awareness of the tourist-recreation industry and will also be shown to interested groups from outside the county.

by
Guy H. Temple
Area Resource Development Agent
Pottsville, Pennsylvania

Schuylkill County, Pennsylvania, located in the anthracite coal mining region, is staging an economic comeback through the efforts of many individual development groups. One "plus factor" for the county's industrial resurgence is its present and potential recreational facilities.

The Extension area resource development agent recognized that many of the surrounding counties had been making efforts to publicize the leisure activities they could provide.

Many Schuylkill County residents did not realize the potential of their county in the recreation field, nor did they realize the number and variety of activities already available to them at home.

Consequently, a natural resource committee of local leaders was asked to develop a list of all outdoor recreational facilities of the county, as well as a list of scenic drives and overlooks.

The committee members, suggested by members of various agricultural agencies in the county, were community or commodity leaders in the areas of forestry, wildlife, water, and land use.

The list which the group developed served a dual purpose—industrial promotion and tourism. The county's Tourist Promotion Agency used the list as the basis for a promotional brochure about the county.

The natural resource committee, with educational leadership and encouragement from Extension, realized that the list also had further uses. The owners of the recreation facilities on the list, they pointed out, might have many common problems which they could solve collectively.

In response to this suggestion, the Extension area resource development agent and the Extension recreation specialist developed a special program for all those associated with the outdoor recreation industry.

The assembled group heard of the past and possible future of tourism and recreation promotion from the director of the Tourist Promotion Agency. "Common Problems and Opportunities in Recreation and Some Ways to Solve Them" was the topic covered by the Extension Recreation Specialist.

One operator commented, "I had never considered myself in the tour-

ism and recreation business. We do have many common problems and should join forces to solve them."

As a result of this meeting, the recreation facility owners and operators formed the Schuylkill County Recreation Association. The Extension resource development agent is continuing to offer educational leadership and encouragement to the group.

The Association expects that the present rapid development of Schuylkill County's recreational facilities will eventually bring the county recognition as a recreation and tourist center. The Recreation Association can be an organization of much importance to help bring this about.

At present, the Recreation Association has 20 members. Membership is open to any business engaged in either indoor or outdoor recreation, hotels, motels, and restaurants.

The primary objective is to produce one or more promotional efforts each year, to be paid for by the Association from its membership dues. Members exchange information that will help them cope with such problems as petty theft, public abuse of property, employment, wages, government regulations, and taxes.

Members of the Association also gather and exchange information on programs of assistance, advice, or support available free of charge, or by subsidy from government agencies.

Attractive, timely brochures serve as a good vehicle to help encourage outsiders to spend more time in the area. Last year the Association designed and printed 50,000 such brochures, describing each member's facilities and identifying them on a map.

A brochure is included as an insert with the Schuylkill County Scenic and Historical brochures, developed by the Tourist Promotion Agency, the County Commissioners, and several area Chambers of Commerce.

Ten thousand Association brochures were distributed to hotels, motels, restaurants, motor clubs and sport shows, locally and in surrounding counties and States.

An additional 20,000 are being distributed through the businesses of the Association members, and the remaining 10,000 are held in reserve.

Current projects of the Association include printing a new brochure and providing tourist-promotion place mats to restaurants. A slide film series for presentation to high schools and service clubs is now being prepared.

When local people become involved in projects to promote their area, they begin to appreciate what they have and work harder to develop and promote it.

A single activity often leads to the study and consideration of other possibilities open for communities and counties to "put their best foot forward." □

more money

Continued from page 8

The cucumbers were to supplement, but not to replace, other farm enterprises.

The first of many meetings was with the county agents and some associate county agents of the seven counties. The agents were fully informed about the proposed program, but were not put under pressure to promote it.

After surveying their counties about such things as interest in commercial cucumbers and possible acreage, the agents met again with the district staff, the Extension horticulturist, and company representatives. The final decision was made to go into an area production and marketing program.

County agents then held meetings for prospective cucumber producers. They also used newspaper articles, radio programs, and newsletters to help explain the program. Meanwhile, the pickle company had employed a person to help in each county.

Contracts with growers were signed in the county meetings, at county agents' offices, and in other contacts.

The educational effort then shifted to stress the need for following closely the guidelines for seed, planting time, fertilization, and other cultural practices. Most growers followed through well, and the weather cooperated.

Cucumbers in northeast Mississippi are planted in mid-April. Harvesting usually starts about June 15 and lasts about 6 weeks.

By harvest time, the pickle company had set up eight cucumber grading stations in the area. Growers had been well informed about grades. They knew that to get the highest grades and returns, cucumbers must be picked every other day. This requires at least two pickers per acre, making it a family job in most cases.

Representative of statements from agents at the close of the season was that of Percie B. Stricklen of Iuka. "Our farmers were well pleased with cucumber production. Cucumbers fit well on our small farms and offer an opportunity to use family hand labor available through the summer months. Families also stated they were happy to have a cash income at this time of the year when there is no other income from cash crops," he said.

He and other county agents added that growers in the 1967 program gained know-how that will help them to do a better job in 1968. Others who observed their success are encouraged to go into the program.

Farmers in every county in the district are being offered a chance to produce and market cucumbers in 1968, and county agents in some of these 21 counties have made definite arrangements for several truck crops. All five firms which had contracts for pickles throughout the State in 1967 would like to expand.

Chesley Hines, Extension horticulture leader, estimated that 7,700 acres of cucumbers for pickles, worth about $1,700,000, were grown in 50 of the 82 counties of Mississippi in 1967. Most of these were on small, family-operated farms.

Developments of this kind contribute to Mississippi's "1.5 by '75" program for agricultural growth. This Extension program, strongly supported by many other agencies and organizations, has the State goal of farm production with a yearly value of $1.5 billion by 1975, an increase of 62 percent in a decade. The State goal for horticultural crops is $43 million per year by 1975 compared with $17 million for the base year, 1964. □

Discussing cucumber grading on a farm in Tippah County, Miss., are, from left, James Clarke, associate county agent; Bon Adkins, farm owner; and Ray Sartor, county agent.

diversification

Continued from page 9

In April 1966 the agriculturists voted to plant 100 acres on a trial basis. They organized their association in 1967 with the help of an attorney who is also a member of the RAD committee. They also hired a bookkeeper.

County agents Clarke and Stiles, with University personnel, set up test plots to discover how best to control weeds, how to apply fertilizer and select suitable varieties. Scientists from several commercial firms provided information and materials.

Problems soon cropped up. Former potato land on which much of the spinach was to be raised contained disease organisms common to that crop. These went to work on the spinach when it emerged. A 50 to 60 percent loss took some of the plantings.

Sour soil, also common to potato acreage, was a drawback. Other hurdles were weed control, harvesting technique, fertilization practices, and a lack of proper spraying equipment.

The first crop called for heavy investment: a mechanical harvester, a planter, cultivator and bedder, and ice-making equipment to supply the refrigerant needed for the 4½-hour trip to the Boston area in two semi-trailer units the growers had to purchase. Peaslee set up a spinach-grading room in his equipment barn.

It's not been an easy row to hoe. But persistence produced two plantings in 1966 on a total of 160 acres which netted 12,150 bushels for a gross income of $20,400. Last year, with two plantings on 168 acres, they grew 20,170 bushels and grossed $37,326.

Says Sweeney, "In the years ahead we feel there will be more vegetable production on the better land. If this takes place, it will increase farm land values substantially."

This dark green, crinkly spinach plant is the type demanded by the commercial trade. Inspecting it closely are, left to right, Harold Cole, growers' association bookkeeper; Harold Marshall, grower; and Dwight G. Stiles, Coos County agricultural agent.

Noting that the counties' agricultural economy has been heavily based on milk production and farm forestry, he concurs with the RAD agriculture committee that truck garden crops might provide the needed diversification.

Suffolk Farms believes this, too. The firm would like the growers to experiment with two acres of escarole and chicory this year. They have promised to assign their specialists to help.

Suffolk is placing import orders for spinach seed in Holland and Denmark for the "Popeye" partners in an effort to find more suitable varieties.

Clarke and Stiles are giving yeoman support all along the line, and the private firms stand ready to advise and supply test materials.

"The growers are looking ahead to 1968 with enthusiasm," says Stiles. We are planning additional fertilizer, variety, and weed control experimental plots. Earle and I feel optimistic, although we realize there are still many problems to solve."

An indication of the amount of forward thrust is the decision to increase acreage 10 percent this year.

Stiles praises all who have weathered the storms of innovation during the past 2 years. Most of all, he lauds the farseeing farmers who took the plunge from the comfortable craft they know to an uncertain future—not only for possible profit, but for the good of the north country. □

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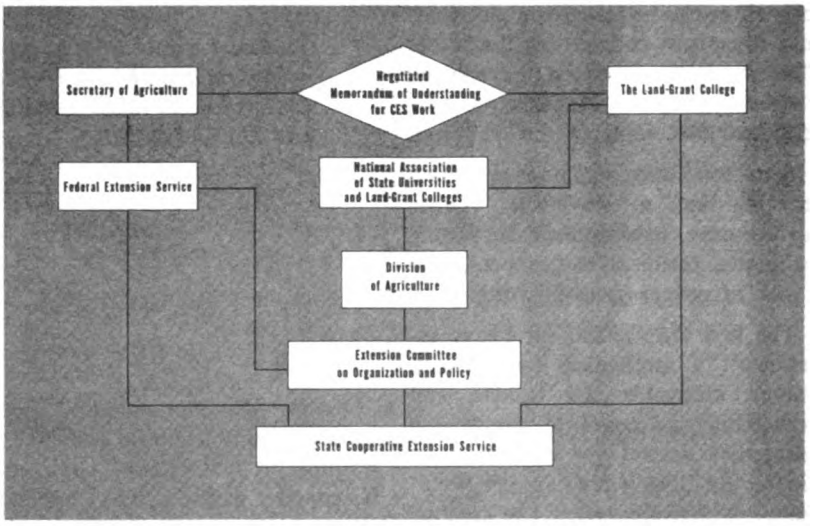
ECOP—what is it?
—why is it?
—what does it do?
—how does it do it?

ECOP (Extension Committee on Organization and Policy) is a deliberative and advisory body concerned with policy development and planning on a nationwide basis. It has 13 members. State Extension Directors from each of the four geographic regions of the country elect three members from their respective State central administrative groups. The administrator of the Federal Extension Service (FES) is ex-officio with full membership privileges.

ECOP was established by the National Association of State Universities and Land-Grant Colleges in 1905. Its function was to coordinate work between the land-grant educational institutions prior to the passage of the Smith-Lever Act in 1914.



ECOP helps the State Cooperative Extension Services (CES) achieve a national consensus of mission and purpose. It helps identify the changing responsibilities of Extension. It assists FES in interpreting nationwide goals of the U.S. Department of Agriculture as they relate to and affect Cooperative Extension programs. It helps harmonize State and local problems with national needs and concerns.

ECOP achieves these goals by:

—Appointing standing and ad hoc sub-committees to study problems and proposals and serving as a repository for sub-committee reports.

—Interpreting CES to chief administrative officers of the Nation's land-grant educational institutions.

—Functioning as a communications link between CES, FES, and USDA.

—Maintaining liaison with departments and agencies of the Federal Government.

—Identifying, organizing, and sponsoring workshops, conferences, and seminars.

—Acting as a forum for debate and review of major policy issues facing Cooperative Extension.

—Providing review and study mechanisms to relate to national organizations and agencies concerned with Extension programs.

—Shaping proposals for programs and their support as well as communicating these to various organizations and bodies. □

EXTENSION SERVICE
REVIEW
US DEPARTMENT OF AGRICULTURE * MARCH/APRIL 1968

Federal Extension Service

NATIONAL 4-H CLUB FOUNDATION
Service to Youth

NATIONAL SERVICE COMMITTEE

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

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

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EXTENSION SERVICE
REVIEW

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

CONTENTS **Page**

The cover: Two of Extension's important supporting organizations, the subject of this month's back page article.

The Case for Taking Extension Programs to the People

There it is in the telephone directory—"COOPERATIVE EXTENSION SERVICE." What one sees in that name will depend on his or her background, experiences, and level of sophistication.

Is it a business that repairs electrical extension cords? Is it a division of the telephone company that installs extension telephones? Is it a business that specializes in extension of legal contracts—debts, leases, etc.? Is it a service exclusively for members of "that cooperative store down the street that I pass on my way to work?" Is it a business that sells extenders for photographic chemicals?

Ridiculous? Far-fetched? Yes, but only to those of us among the initiated.

All three words in the name "Cooperative Extension Service" are abstract words. Each person interprets such words in light of his own knowledge and experience.

I'm not suggesting that we change the name. There probably are not three, five, or even ten easily remembered words that adequately describe Extension activities.

Seeking out new audiences becomes increasingly important as our society structure becomes more complex, and as new opportunities for service arise. This is the case for taking Extension programs to the people. I'm sure it is in the minds of those who keep seeking new ways to contact people.—WJW

"My family eats better now," says this Douglas lady, who learned better ways to prepare commodity foods. Spanish-American homemakers need such training because many of the commodity foods are not traditional staples in their diets.

Better Nutrition—Economically

Arizona Extension finds low-income homemakers eager to learn

by
Clay Napier
Information Specialist
Arizona Extension Service

Mrs. Emilia V. Figuera, a Spanish-American lady living in the U.S.-Mexico border town of Douglas, Arizona, struggled to smile through her troubles.

Her husband worked hard as a farm laborer to support the family until he collapsed on the job and was hospitalized with severe diabetes. Both worry about the future of their children, ages 14, 13, and 11. One of them, a boy, is on the honor roll at school.

"I don't care about myself. I am growing old. But I want the best for my children," said Mrs. Figuera.

The dark-haired, brown-eyed mother is one of some 227 women of the Douglas area who hold a very special feeling for Miss Frances Romanoski, Mrs. Mary Bostick, and Miss June Gibbs, all with the University of Arizona Cooperative Extension Service.

They organized and conducted a series of educational meetings on nutrition, which, the women say, gave them tremendous help in learning how to get a good buy at the grocery store, how to prepare surplus commodity foods given them by the Welfare Department, and how to set up a balanced diet to insure good health for their families.

Mrs. Bostick was one of nine special workers—five on halftime pay and four volunteers working without pay—who received special training in methods of reaching low-income people with knowledge they can use on nutrition.

The training was intensive and stressed fundamental knowledge that can be used every day, rather than the theoretical.

For 3 days, 8 hours a day, they studied the actual problems of nutrition in the kitchen and at the supermarket. The best use of commodity foods given to needy families was heavily emphasized. The problems unique to the people to be served were always kept in mind.

The fact that the training was realistically geared to the problems at hand meant that the trainees had to learn how to get the job done with severely limited resources.

No such fancy trappings as professionally-made visual aids were available to them. They learned to "live on the land" and make their own. This had one advantage in that

the visual aids they used were automatically geared to the level at which they were working.

Miss Romanoski skillfully chose the workers within the neighborhoods where they worked. These workers literally spoke the language of the people they served, and the household doors were open to them.

The success in Douglas was one of several. Another of the halftime workers, Mrs. Maggie Osborn, conducted the classes for eight groups of women in Willcox.

Miss Romanoski served as coordinator of the program, setting it in motion, and Mrs. Bostick, who speaks both English and Spanish, did the bulk of the organizational work.

Miss Gibbs assisted with her knowledge of nutrition.

Mrs. Figuera felt the need of the training so deeply that she walked 8 miles to get to a meeting. She said she wanted to do the best she could with what she had.

The first question Mrs. Figuera asked when Mrs. Bostick and Miss Gibbs showed up at her home was, "When will it start again?" In addition to nutrition, she would like to learn all she can about sewing and efficient home management.

She expressed a keen awareness that the more you know about these factors the further you can stretch a dollar.

"What did you use most from the training?" asked Miss Gibbs at one large gathering.

"I used everything," answered Mrs. Claudia Cantria. "I learned how to use the commodity flour, dry milk, and yellow corn meal. Once I fixed it correctly, my family loved it all."

Mrs. Cantria has two children and her husband had been out of work 6 months.

Mrs. Soccono Montano, who has five children, including one in kindergarten, said she found the recipes most useful.

"My family loved the food," said Mrs. Montano. "I used the corn meal to make bread the way you taught us. My husband appreciated this, too. He said the time taken by the meetings was well spent. I made better meals from the surplus foods.

"After using the powdered milk the way you taught us, my five children couldn't tell the difference between it and fresh milk.

"I also learned a lot about how to get the best food buys and how to get the four basic food groups in the meal for a balanced diet," continued Mrs. Montano. "Mrs. Bostick makes the meetings interesting. I would be interested in forming a permanent Extension Homemakers Club and learning more about homemaking, including child development, sewing, home management, and nutrition."

Mrs. Sylvia Calderon says her five children once were plagued by colds every winter, "but they haven't had a single cold this year." Mrs. Calderon attributes this to the fact that she learned how to better balance the family diet with available resources.

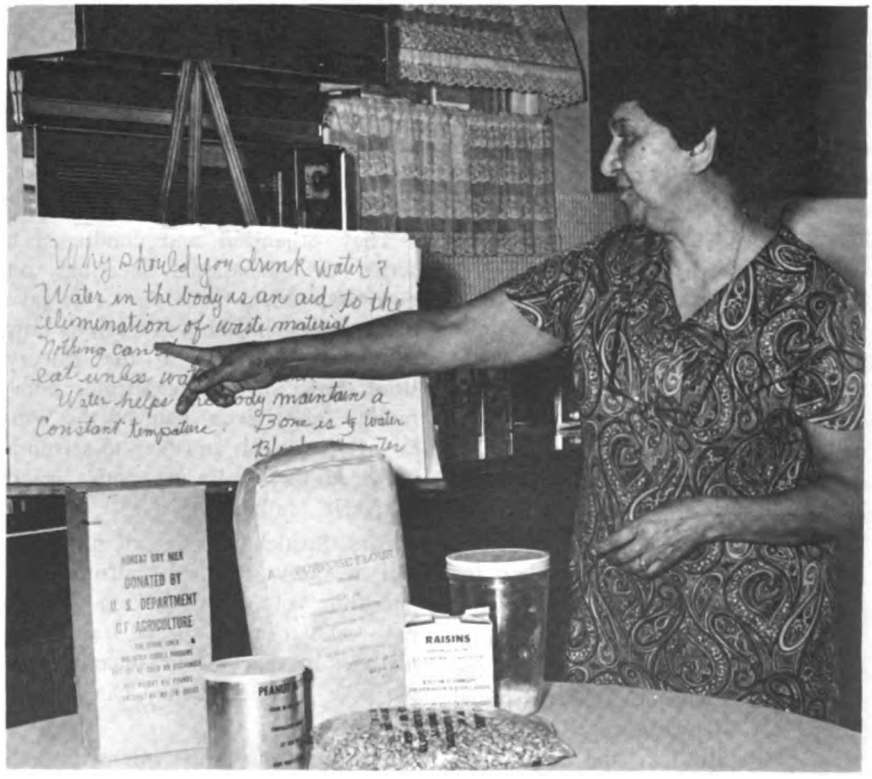
Mrs. Cecelia Robinson commented that she now saves money on shopping trips as a result of what she learned in the classes. She has four children.

Mrs. Bertha Arevals, mother of two, said that learning how to make the master mix, a versatile mix of basic bread ingredients, in itself made the classes worthwhile. This saves her time, and, she says, "My family loves the results."

"I learned the most about vegetables and nutrition," said Mrs. Tonia Reyes. "I was a little surprised to learn about the great food value of vegetables."

The women's husbands heartily approve of their efforts.

As part of her training lessons in the use of commodity foods, Mrs. Mary Bostick introduced the importance of water in the diet, a fact that many of the homemakers had previously overlooked.



The Spanish-speaking women of the Douglas, Arizona, area opened their doors and welcomed Mrs. Mary Bostick, left, because she literally "spoke their language" and understood their problems.

"My husband says, 'It's fine as long as you learn something good for us'," said Mrs. Frances Ortega. They have four children who benefited from Mrs. Ortega's increased knowledge about vegetables and vitamins.

"My husband likes the work and wants me to learn more," said Mrs. Eva Munoz, mother of five. "We like the meat dish I learned to fix best of all."

The program has influenced the food tastes of many of the Spanish-American people.

Mrs. Frances Garcia, mother of four, said her family didn't care for vegetables and had little concern about vitamins until after she took the training and learned how to make the vegetables more appetizing.

Now, the whole family likes vegetables.

Mrs. Lupita Lopez thought so highly of the program that she took the time to say so in a letter of praise to Dr. George E. Hull, Arizona Extension Service Director.

Due to the close relationships of people on the two sides of the U.S.-Mexico border, including many intermarriages, the educational program on nutrition soon spilled over into Mexico. The same program was staged for the women there.

Here are a few quotes from the ladies of Mexico:

"I liked the lessons very much. I am deeply grateful for the opportunity to learn."

"These were great lessons in economy. I used all of the recipes."

"I especially liked the recipe for biscuits, but I had to use it five times to make enough biscuits to go around to all my family."

"I can't find words to express appreciation for your work and cooperation. This has been beneficial to us all. The only trouble is that the books are in English, and we have to use the dictionary a lot. We could do much better if the books were in Spanish."

Miss Gibbs said at a meeting of the women that efforts would be made to get the books printed in Spanish. The applause shook the roof.

Many of the women observed that direct assistance to people needing help is only temporary. Money and food soon are gone, and more is needed. But what they get in this kind of program—knowledge—cannot be taken away. □

The Extension classes mean better nutrition for the many children of the 277 Douglas homemakers who attended.

PROFIT

From Preconditioning

by
Bill Beasley
Extension Information Specialist
Montana State University

Western Montana's beautiful Bitter Root Valley is a paradox. Isolated between wilderness areas far from markets, it's a paradise without payoff. It's a land with surplus water but lacking irrigation. It's cattle country without big ranches or feed for finishing.

The valley was the first farmed in Montana, initially by "blackrobes" who took an interest in the Indians. Next, gold brought many white people to the Treasure State. In the early 1900's promoters carved up the valley with the promise of "fortunes to be made with 80 acres of fruit."

Today its many problems make it a "county agent's nightmare." Many farms are smaller than the minimum for an economic unit. Within a few feet the land changes from good soil to rocks or gravel.

Streams flood in spring and dry up by midsummer. Loss of a sugar factory at Missoula threatens the big cash crop, sugar beets. Animal disease problems range from redwater (following liver fluke damage) to white muscle disease (traced to selenium shortage).

Temporary designation of Ravalli County as an underemployment area led to creation of the Bitter Root Valley Resource Conservation and Development project.

Extension took the lead in developing the RC&D project, with the cooperation of other USDA agencies, State agencies, and individuals.

Cattlemen, particularly Bitter Root Valley Stockman's Association leaders, embraced the concept. The first proposal led to a cooperative grazing association which is converting big sagebrush to range, marginal cropland to good pasture, and range test plots into dollars.

The association isn't limited to cattlemen, but most members have cattle. When there was no market for feeder calves, the association got into marketing—primarily of feeder calves shipped by train to Omaha.

Members had studied preconditioning feeder calves and control of cattle grubs (warbles developed in the back from heel fly eggs laid on cattle hair) and of face flies.

When Omaha buyers expressed interest in preconditioning to get animals ready to take off on feed, the ranchers wanted answers.

It was logical to go to Charles Yarbro, RC&D-assigned county agent, and Dave Dickens, Ravalli County Extension agent who also worked with RC&D. They contacted Dr. Donald Scharff, Experiment Station toxicologist and Montana State University zoology professor.

Scharff had answers on what and how, including costs. The county agents started talking to groups and individuals. They used films and all other available teaching aids to explain grub cycles, types of control, when to apply systemics, possible effects, and cost comparison between treatment and non-treatment.

Ranchers were impressed. Not treating for grubs can cost up to $25 per animal. Many were treating for grubs, but the county agent said, "It took a lot of selling during a really busy June." They found that facts stockmen "could chew on" did the job.

Association president Earl Reynolds met with a major chemical company representative who promised to supply enough chemicals to treat the cattle for fall shipments, plus more at a special price.

The Bitter Root Valley Stockmans Association learned that it pays to advertise as well as to produce a better product. This sign on a special feeder train to Omaha was moved into the sales ring as a reminder that certificates backed the fully preconditioned feeder calves and yearlings.

The company provided the systemic for some 3,700 calves and yearlings. Dr. Scharff did all the application. The company also gave red carpet treatment to "drovers" and agricultural press members accompanying a November trainload of 64 cars of Bitter Root feeders to Omaha.

The company will follow the animals into packing plants to learn benefits of grub control and preconditioning. It has promised even more cooperation in the preconditioning program.

The program was set up largely by the association, working with local veterinarians and "using a lot of common sense." Some steps were "automatic" with the more than 60 members who shipped cattle last year, and with all valley growers.

All castrated, dehorned, and treated for rednose routinely, and virtually all treated for leptospirosis. Most treated calves for malignant edema and blackleg, and many gave bovine virus diarrhea shots.

Less common were respiratory disease or "shipping fever" complex shots which may pay off best for the buyers.

New to most shippers was the idea of weaning at least 2 weeks before shipment. And some frankly doubted they could expect bonus or premium prices to offset preconditioning costs and work.

Every head shipped carried a yellow tag in its ear and was accompanied by a certificate signed by Reynolds and Dr. Scharff guaranteeing full preconditioning as advertised.

Promotion was effective. One cattleman selling the same day put yellow tags in ears of his calves the night before the sale. Others told prospective buyers the Bitter Root cattle had no treatment theirs didn't have.

Extension handled most of the publicity on preconditioning, with the association and the chemical company getting results in Omaha. It paid off.

The Bitter Root trains included most breeds and crosses in bunches as small as 10, and even included Brahma roping steers. They outsold reputation herd cattle in large bunches from several States, although the Nov. 3 sale hit a sagging market.

Cattle from herds with known reputations might have been expected to sell for $1 per hundredweight more than the Bitter Root cattle. With the guaranteed preconditioning, however, Bitter Root cattle outsold these other herds by 35 cents per hundredweight for calves and $1.20 per hundredweight for steers and yearlings.

County agent efforts to stimulate local sales of fully preconditioned calves and yearlings were not successful, indicating a need to sell buyers and growers alike on value of preconditioning.

As a result of the Omaha offering, however, Bitter Root cattlemen sold three carloads direct to midwest feeders on a "sight unseen" basis and are dickering on additional sales.

Color films showing grubs in hides and cyst damage in carcasses of bulls crippled by grubs, backed by sound figures and a lot of talks, were credited by Reynolds with selling the preconditioning idea to ranchers. Grubs nationally cost stockmen up to $3.5 million annually.

Although packers can lose $5 to $25 in carcass and hide damage—five grub holes can knock $1 off today's hide prices—the big loss may be in weaning weights. Up to 2½ pounds of milk production lost daily can mean a lot less calf over a 205-day suckling period.

At least 8,000 head of cattle (Ravalli County has 27,000 beef brood cows on tax rolls) were treated with systemic for grubs.

The Extension agents and the association are continuing work on plans for a valley-wide grub control program.

The valley, isolating cattle from livestock in other areas except at the mouth of the Bitter Root River, offers an ideal pilot control program situation. It would require 100 percent participation, but would provide face fly and lice control as a bonus.

It is as difficult to guess what Montana will do with preconditioning in future years as to try to put an accurate price tag on what it costs. Reynolds says most of the association members, and some other cattlemen, are convinced it doesn't cost—it pays. □

YOUTH HELPING YOUTH—

Extension-Employment Service student-staffed project locates summer jobs

by
Patricia McFadden
Editorial Assistant
Agricultural Information Office
University of Vermont

One of Extension's main concerns is the problems of youth as they face the future. Authorities estimate 2 million young people need jobs—but won't get them without special help.

So the Extension Service, University of Vermont, in St. Johnsbury coupled its concern last summer with the Vermont State Employment Service's already existing Summer Opportunities for Students (SOS) program.

Cooperatively, they set up a pilot project under a Federal grant to test the feasibility of using students to help find jobs for other students. Thus the SOS motto, "Youth Helping Youth" was born.

Set up as a summer program, SOS got under full swing long before summer. Eighteen volunteer students representing six predominantly rural area schools and many towns were recommended by their schools to serve as program officers.

A training conference taught them the skills and techniques necessary to perform their duties. The program included general background, interviewing students, job development and solicitation, order-taking procedure, and information on labor and civil rights laws.

The program officers interviewed and registered students looking for summer employment. They also canvassed prospective employers in the rural areas and reported job opportunities to the St. Johnsbury office of the Vermont Employment Service.

Extension played a wide and varied role. Lindsay Townsend, county Extension youth agent, developed the proposal for the youth-staffed project. He assisted in the field work, recruiting the 18 program officers, and pro-

Phone calls and personal interviews were used by SOS student program leaders to register students and take job orders.

SOS program leaders display posters to interest the public in offering summer jobs to students.

viding training required by them to register students and develop job listings in their respective communities. Townsend also worked with the manager of the Employment Service interviewing, hiring, and training the two girls who served as full-time program leaders during the summer months.

The Employment Office served as the central headquarters and provided the physical facilities—office space, telephone service, and records. The program leaders worked under the supervision and guidance of the office manager.

"Our service consisted of taking applications, interviewing students, accepting orders from employers, selecting and referring students to job openings, and making follow-up visits after placement," one of the leaders explained.

To interest students in the program, they prepared hand-outs such as "Hints on Landing a Job," and "Money-making Ideas." Interviews were followed with letters and phone calls to see if students still wanted employment, or if job referrals had resulted in employment.

They also appeared on radio and wrote feature articles for the local paper explaining the program and its progress to interest more young people in registering and to interest the public in offering short-term or full summer employment to students.

Currently the final report is being studied by various divisions of the U.S. Department of Labor to determine if this program could become a model for similar programs in other parts of the Nation.

Statistically speaking, many more students and employers benefited under this pilot project than in the SOS program of previous years, staffed by adult volunteers. The program leaders developed a file of 187 jobs, a 70 percent increase over the previous year.

They received employment applications from 408 students and made placements for 154, an increase of 120 percent over 1966. A follow-up study showed that most of the other registered students found jobs on their own.

But statistical success cannot begin to indicate the more far-reaching benefits to young people and employers. Employer acceptance of young workers showed a noticeable increase.

"The employers were impressed with the two program leaders who followed up each referral to make certain the employer was satisfied with the youth he had hired," the Extension agent reported. "The overall program showed the community in no uncertain terms that area youth were doing something to help themselves."

The SOS pilot project offered individual youth increased service and a wider choice of jobs and placement. Reported one of the program leaders after a follow-up visit:

"The boys agreed they probably wouldn't have heard of the job if they hadn't been registered with SOS."

Perhaps even more important, the overall program made individual youth more conscious of the basic requirements set by employers, and of the basic attitudes and aptitudes necessary to compete in the labor market.

"If there is such a thing as a youthful mistrust of adults, or a generation gap, it is effectively overcome by a youth placement program staffed by youth," Townsend concluded. "There was not a single incident of young people feeling slighted by being handled by other young people.

"When a 17-year-old program leader told a 17-year-old applicant, 'When the employer said he wanted a really good man, I thought of you,' the applicant went out to the job with a do-or-die motivation."

But every day is not rosy, even for the program leaders, as evidenced by the following entry in their anecdotal records:

"I brought one job order to work with me. Dad wants someone to mow his lawn. Now he's making me unemployed!" □

Oregon counties use long-range planning to

Meet the Future Head On

by
W. J. Whorton
and
Ted Sidor*

The past is the future that has already been used. The present is the residue of a "used future" and indicates how well we used our opportunities. It's too late to alter either the present or past, but we can use them as a platform to face the future as it roars by.

The future frightens some people because of its uncertainties. But the future needn't be uncertain. There are only a few things that are inevitable. All the others can be harnessed to increase the certainty of the future.

Comprehensive, long-range planning harnesses those things that are not inevitable. And that's what is going on in Oregon now.

Five counties have already completed long-range plans and are taking action to implement them. Others are planning or implementing long-range programs now. All 36 counties will have completed long-range plans by 1970.

Not all counties will use the same structure for the planning. And there's good reason for diversity. Both needs and resources vary from county to county. But you can rest assured all planning will be long-range, comprehensive, and open-ended. Open-ended plans provide an incentive for reviewing, re-evaluating, strengthening, and extending established plans even farther into the future.

Linn County is one of the five that has completed the initial planning. It provides a good example of the mechanism required, and of the breadth and depth of analysis embodied in long-range planning as it is practiced in Oregon.

Planning isn't new in Linn County. But the 1967 planning is different from that which was done in 1936, 1946, and 1956. The 1967 planning deals with the county's rural and urban problems and resources as a package. Plans developed earlier dealt wholly with those problems and resources affecting the rural areas.

Why the shift in planning scope? Differences in needs and resources of rural and urban people are becoming fewer and fewer. The welfare of each is increasingly dependent on the other, and the differences that still exist between rural and urban are less well defined than in the past.

The Cooperative Extension agents and the Linn County Cooperative Extension Advisory Committee took the lead on long-range planning. They organized a 14-member overall planning committee. Committee members represented the interests of all people in the county, who are divided about half and half between rural and urban.

Whorton, Editor, Extension Service Review; Sidor, Resource Development Specialist, Oregon State University.

The committee listed the areas that needed study and attention for the long-range plan. Once they were listed, problems and needs of related areas were grouped together. Out of this process came seven groups—family life, youth, community development, natural resources, industrial development, agricultural production, and agricultural marketing.

Committees were appointed to study each group of problems and needs, add overlooked items, list opportunities for improvement, and make recommendations to the overall planning committee. The 126 people serving on these committees again represented the rural and urban interests, government agencies at all levels serving Linn County, and civic groups.

Meaningful progress and development depend on sound planning. They also depend on broad public support, and the committee did not overlook this aspect of the effort.

Public support depends on understanding — understanding both the "what" and the "why". The committee relied on strong media support to keep the public informed during the embryonic stages of the planning. But more was needed, so a public forum was held January 17, 1967. Authorities on each of the seven major areas of concern explained the what, who, how, and why.

At this point all committees went to work on their individual assignments. They involved hundreds of additional people on subcommittees to handle specific items. They called on government agencies and Oregon State University in gathering and interpreting facts. Many individuals volunteered special talent and services to strengthen the total effort. Few people escaped making a contribution, however small.

The planning went on at a breathtaking and often excruciating pace. The reports were completed, presented, and explained at a second public forum March 30, 1967, just 72 days after the committees explained what was going to be done.

The 48-page report issued by the overall committee is ample evidence of the tremendous effort put into the project. It contains more than 200 specific recommendations on more than 40 items deemed to be worthy of consideration.

The final plan was arrived at through the democratic process in its finest tradition. Everyone had an opportunity to be heard. All the arguments and interests were brought into the open and each was weighed against all the others. Many apparent but superficial conflicts were resolved, and recommendations were finally placed in the overall hierarchy of priorities.

Mass media were used extensively, and many meetings were held to make sure the people understood the relationships between the various recommendations and understood the priorities. In addition, when the committee report was completed, it was given wide distribution throughout the county and State.

The long-range plan was not the end but the means. The end was to get action, and the committee decided to strike while the iron was hot. The same day it accepted the report, it authorized the steering committee to begin implementation of the plan.

Even as the report was being printed, the committee was able to state, "Where recommendations have been specific and have been directed to a definite agency, committees have already been appointed and are working."

It will be some years before the full extent to which the long-range plan was implemented can be determined. The committee members are sure it will be substantial, because the people are enthusiastic and determined.

And their future is more certain—THEY PLANNED IT. □

Public meetings help determine the course of action in Linn County. Here a local dairyman, chairman of the Long Range Planning Conference, leads one of a series of six meetings on zoning for exclusive agricultural use.

4-H CAN Reach More Youth

Operation Expansion reports from 21 counties show how

by
V. Joseph McAuliffe
Associate State 4-H Leader
University of Minnesota
(former 4-H program leader, FES)

"Why expand?" "Is it possible to have more 4-H members?" These were the questions in 1965.

"4-H is big enough now!" people said. "I can't handle any more program." "We will lose our quality if we get any larger."

Now we have some documented experiences and startling facts. Extension agents and local people in 21 different counties of six States have shown how 4-H can reach more youth with a quality program.

In addition to these counties with 2 years of experience, 12 other States (all the Southern States and California) have been engaged in Operation Expansion during 1967.

4-H Can Serve More Youth

In 1965, five of the 21 counties had fewer than 400 enrolled 4-H members, and five counties had 1,000 or more members. (One had over 2,000.) By the end of 1967 there were no counties under 400 enrollment and only two counties under 500.

On the other end, 10 counties had more than 1,000 4-H'ers and three had over 2,000. The average enrollment in all 21 counties in 1965 was 806. This increased to 1,045 in 1966 and 1,190 in 1967.

One way to measure efficiency is to relate the number of 4-H members to the days of professional staff time recorded for 4-H in a county. A standard 240 days equals one agent-year. The last U.S. average for all counties (1964) showed 527 members in 4-H for each agent-year of time. For the 21 Operation Expansion counties:

Year	Members per Agent Year
1965	445
1966	576
1967	766

Two of the Operation Expansion counties in 1965 recorded less than 200 4-H members for each year of county agent time. In 1967 there were no counties in this low category.

In 1965, only one county had as many as 900-999 members per agent-year, and none had 1,000. Last year three counties were in the 900-999 category and six counties reached 1,000 or more 4-H'ers with each agent-year.

Does the Youth Potential Make a Difference?

Some of the 21 counties reach 2 percent or less of the 9- to 19-year-olds in the county. Others reach more than 40 percent of the potential audience. Eleven counties have a potential of 10,000 or more youth ages 9-19, while 10 counties have less than 10,000 youth in that age group.

In the high potential group, three counties gained less than 100 members or actually lost membership in the 2-year period 1965-67, while two counties gained more than 1,000 members.

In the group of counties with less than 10,000 potential, there were also three counties that lost membership or gained less than 100 and two counties enrolling 1,000 or more additional members.

When these same groupings are compared on number of members reached per agent-year of time, it appears that the smaller potential counties gain members more efficiently immediately, then level off. The higher potential counties have higher agent-time input for members reached the first year, but gain members in relation to agent time rapidly. They are actually ahead of the smaller potential group by the end of the second year.

One could speculate that smaller rural counties can gain additional 4-H members without proportionate additional county agent time input. Larger urban counties, on the other hand, have to expend proportionately more staff time for new 4-H members in their initial efforts to expand, but

A 4-H volunteer leader helps with one of the many Special Interest Group meetings held last summer in Vance County, N.C. This Operation Expansion effort reached more than 210 youth who had not been in 4-H before.

by the end of 2 years reach youth even more efficiently than the rural counties.

Many other interesting statistics could be cited in relation to volunteer leadership, junior leaders, program aides, etc. But let's make a few statements on actual programs.

A Growing Program and Higher Quality

The following is quoted from a county agent's report:

"At the conclusion of our Market Show, I had the opportunity to reflect back to February 1966, when I attended the Operation Expansion Conference in Washington, D.C. Agents commented that with the expanding of 4-H, each county would surely lose its quality of workmanship.

"With our county increasing its enrollment about 300 in 1966 and 1967, with the results of 4-H exhibitors at county and State fairs and the 4-H Market Show, and with the number of national winners, I cannot help but look back and feel that there is really no basis for this kind of concern. Quality in our county certainly has taken care of itself in respect to expanding the 4-H program."

A scientific survey of youth in grades four to eight in the three Operation Expansion counties in one State shows that 5 percent of the boys and 10 percent of the girls now belong to 4-H. Over 30 percent of the boys and 35 percent of the girls are interested in belonging.

A large percentage of the parents are willing to assume adult responsibilities beyond providing transportation. In program after program it was found that adults could and would assist with 4-H. Often, it was a matter of defining some specific jobs to be done, then organizing the community to find people to do these jobs.

Each county had its own pattern of organizing 4-H. As new and different methods were added, new boys and girls were reached. The more ways 4-H is available, the more youth will become members. Community 4-H Clubs, project 4-H clubs, short-term intensive 4-H groups, summer 4-H Clubs, year round 4-H Clubs, TV 4-H —all contribute to expansion.

Actually, in the 21 counties, only one county in the second year had television as an important part of the program. This particular method will undoubtedly have a significant effect in future years.

Disadvantaged Youth Will Join

Many of the programs successfully demonstrated that youth from low-income families, whether Negro, Indian, Spanish-American, or Caucasian, would become 4-H'ers. When the specific audience to be reached was identified and the 4-H program was packaged in a manner acceptable to the individual, boys and girls enrolled. The appeal to youth must be on the action in 4-H—the program—not simply on the appeal of the name 4-H.

The name 4-H apparently did not repel boys and girls, but the actual program—learning some skill or information—was what attracted young people.

Staff Must Be Together and Know the Job

Another important insight came from this experience—the fact that the entire county Extension staff, county Extension polling boards, and Extension supervisors must all agree on the ways of solving the problem.

The total agent staff must agree on the tasks to be performed in reaching more boys and girls and assign specific tasks to specific persons. The supervisor and State Extension leaders can then provide needed material and moral support.

If the Extension Service is to continue to be a significant factor on the educational scene, we must reach and influence a substantial portion of the potential audience. 4-H Operation Expansion has demonstrated and documented a few of the ways we can become both more efficient and more effective. □

The 'How' of Extension

translating knowledge into action programs

by
Mrs. Peggy Sheridan
Feature Editor
Public Information Staff
Ohio University

Students from developing countries who come to American universities to study home economics know the "why" of Extension work. Through course work they learn the "what."

It was the "how" of Extension programs which was the province of a 6-week seminar-workshop last summer at Ohio University, Athens, Ohio.

Attending the workshop were one Brazilian and 13 Nigerian college students, 11 of whom expect to become home Extension agents. Two others will teach at the Samaru School of Agriculture in Northern Nigeria.

Studying in the United States under USDA and USAID programs, the women received five semester hours of credit for their summer work. They returned to regular scholastic programs this fall at universities across the Nation.

During the summer, the students concentrated on how to translate academic and scientific knowledge into action programs for village women.

The students developed a practical approach to Extension work as they identified and analyzed problems which they expect to face in the rural areas of their home countries.

They compared their appraisals of the problems with their two instructors, Extension agent Thelma Huber and Dr. Vivian Roberts, Ohio University home economist. Both were personally acquainted with the kinds of conditions the students would face.

Miss Huber had spent the past 6 years as an Extension agent in Iran and Vietnam. Before that, she had a 26-year career in home economics Extension work in the United States. She was Utah State Supervisor of home demonstration work for 17 years.

A child's play pen, hand-crafted by this Brazilian student, is explained as a clean play area for toddlers. Common practice in villages is to let children crawl on floors or in yards shared with livestock and chickens.

Dr. Roberts has directed four previous home improvement workshops at Ohio University. She advises the international students in home economics degree programs at the University. Last spring she toured four African countries to see how workshop and home economics training was being used in Extension work.

These two Nigerian students use puppets to explain why village women should use a clothesline rather than hanging their wash on bushes, which results in stains and tears.

With the help of these women, the students defined areas in which they could effectively work. Each chose a problem of particular concern to her, then found a feasible solution and planned a program for demonstrating it to village women.

For research the students had access to the University's extensive home improvement library and an African house built on the campus as a model for improved clay block homes. The house, of cement block with a tin roof, is the laboratory for the home improvement workshops. It had been furnished by earlier students who had learned how to make mattresses, clothes chests, a clay cooking stove, and a cement sink complete with a drain.

Mindful of the limited resources in villages, both material and financial, the workshop students sought simple solutions which a typical village woman could manage.

Visual teaching methods, tried and proven effective in Extension work in America, were redressed and simplified for villagers who could not read.

Using flip charts, posters, slides, and puppets, the girls developed demonstration methods for presenting solutions to basic problems—ones of sanitation, family health, and household storage of food and clothing.

The workshop experience didn't stop at the report stage. Playing the role of an Extension worker in a village, each student presented a complete rehearsal of a demonstration program, just as it would be given in a village.

The other students, role-playing also, tested their classmate with the kinds of questions which could be expected from the village women. Later they offered a critical evaluation.

Presentations given before the class dealt with simple solutions. One student, using a flannel board, effectively showed how insects contaminate uncovered fruits and vegetables. She then showed how to make screen covers which would provide protection from insects, yet allow air to circulate around the food.

Dry beans and rice, traditionally stored by many villagers in uncovered containers, were shown via drawings to be permeated with the droppings of cockroaches and rats. Storage methods suggested by the student included cost-free jars and cans which could be saved from packaged purchases.

Another student instructed her listeners in the money- and time-saving advantages of providing storage space for clothing. Wardrobes, shelves, and simple chests were shown made from boxes normally discarded but available around any compound or village.

Each student further prepared for her eventual work as an Extension agent by preparing and taping an instructive 3-minute radio program. This was the first experience with taping for many in the group.

A problem which the girls anticipated and sought to avoid was that of making demonstrations and radio tapes so diverting that a village audience would be entertained but would miss the instructive message.

The girls also foresaw the need to positively identify themselves as Extension agents so that their visits would not be confused with those of politicians.

The reaction of the students to the Ohio University workshop was voiced by two of the girls, Miranice G. Sales of Brazil and Betty Onyejeli of Nigeria.

Miss Sales, who has several years of experience in Extension work in a northern county of Brazil, explained that her greatest problem was not how to get information to the women but how to convince them that they can improve their homes themselves.

"To get training in depth in Extension methods is very valuable," said Miss Sales. "It is good complementary training to courses in nutrition and microbiology. It helps us put our college course work into perspective so that it makes more sense in view of the problems we will face."

Miss Onyejeli capsuled the feelings of those students with no Extension experience. "The significant thing we have learned is how to analyze a problem and then how to work out a method of dealing with it. We are now more conscious of the problems we will face as Extension workers and can see how our education can be transferred to rural families." □

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Two Helping Hands for 4-H

Two supporting organizations have made outstanding contributions to the modern 4-H program of Cooperative Extension. They are the National 4-H Service Committee and the National 4-H Club Foundation. Both were organized to provide specific kinds of support. Both are supported by contributions of businesses, organizations, foundations, and individuals.

Early experience in Extension youth work showed that a private organization to serve as liaison with private business and organizations could provide many resources to supplement public appropriations for youth work. These resources could be used to:

- Aid Extension in advancing membership, leadership, and influence of the 4-H program.
- Provide 4-H incentive awards, educational materials, and other supporting services.
- Coordinate and guide the efforts of donors in accordance with policies and needs expressed by Extension.

Thus, in 1921 the National 4-H Service Committee was founded. Volunteer key business executives, civic and agricultural leaders serve as directors and members to determine broad policy.

Major activities in carrying out the policies include the 4-H incentive awards program; the National 4-H Congress; arranging for and distributing literature pertaining to certain nationwide programs; supporting training programs for volunteer adult project leaders; operating a 4-H supply service; and publishing the National 4-H News for leaders and Extension workers and providing other information support.

New and different types of needs appeared as the program matured. These included pioneering new projects and techniques; bringing the knowledge of human development-human relations to bear on the entire membership; developing international channels; and making citizenship-leadership education more significant in the 4-H program.

These new needs did not fit neatly into the purposes of the National 4-H Service Committee. Thus, Cooperative Extension organized the National 4-H Club Foundation in 1948 to serve needs in these areas.

The Board of Trustees contains representatives of Cooperative Extension, the National Association of State Universities and Land-Grant Colleges, and the National 4-H Sponsors Council.

To carry out its mission, the Foundation founded and operates the National 4-H Center, a training center for professionals, volunteers, and members; explores, develops, and tests new projects and techniques; conducts graduate level workshops for Extension professionals; conducts a wide variety of international programs including the IFYE program and teen caravans to foreign countries; conducts a citizenship-leadership program for senior 4-H members; conducts adult 4-H Leader Forums; and assists State 4-H Foundations and other State private groups to develop private resources in support of 4-H.

Thus, the roles of the two organizations and Extension are unique but interlocking. There is no good way to quantify the total impact of their combined efforts. But you can see the impact on individual members as they grow up, as their skills increase, as they advance to leadership positions in 4-H, and as they assume greater responsibility.

Try to imagine, if you will, the growth in one 4-H member multiplied by more than 3 million present members and more than 26 million alumni. The 8 million 4-H'ers around the world are also benefited. This gives some idea of the contributions these partners make to improvement of society through 4-H.—WJW

EXTENSION SERVICE

REVIEW

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

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

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EXTENSION SERVICE
REVIEW

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

CONTENTS

Using Our Blessings . . .

The people of the United States are blessed with an abundant supply of food. At the same time they are blessed with their greatest purchasing power ever. Yet serious inadequacies exist in the diets and eating habits of millions.

It's true that 70 percent of the non-farm and 56 percent of the farm population rated as very low income have inadequate diets. But inadequate diets and poor eating habits are characteristic of far more than this group. A nutrition study of several Western States shows that 60 percent of the girls and 40 percent of the boys had poor diets. Doctors estimate that one-fourth of our youth and one-half of our adults are overweight. Obesity often indicates poor nutrition.

There is a known relationship between nutrition and health. The link between nutrition and intelligence is less well established. But research provides conclusive evidence that hunger virtually stops the learning process.

These facts make sad commentary on the richest country the world has ever known.

Last year the home economics subcommittee of the Extension Committee on Organization and Policy broadly defined the objectives of Extension programs to reduce this problem. The objectives are to help families:

- Recognize and appreciate the vital link between adequate nutrition and physical health and mental development.
- Understand nutrition requirements for good health in all age groups and how to meet the requirements.
- Understand the importance of and make improvements in sanitation and food safety.

This month's cover calls attention to some of the tools Extension workers use to attain these objectives.—WJW

Exploring Agricultural Careers

by
C. Wayne Hoelscher
County Extension Agent
Stephenson County, Illinois

All facets of agribusiness have experienced the diminishing supply of prospective employees with rural backgrounds. The percentage of farm boys who leave for jobs outside agriculture is high.

Several agribusiness people in Stephenson County discussed this problem with the county Extension agent. As a result, boys, parents, guidance counselors, and principals were contacted to determine whether agricultural career opportunities were being adequately explained. The conclusions were that agriculture was being neglected.

Because many boys have their high school courses planned in the seventh and eighth grades, an Agricultural Careers Exploration program was planned for eighth graders.

The program was developed through consultation with agribusiness representatives, parents, students, and Extension Council members.

County schools provided lists of rural eighth graders. Every business having to do with agriculture was asked to participate. About 40 percent of the boys and parents responded, and about 85 percent of the agribusinesses agreed to help. Participation by the school people was excellent.

The two-part program included a banquet meeting and visits to agribusinesses. Invited to participate, in addition to the boys, were parents, school principals, guidance counselors, Extension Council members, and representatives of all the agribusinesses that were supporting the venture.

After the smorgasboard dinner, Illinois College of Agriculture Associate Dean Warren Wessels pointed out the opportunities in the dynamic agricultural field. The local community college agribusiness head urged the parents to encourage their sons.

The Assistant State Leader of Extension Advisers told the boys they were part of a pioneer career exploration program, since their age group had never been worked with in this way before.

Each of the businessmen had agreed to take a boy and his parents to his place of business, in order to explain the career possibilities in his particular field. At the dinner, the boys indicated on a prepared list those places they would like to learn more about. The visits took place during Christmas vacation.

Following the visits, evaluation questions were sent to the boys, parents, and sponsors. Each group received different questions designed to reflect their different relationships to the program.

Every eighth grader said he was amazed at the number of different career possibilities. They indicated that they would consider high school agriculture courses whether or not they plan to go to college.

To improve the program they suggested grouping the boys so that several different businesses could be visited for a wider exposure to the career possibilities.

Parents felt the program was meaningful, and that they also had a much better idea of the need for good men in the field. They suggested that a panel representing the different business areas might be a good idea for a future program.

The sponsors were well satisfied, and all indicated that they would support future programs.

Guidance counselors and principals, although not formally involved in the evaluation, pledged their cooperation with Extension. A copy of the evaluation summary was sent to the schools, parents, and sponsors.

While it appears certain that all the boys who participated can't be kept down on the farm, at least they now know that there is a place for them somewhere in agriculture. □

Michigan demonstration
finds farmers
eager to know—

What's Next From Computers?

by
G. E. Rossmiller
and
J. L. Hervey*

"What will they think of next!" This was the reaction to the Department of Agricultural Economics demonstration at Michigan State University's Farmers' Week 1968.

The demonstration consisted of a teletype unit linked by standard telephone lines to the Ford Motor Company computer at Dearborn, Michigan. The Ford computer was used because Michigan State's own computer does not have the capability of being operated from remote terminals such as the teletype.

The computer was programed to focus on compliance requirements for farmers under Federal and State minimum wage regulations and State workmen's compensation laws.

The significance of the demonstration, however, was the displayed potential for general application of the computer in the agricultural sector. It illustrated that hardly any area of concern for farm and household management is exempt from benefit from the use of the computer.

Computer technology is not new to agriculture, although it certainly is not being used up to its potential. What is quite new, however, is the idea of a remote terminal such as the teletype, a cathode ray tube, or some other means of communication providing easy and widespread access to the computer facility from the field.

Many such terminals can be located throughout any given area, and a portable unit is also available which makes use of any existing telephone by means of an acoustical coupler.

Here's how the demonstration worked. In preparation for Farmers' Week, the computer was programed with a set of questions which had to be answered with "yes" or "no."

On the basis of the answers given by the individual farmer, the computer responded with the answer as to whether, in his unique situation, he was required to comply with the particular law.

To start the process, the farmer filled out a card giving his first and last names, along with the code number of the county in which he maintained his farm. This information was typed into the computer by the teletype operator.

The computer was programed to welcome the farmer personally, using his name in the response, to Farmers' Week 1968 and the agricultural economics demonstration. It then posed the first question, which was on one of the components of the test for compliance under the Michigan minimum wage law.

After his response of either "yes" or "no" was typed in, the computer determined whether 1) he was required to comply with the law, 2) he was exempt, or 3) more information was necessary to arrive at a decision.

If he was required to comply with the law or if he was exempt, the teletype printed out the appropriate statement. If additional information was necessary for a determination, it posed another question which again needed to be answered either "yes" or "no."

Once started, the program asked the questions and made the determinations based on the farmer's answers for both the State and Federal minimum wage laws and for workmen's compensation.

The program also suggested that additional questions might be addressed to the farmer's local county

Rossmiller and Hervey are assistant professors of agricultural economics at Michigan State University.

Extension agent. It even printed out the agent's name, address, and phone number (determined from the county code number.)

The computer automatically printed out a statement that it had been nice talking to the farmer (again calling him by name) and wishing him good luck in 1968.

The output was taken from the teletype and given to the farmer for a personal copy of his talk with the computer. The total process took about 10 minutes per farmer.

About 170 farmers directly participated in the demonstration during the week. The average ratio of "watchers" to direct participants was about 5 to 1. Thus, about 1,000 farmers came into contact with the Agricultural Economics demonstration.

The emphasis of the demonstration was on the use of computer technology in agriculture. Farm labor legislation was merely the vehicle used as the subject matter. Therefore, it was not desirable to write a highly sophisticated program which would cover all the unique cases and questions which arose.

Because additional questions were anticipated, a farm labor legislation consultant from the Rural Manpower Center, Department of Agricultural Economics, was available in the demonstration area. He conferred with farmers who had further questions related to their own labor situation.

"Could my county agent have one of these teletypes hooked up to the University computer?" the farmers asked. As one farmer said, "My county agent spent 2 days trying to find the answer to a spraying problem I had. If the information had been on a computer, I could have gotten the answer right away."

It is conceivable that in the future the computer library function may replace the printed page and the University Extension Bulletin Office as we know it today.

Farmers' Week participants line up at the agricultural economics demonstration to see the computer answer their questions about farm labor legislation.

For example, general information may be stored in such interest areas as labor legislation, livestock feed formulation, fertilizer use, estate planning, tax regulations and calculations, machinery cost, crop and livestock yields, and a host of other areas applicable to farm and household management.

Retrieval may consist of sorting from the general information that which applies to an individual situation. As a result of this detailed information cataloging, answers to specific questions could be rapidly provided by Extension personnel.

The computer, of course, is already being used in many areas for farm recordkeeping and business analysis purposes. Normally, however, the farmer mails the record of his transactions to a central facility. Here the information is processed by computer and the reports are mailed back to the farmer.

In many cases, this task could be accomplished more easily and the results received more quickly if the farmer could communicate directly with the computer instead of using the mail as a link.

We have been talking about terminals located in central offices such as the county agent's office in field areas. A logical development from this, however, would be for each individual household to have access, possibly in conjunction with the family telephone, to a computer.

Thus, the farm unit as well as the household could have the capability of retrieving information, performing calculations, and asking for computer analysis of individual problems.

These developments are, of course, in the future—some near and some far. It will take a great deal of effort and changing of traditional approaches before the task will be accomplished.

The Agricultural Economics demonstration at Farmers' Week 1968 showed that the farmers are enthusiastic about the possibilities and are ready whenever we are. □

From Idea to Reality—

area approach gets fast action from TENCO cattlemen

by
Leon E. Thompson
Associate Extension Editor
Iowa State University

Combine an opportune idea with imaginative, energetic leadership by State and area specialists, and you've got an educational program that moves.

Look at what's happened in TENCO, an Extension area in southeast Iowa. In January 1967, cattle preconditioning was an idea. In January 1968, cattle preconditioning was a reality. TENCO area cattlemen, veterinarians, and cattle marketing people were actively supporting and promoting it.

It all began in the best Extension tradition of problem identification. For years, Dr. John Herrick, Iowa State University Extension veterinarian, had been called on for help with disease problems in Iowa feedlots. "Why," he asked, "can't we prevent many of these diseases before they hit?"

Herrick calculates that the loss from sickness, shrink, death, and wasted feed as feeder cattle move from the producer to the feedlot, runs from $10 to $20 per animal. And Iowa cattle feeders import more than 2 million cattle yearly from other States.

The cause of this excessive loss is well known. Calves are taken off cows, sorted, loaded, and shipped. They're likely to go long periods without food and water. And the feed they eventually get is different from what they're used to. As a result they come under great physical stress. And in transit, they are exposed to many new and different disease organisms.

The answer, Dr. Herrick concluded, was a comprehensive management program called "preconditioning."

Preconditioning is not new. Some cattlemen have been doing it for years. But the Iowa Extension veterinarian began to push for industry-wide adoption of these major points for all feeder cattle:

—Wean cattle at least 30 days before shipping;

—Accustom cattle to feed and water from bunks and troughs:

—Vaccinate cattle against specific diseases that threaten cattle being moved;

—Treat for grubs. Worm, if necessary.

Response from cattlemen and animal scientists was quick, intense, and nationwide. Animal scientists recognized the program's logic. Feeder cattle producers had mixed reactions. Cattle feeders saw the advantages of preconditioned cattle.

But nowhere was response more immediate than in the TENCO Extension area. Cliff Iverson, the area leader in livestock production, was looking for a program to improve income of the TENCO area's livestock farmers, who own some 167,00 beef cows. He saw the potential economic impact of an area-wide cattle preconditioning program.

Iverson moved quickly. He discussed program steps with Herrick and other Iowa State University animal scientists. Iverson and Herrick met with 35 TENCO area veterinarians, sale barn operators, and county Extension directors to get their support.

The action program developed under Iverson's leadership involved the following:

—an educational meeting in each county that included veterinarians, sale barn operators, and county Extension directors on the program.

—preparation of a preconditioning certificate on which preconditioning practices would be certified by veterinarian's signature;

—cooperation of certain area cattlemen to weigh, precondition, then weigh calves again, to obtain local data on the effect of the practices recommended;

—a survey of cattle producers, veterinarians, and sale barn operators to determine how many cattle were preconditioned in the area.

Just 9 months later, accomplishments of Iverson's program could be measured.

—Attendance at the 14 educational meetings held in the 11 counties totaled 741. These were cow-calf operators, cattle feeders, or combinations of the two. Total animals involved were 17,797 calves and 31,000 cattle fed.

Before the county meetings, Iverson blanketed the area with news releases to local and statewide newspapers, radio stations, and farm magazines. Letters of explanation and invitation were sent to local marketing, processing, feed, and credit personnel as well as to other government agencies. Farm organizations and cattlemen's groups cooperated. An area meat packer also sent out publicity.

Steers on the Tom Jager farm get off to a faster start because they are subjected to the preconditioning program recommended by the Extension veterinarian and area livestock specialist.

Iverson even sent a supply of preconditioning brochures to area barbers with a letter explaining his educational objective and its economic relevance to local business. Result—barbershops provided preconditioning brochures for cattle producers to read while waiting for haircuts.

—Dr. Herrick and the Information Service at Iowa State University produced certificates for use by veterinarians in certifying preconditioning practices. They produced a concise brochure outlining the program. They developed a large, colorful poster that was posted in business places that farmers frequent. State Extension specialists Nelson Gray and W. G. Zmolek developed a nutrition and management pamphlet on handling calves at weaning.

—Three cow-calf producers in the area took part in preconditioning trials. Calves were weighed the day they were weaned. The recommended preconditioning practices were used (grub treatment, vaccination, and post-weaning rations). Calves were weighed again 30 to 31 days later. After all veterinary and feed costs were deducted, the calves had increased in value from $1.94 to $5.67 per head as a herd average (weight increase multiplied by 28 cents per pound). These weight increases were obtained despite extremely unfavorable fall weather.

As a class project, a Vo-Ag chapter kept cost records on a group of vaccinated (but not grub-treated) heifers after weaning. The heifers gained 77 pounds over a 39-day post-weaning period and increased in value an average of $11.38 per head after feed and veterinary costs.

—When Iverson surveyed by mail those who attended his county meetings, 75 of 363 cow-calf producers responded (20 percent). Responses indicated significant increases in vaccinations and in weaning at least 3 weeks before selling as well as a doubling of the number of calves treated for grubs.

All groups surveyed approved continuing educational meetings in 1968. This opinion was confirmed unanimously when Iverson and Herrick conducted a "report back" meeting for TENCO area veterinarians, county Extension directors, and sale barn operators.

Through Dr. Herrick's speeches, writing, and personal contacts over the United States, feeder cattle preconditioning received nationwide attention. The National Livestock Feeders Association is serving as a clearinghouse for bringing together buyers and sellers of preconditioned cattle.

Dr. Herrick and Cliff Iverson were asked to identify the key elements in their successful program.

Iverson came up with four points:

"First, there was a need for the program. Preconditioning is a definite part of good overall management. The interest shown by producers was proof of the value they saw in the program.

"Second, the program involved not only Dr. Herrick and me but Extension beef specialists, county Extension directors (they gave tremendous support), veterinarians who were resource people at our meetings, producer groups, and sale barn operators.

"The area approach generated interest from outside the area. Individual cattle producers, cattlemens' groups, and farm press from outside the area showed real interest in this TENCO program. It's doubtful if similar interest would have been expressed over a program in a single county.

"Finally, personal selling by the area specialist is essential . . . not only in meetings and through mass media, but in all the personal contacts which come his way."

Dr. Herrick's answer dealt with program content. He advanced four reasons why cattlemen responded.

—Small cattle-feeding margins. Feeders want to tighten the leaks in their feeding program.

—As a management program, preconditioning has as much value to the producer as to the feeder. Evidence is available that preconditioning pays.

—Present practices of assembling, trucking, and handling feeder cattle are antiquated. The cattle industry needs even better health regulations and a national cattle identification program.

—National interest in preconditioning was generated as all facets of the cattle industry saw the need. This cooperative support and effort is bringing us closer to the goal of healthier, more profitable cattle. □

CAMPING— a New Experience

CES/OEO cooperation widens horizons of low-income youth

by
Harold Hicks
County Extension Agent
Greene County, Arkansas

In Greene County, Arkansas, the Agricultural Extension Service teamed up with the Greene County Office of Economic Opportunity to provide a week-long camp for 50 economically deprived boys and girls.

County OEO Director Bob Yopp, Assistant Director Lawrence Hamilton, and Extension agents prepared a budget based on previous experiences with 4-H camps. It was agreed that a director and four counselors would be employed to look after the children while at the camp. The Extension agents would be responsible for planning the camp and directing all recreational and educational activities.

This type of cooperation is not a chance operation. Back in 1963, the Extension Service worked with the leadership in Greene County to establish the Greene County Development Council (known in many States as RAD Committee.) Since that time this council has been concerned with the resource development of the area.

The Extension Service has continued to work closely with the Council and has provided educational help on programs relating to rural development. Consequently, the County Development Council was instrumental in getting the Office of Economic Development established and funded.

So when the opportunity arose to provide an educational experience to boys and girls from economically deprived families, it was natural that the two agencies work together.

Facilities would accommodate only 50 boys and girls, so the camp was limited to 10- to 16-year-olds. No child could attend who had ever attended a camp unless there were not enough such youngsters to fill the camp quota.

An equal number of boys and girls were invited, and all families from which the children were accepted had to meet the OEO guidelines for income.

George Metzler, Extension recreation specialist, visited the county to help the Extension agents plan the camp. An hour-by-hour, day-by-day program was planned for the 6 days.

The program consisted of many activities. Recreation included swimming, table tennis, softball, baseball, horseshoe pitching, washer pitching, music, movies, and an assortment of group games.

Handicraft was a big part of the program and consisted of woodworking, plaster of paris casting, fingertip painting, and making waste baskets and pencils holders from cans.

The health program consisted of grooming, cleanliness, and first aid. The educational programs included forestry, nature study, boating, program planning, flag ceremonies, a visit to Crowley's Ridge College, Greene County Library, and two local banks.

The camp budget was approved by the Office of Economic Opportunity, final plans were made, and the date was set.

Groups such as welfare agencies, 4-H Clubs, PTA groups, Extension Homemakers Council, and employees of the Office of Economic Opportunity, as well as individual parents and teachers, were asked to recommend children who met the camp requirements.

The Child Development Committee, consisting of representatives of Government agencies, public schools, and residents of all areas to be served, decided who would attend. Twenty-seven girls and twenty-four boys were selected. All the children were given health examinations, at no cost to them, before they were allowed to attend the camp.

Final program plans were completed with George Metzler, who agreed to spend the week at the camp and direct all recreation. Dean Wallace, Extension forester, handled the

forestry and nature study part of the program. Dr. U. G. Word, Special Youth Project Specialist, led the health phase.

A local Boy Scout leader and his troop were in charge of boating, hiking, and cookouts. County Extension agents shared the responsibility for all other educational and handicraft phases of the program.

The Paragould Kiwanis Club, as a part of their youth work, assumed the responsibility of transporting the boys and girls to and from the camp.

Ed Land, principal of Crowley's Ridge Academy, was employed as director of the camp. The local Red Cross furnished lifeguards during swimming periods and gave swimming lessons.

The camp director was employed a week before camp started. He got the camp in shape, purchased food, and made all other necessary arrangements.

As boys and girls arrived on Monday, they were registered and given towels, wash cloths, soap, toothbrush and paste, sheets, a bathing suit, and a tee shirt. They were assigned to cabins according to their age.

By noon all children had arrived. After lunch, the first planning session was held according to the itinerary for the week. At the planning session, groups were assigned different KP duties for 2-day periods. These duties included cleaning up tables after meals, cleaning grounds, flag raising and lowering, etc.

The camp was officially opened with the raising of the flag, and the activities got underway. The first activity was to stencil "Special Youth Camp" on their tee shirts in different colors representing their cabins. These were worn to designate what group was to take part in different activities and at what time.

As would be expected, minor spells of homesickness and a few aches and pains developed. However, no child had to be taken home during the week.

An important part of the camping schedule each day was organized recreation—a novelty for many, since they had never before attended a camp.

This phase of the program was much better than expected, since many of the children had never stayed away from home, even overnight.

While at camp, the youths were fed three hot, well-balanced, nutritious meals per day. In addition, they were given refreshments at 9:45 a.m., 3 p.m., and 9 p.m.

The camp program was set up so that families of participants, OEO board members, and other interested persons could visit the camp on Friday from 10-12. By that time, the youth had finished all their handicraft articles.

Each child had completed at least three, while others had completed five or six. These were all put on display with the children's names on them. Many parents were thrilled at the accomplishments of their children in this phase of the program.

The camp provided the youth with many experiences they had not had an opportunity to enjoy before. Also, due to their financial conditions, they probably never would have had an opportunity to participate in a camp of this nature.

This experience gave the young people contact with other youth and adults outside their communities, increasing their understanding of the area and the people.

Parents, agency officials, and community leaders were highly complimentary of this undertaking. Many of the youth who attended the camp have now joined local 4-H Clubs and are active members. Parents have become more interested in community affairs and are taking part in community meetings.

Sponsors of the camp are so pleased with its success that they are doubling the camping program next summer. Plans are well underway for two 1-week camps, accommodating 50 youngsters each. □

Extension public affairs program zeros in on . . .

DIMENSIONS of Iowa Welfare

by
Donald Nelson
Associate Extension Editor
Iowa State University

For a group of Iowa Extension educators, "zero hour" fell on a day in October 1965. "D-Day" came two years later, on October 9, 1967.

The zero hour was the decision by the State Board of Regents universities to sponsor a public affairs program on welfare. D-Day was when the educators launched their battle plan—a plan to help interested citizens gain a greater understanding of welfare in Iowa.

The zero hour decision came shortly after Iowa State University Extension had completed a year-long public affairs program on "Financing Our Public Services." "FPS" was the third in the "Iowa Future Series," dating back to 1958.

The leaders and attentive public in the State who had tussled with the hard questions of public service financing seemed to be saying:

"Welfare spending and general government expenditures make up too large a portion of public spending. They should be cut in favor of more spending on other things.

"We are concerned about welfare programs—not only because they are so costly, but also because we are not so sure about all the proposed new welfare programs in the State."

With this climate, and since no government function in the FPS program seemed so little understood as welfare, the Regents institutions agreed that welfare should be the general topic of the next statewide public affairs program. The goal was improved understanding for better decisions by taxpayers and voters.

The welfare program was to be a joint effort between the three State universities, instead of strictly an ISU program. However, as planning continued, it became apparent that Extension would once again deliver major inputs of research and fact finding, time, teaching, materials, and promotion. This was because of past experience and the organization's unique State-area-local programing and staffing arrangements.

The program planning input of 1966 consisted mainly of scouting around for funds to support research and teaching, searching for a program title, attempting to define "welfare," and planning the relevant research.

"Dimensions of Iowa Welfare" was chosen as the title. "Welfare" would assume a broad meaning for this program—it would include such things as Social Security and Veterans Administration spending.

The program would look at welfare dimensions like unemployment, crime, and old age, as well as problems of physical and mental health, mental retardation, and dependent children.

The planners determined that current research would be vital. The major research projects decided on were a scientific household survey of disadvantage in the State and an exhaustive inventory of welfare programs, people, and spending in Iowa.

In early 1967, "think and talk" meetings were held involving representatives of the three State schools (University of Iowa, University of Northern Iowa, and Iowa State).

Trained interviewers fanned out across the State to carry out the household survey. More than 6,000 personal contacts yielded information about income, education, health, employment, housing, mobility, attitudes, awareness, and values. Reports and other references began to stack up as the inventory of programs proceeded.

A loosely federated "governing board" evolved. It numbered 12 to 15 members, including Extension administrators, economists, sociologists, editors, and specialists in family environment.

Charles Donhowe, Assistant Extension Director, was overall chairman. Economist Arnold Paulsen headed up the research component. Economist Wallace Ogg led the teaching teams.

Sociologist Ronald Powers spearheaded efforts to identify the audience and find out something about their attitudes toward welfare. Editor Don Nelson marshaled promotion, printing, and information.

An inventory of the total public and private spending for welfare in Iowa, necessary for developing the "Dimensions of Iowa Welfare" educational program, required researching the two stacks of publications in the photo.

"Legitimizing" meetings were held. These involved professional welfare workers, university officials, legislators, and the governor's office.

Area and county staffs conducted the "leader opinion survey" and started identifying opinion leaders to invite to the fall conference-workshops. Everybody pitched into the research effort by reading background material; visiting State institutions for criminals, the mentally ill, and the mentally retarded and a Job Corps center; writing working papers; meeting with a prison chaplain, a county welfare director, a psychiatrist, a CAP director, and others.

As summer 1967 waned and D-Day (D for Dimensions) loomed, all of the field staff were busy inviting participants and arranging meeting times and places at 40 locations across the State.

Central staff rushed workshop materials (research reports, "think" pieces, workshop problems, overhead transparencies, a film, flannelgraphs, teaching outlines, teaching techniques) to completion.

On D-Day, three 2-man teams started the first of a series of three week-apart, day-long meetings in three Eastern Iowa cities. The conference-workshops continued through January.

More than 3,000 leaders turned out. Included were influentials, welfare workers, religious leaders, women leaders, policy makers, private and public agency representatives, and, probably, some just interested or curious.

D-Day came and went. The information moved out, much of it reported by mass media. The teaching teams were in the field four days a week almost every week.

But the researchers, administrators, and editors on the "home front" didn't relax. Next phase of the assault was to be a self-administered discussion effort scheduled for February.

Forty thousand fact sheet kits had to be prepared, with the idea of involving 50,000 to 75,000 citizens in small-group neighborhood discussions of the Dimensions of Iowa Welfare.

Supporting strategies—the folders, news releases, personal contacts, and other promotional tools needed to engage a mass audience in home study on a controversial subject—were carried out at the same time fact sheets were written, reviewed, and published.

Paulsen estimates that the program reached a peak of about 1 million audience engagement hours during the February home study sessions (60,000 people times 6-8 hours, plus mass media information).

The program looks large, especially when viewed from the "inside." Yet, Paulsen estimates that the research behind "Dimensions" accounted for less than 1 percent of the total agricultural experiment station budget and less than that for total university research. And perhaps 3 to 4 percent of all Extension resources were brought to bear.

Outside of figures on participation, there is little that can be precisely measured about the impact of such a program. Donhowe says "We can only hope that many more Iowans now have facts about welfare problems and programs and have them ordered in a more appropriate, rational framework than before the effort started."

If the quality of decisionmaking is improved, this public affairs education program has made its contribution to the State and its people. □

Missouri Extension program assistants visited young homemakers to alert them to the Extension educational programs which could be of assistance to them.

by
Mrs. Ruth George
Program Coordinator
Continuing Education for Women
University of Missouri

Young Homemakers— a Receptive Audience

Missouri Extension reaches them with program assistants

New programs, new techniques, new methods, new audiences—each is a sign of the change which embraces the Extension education program in the late 1960's.

A new technique is now underway at the University of Missouri Extension Division to extend educational services. The project is testing the effectiveness of nonprofessional program assistants in reaching young families under 30 years of age.

These young Missouri families are a clientele group that need and seek educational information. This new program is showing that nonprofessional program assistants can be valuable to the professional in extending educational information from the State university.

The pilot project which began in July 1967 in Pettis County, Missouri, will continue until July 1, 1968. It is under the able guidance of Miss Opal O'Briant, county Extension home economist.

Pettis County has a population of 38,000 with approximately 33 percent under 18 years of age. The median age is 33.1 years. County boundaries encompass fertile farm land and a city, Sedalia, of about 20,000 persons.

Objectives in the pilot program are:

—to determine the effectiveness of employing nonprofessional program assistants for the purpose of extending programs of a professional home economist.

—to determine what responsibilities can be assumed by nonprofessionals.

—to determine the program content which can be handled.

—To determine the major qualifications and requirements for such nonprofessionals.

—to determine the program methods which are most effective in reaching the young family.

In the pilot program, five program assistants were employed on a yearly salary to work 40 hours per week. Qualifications were that they be under 35 years of age, a high school graduate, married and with children, possess leadership ability, be respected by the community, radiate a pleasant personality, have poise, be well groomed, and have an interest in young families.

An intensive orientation period prepared the workers for their responsibilities. This orientation included the philosophy of the Missouri Extension Division, and the objectives and purposes of the program.

A procedure was outlined for use in contacting young families. The subject matter to be offered was determined, and methods to reach the young audience were suggested.

In the initial stage, 173 young families committed themselves to support the program. The subject-matter related to the management of family. It included topics of money management, budgets, credit, money sources, child rearing, life insurance, and consumer information. Blocks of time were allotted to areas of subject matter. This proved to be effective with young families.

The program assistants met with groups of young couples to alert them to educational programs of the University Extension Center. They made home visits, set the stage for group meetings, and assisted the State subject matter specialist.

In small groups they led discussions, taught simple skills, prepared visuals, and assisted with radio and newspaper releases. In addition they pre-alerted audiences for mass media coordinated package programs and made referrals to the county Extension center.

To date, the best results in the program have been obtained when the nonprofessional program assistants were involved in the planning and had a basic understanding of their job.

Regular weekly conferences with the professional home economist gave them direction in extending the educational information of the professional.

One program assistant commented, "This certainly has been a learning and exciting experience for me. If we only help a few people, it will be wonderful."

"Modern families are involved in so many activities that they have trouble deciding what is important," another said. "Some young families who do not attend meetings have an idea that they can get good information from Extension when they need it."

Young homemakers need and want help. The challenge is NOW, and Missouri is striving to meet it with this resource and technique. □

Regular weekly conferences with the Extension home economist gave the program assistants direction in extending the educational services of the professional.

Reaching Youth Through NYC

by
Dr. Harry Clark
and
Vance Welty*

Extension found this Neighborhood Youth Corps enrollee a position with a home for the retarded. She likes her job so much that she hopes to pass her civil service exams so she can work full time with retarded children.

In 30 of Oregon's 36 counties, the Extension Service — through the Neighborhood Youth Corps—is helping salvage young people who have dropped out of school.

In these 30 counties where no other public or private group has funded NYC Out-of-School programs, the Cooperative Extension Service has received Labor Department grants for sponsoring this work.

In 19 of these counties, Extension is also sponsor of the In-School program. Director of Extension's NYC work is Dr. Harry E. Clark, Community Development Specialist with the Oregon State Extension Service.

As the sponsor, Extension provides some work sites for the low-income youth in Extension offices. But, more importantly, they also obtain positions for many enrollees with other agencies, who serve as work-site supervisors and do some counseling of the youth.

The 4-H and youth development agents are now working with 191 of these cooperating agencies at the local level. All NYC time slips and reports are channeled through the county Extension Service offices.

Extension prepares a monthly NYC newsletter for the enrollees, designed as one more step in motivating the young people. The Extension staff also sponsors training meetings for enrollees and provides counseling for them.

As an NYC sponsor, the Oregon Extension Service has officially agreed to Labor Department requirements specifying that they will:

—be responsible for recruiting eligible Neighborhood Youth Corps enrollees and completing all required forms.

—refer available enrollees to cooperating agencies for assignment to work stations.

—receive enrollees' time reports and pay them monthly.

—provide coverage under the State Compensation Department for on-the-job injuries or occupational diseases suffered by enrollees while engaged in duties assigned by a cooperating agency.

The Marion and Polk County NYC program, the largest in Oregon, stands as an example of the success of this type of arrangement. Allen Tucker, who is the local NYC field supervisor in charge of the program, said that not only has the NYC been able to achieve almost unheard-of cooperation between agencies at all government levels, but that many of the agencies where enrollees are being trained have requested additional youth to train. Due to limitation of funds, he is unable to enroll all the young people who meet eligibility requirements for the program.

Tucker and the other three field supervisors are nonprofessional program aides hired by Extension to assist the 4-H and youth development agents in carrying out the NYC program.

"Our quota is 41 enrollees," Tucker said. "Right now we have over 80 and a short time ago we had over 100 in Marion and Polk Counties. Due to shortage of funds, the number had to be cut."

If you are not acquainted with the NYC program, these, basically, are its objectives: to give work to economically distressed youth between the ages of 16 and 22 who have dropped out of school for various reasons, to give them a chance to learn good work habits, to enhance

Clark, Community Development Specialist, and Welty, Agricultural Information Specialist, Oregon Cooperative Extension Service.

their employability, and to assist them in returning to school or improving their education.

At this time, the largest number of enrollees are assigned to the city of Salem, the State Department of Employment, and the Fairview Hospital and Training Center.

The City of Salem furnishes work training sites for 10 enrollees—eight in the public works department, one in planning, and one in the finance department as a printer's aide. Larry Wacker, personnel assistant for the city, said that they have additional jobs available to the enrollees, but that due to quota restrictions are unable to hire them.

"These kids are really doing a great job, and so are their supervisors," Wacker said. "Over in the municipal sign shop we have two boys, Danny and Guadalupe, both working 32 hours per week and going to school part-time in the evening. Before they came here, nobody would hire them. They didn't have a chance."

Fred Hockett, city sign foreman, is highly pleased with his enrollees. "Danny and Guadalupe are both good workers," he said. "They're on a rotating-type training program. We teach them stenciling, striping, painting—things like that. I could use workers like these any time."

"We also have to teach them responsibility," Wacker added. "A kid who drops out of high school isn't going to try very hard to hold onto a job. So first we impress upon them the fact that their success is up to them, and we make it clear that they have to be at work on time or call in if they can't make it.

"They know this program is no free ride. If they goof off, out they go. We go way out of our way to help them, and are glad to do it, but they have found out that they have to hold up their end of the bargain. We can't force them to go back to school, but we try to talk them into it. Most of them go."

Judy is an enrollee in the Salem Public Works Department Equipment Pool. She has been learning how to run the adding machine, make records, and keep files.

A. B. Chapman, equipment supervisor, said, "She needs almost no supervision. This girl is such a darn good worker and catches on so fast that I don't know why she doesn't get a regular job somewhere for higher pay. Don't tell her that, though. We'd like to keep her here if we can."

Out in the equipment pool, the story was the same. Ed Wilson and Joe Botlright, both of whom supervise NYC enrollees, were asked if they had any problems with the boys under their supervision. "No," said Botlright. "They're doing fine. We could use a mechanic's aide, though, sometime."

The most dramatic developments are at Fairview Hospital and Training Center for the mentally retarded. Over one-fourth of the NYC enrollees —26, to be exact—are assigned to Fairview.

Sixteen are psychiatric aides, and the rest are taking training as clerk-typists, mechanic's aides, accounting clerk aides, kitchen helpers, sewing room assistants, laundry work aides and receptionists.

Ken Templar, who is in charge of the enrollees' training at Fairview, said that the hospital has been training NYC enrollees for 2 years. During that time, as a result of the NYC training, seven went on to better jobs and one has been hired permanently.

"This is a pretty rough assignment for these kids," he said, "especially those working as psychiatric aides. If they can succeed here, working with the mentally retarded, they can succeed anywhere."

Sharon, one of the psychiatric aides, didn't feel that it was such a rough assignment. "I'm only allowed to work here 32 hours a week right now, but I'm taking night classes to get a high school diploma and studying to take civil service tests. If I can pass the tests, I can work here full-time with these children."

Templar said that they have one enrollee who is from the State Mental Hospital, and that NYC and Fairview are assisting in his rehabilitation. He is presently working in the laundry room and is doing all right so far.

"We may be able to salvage him through the program," Templar said. "One thing's for sure—if he didn't have this opportunity, he'd be lost."

At an agency called Community Resources for Young Women (CRYW), the tables are turned. Here the NYC enrollees become the counselors, and are employed to help young people less fortunate than themselves. CRYW is an agency of the Community Action Council, set up to help young people, mostly girls, who have no place to turn for help.

Many of them are unwed mothers, many have been in trouble with the law, and all of them have dropped out of school. The NYC enrollees try to help these girls to get vocational training, to get help raising their babies when needed, and to go back to school.

There are only two professional staff members at CRYW, Lyn Horine, who is in charge of the project, and Geri Newton, a former VISTA volunteer who now works full time for CRYW. The rest of the staff are all NYC enrollees.

Ray Meliza of the Oregon State Employment Service is the NYC job counselor. He said that when the NYC program first started, there were no jobs available for these young people. But through the NYC and cooperation of many agencies, a place was found where they could be given job training which could lead to further vocational and educational opportunities. It also prepared the enrollees to find better work.

Meliza stated, "We get information from the county Extension Service, screen applicants for the NYC program, and counsel them."

Dr. Clark, project director, said, "I feel the NYC program in Marion and Polk Counties is a successful effort to assist young people who are in urgent need." □

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You and the Smith-Lever Act

Few people would argue with the premise that the Smith-Lever Act of 1914 is the single most important piece of legislation to the welfare and progress of agriculture since the passage of the Morrill Act in 1862 and the Hatch Act in 1887.

The Act is not something far removed that only "affects them at the University or in Washington." It is a vital part of your daily life. As a professional Extension worker, you participate daily in the administration of its provisions. The Act also points out many opportunities for furthering your chosen work in public service.

You may be surprised to learn that Congress authorized agricultural extension work in 1890—24 years prior to the passage of the Smith-Lever Act. The importance of the Smith-Lever Act, then, is found in the principles it established for conduct of extension work and the purpose and methods described therein.

You know the purpose— ". . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same." The Act describes the methods you use every day.

The three principles the Act established for the conduct of extension work give the concept the strength and continuity that make it the effective organization it is. These principles are:

(1) County, State, and Federal cooperative funding obligating leaders and officials at all levels to contribute their knowledge and experience in program planning.

(2) Extending all the benefits derived from the Morrill Act of 1862 (establishing the land-grant system) and the Hatch Act of 1887 (establishing the agricultural experiment stations) on a continuing basis to the problems of everyday living and making a living.

(3) Recognizing that all problems connected with agriculture and rural living are not connected with the acts of producing food and fiber.

The Act also set forth certain obligations of the Federal, State, and local parties to the conduct of Extension. The primary obligations of the Federal Government are to provide the Federal portion of the funds and such administrative, technical, and other services as required for coordinating Extension work in the various States.

Congress appropriates two types of funds under the Act. One type is distributed under a formula and the other is distributed to serve special needs.

Four percent of the formula funds goes to the Federal Extension Service. The remaining 96 percent is divided thusly: 20 percent divided evenly among the States and Puerto Rico; 40 percent apportioned to States on the basis of the ratio of their rural people to total rural people in the United States; and 40 percent apportioned according to the ratio of their farm people to total farm people in the United States.

The special needs funds are allocated to States for intensive programs in areas that are disadvantaged insofar as agricultural development is concerned. The Act spells out the criteria for allocation of these funds. It is under these funds that much of the rural development work is financed.

Among the obligations of the States under the Smith-Lever Act is the establishment of an administrative unit within the land-grant college to administer Cooperative Extension work within the State, and an annual accounting for receipts and expenditures to the Governor of the State and the Secretary of Agriculture. The Act also calls for a Memorandum of Understanding between the Secretary of Agriculture and the land-grant colleges setting forth the specific conditions for the conduct of Extension in each State. There are other obligations, however, that more directly affect most of you than do these.

These others are: providing an annual plan of work that is acceptable to the Secretary of Agriculture and a detailed annual narrative report of Extension programs and accomplishments. These also go to the Secretary of Agriculture. The Act specifically directs the Secretary of Agriculture to withhold funds from States that do not provide these documents.

This, then, is the document that authorizes our work, and within broad limits sets forth the opportunities we have for service. □

EXTENSION SERVICE
REVIEW
U S DEPARTMENT OF AGRICULTURE ✲ JUNE 1968

Federal Extension Service

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

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

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EXTENSION SERVICE
REVIEW

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CONTENTS

"Piggyback" Your Safety Message

One of the great innovations of the century in farm production is the development and use of chemicals for insect, disease, and weed control.

Much of the value of chemicals in inextricably tied to their safe usage. Already in this growing season and for the next few months you'll no doubt deal daily with this subject. Each time you're asked for a recommendation on chemical usage, you have the opportunity to "piggyback" a safety message. And your recommendation is complete only when the safety message is included. Few public statements on Extension responsibilities fail to emphasize the portion on "helping farmers provide a *safe* and abundant food supply at reasonable cost."

"Piggybacking" is a subtle but effective means of getting your educational message across. It's not new—it has been used throughout the history of Extension. We can't afford to let these opportunities pass as they concern safe use of agricultural chemicals.—WJW

'Sprucing Up' a Town

Community Council Adopts Bold Ideas

by
Cedric d'Easum
Extension Editor
University of Idaho

The tidy look of Idaho Falls and rural areas of Bonneville County is drawing praise from many visitors to eastern Idaho. Something has come over the landscape.

Gratified residents take pride in the accomplishments of the Beautify Bonneville Council, described by Eddie Pedersen, mayor of Idaho Falls, as a successful community action program for beautification and litter prevention.

The continuing campaign has roots in history. Bonneville County gets its name from Capt. B.L.E. Bonneville, a Western explorer of the fur-trade era. He was known as "Bonneville the Bold." The committee that took the lead in long range cleanup and plant-up adopted bold ideas in making the county "Bonneville the Beautiful."

Acting on suggestions of John Moss, county agricultural agent; Mary Ann Lawroski, county home economics agent; and the county Extension advisory committee, civic and service groups set up the Council. Many of the activities started by the Extension committee with cooperation of University of Idaho specialists were continued by the Council.

Eye-pleasing results have been evident in the year or two the campaign has been conducted. Trees have been planted, including a large fir dedicated on Arbor Day. Vacant lots have had their faces lifted. Old cars are delivered to a wrecking yard, adequately screened. Proceeds from the abandoned autos are given to the Council.

Streets and alleys are kept cleaner than before. Residents comply readily with requests by city sanitation crews for prompt removal of trash. Similar cleanup efforts are moving along in villages and rural areas with the county weed department furnishing men and trucks.

Roadsides are spruced up. Highway ditches are cleaner. Weeds are less abundant. A program for disposal of abandoned unsightly buildings is taking hold. Parks and playgrounds are being established in housing developments. Marked trash cans are placed and consistently used on streets and highways.

"The program has demonstrated accomplishments in cleanup and beautification of property, both public and private, throughout the county," Mayor Pedersen said. "It is a continuing program with the additional value of instilling a sense of pride in clean, beautiful surroundings."

Schools participate by instructing children in fighting litter and assigning cleanup days to various rooms. Seven youngsters, each under 12, without adult help cleaned up the grounds of a house that had stood "for sale" more than a year.

At the beginning of a 5-year campaign on weed control, citizens were encouraged to chop out weeds and put them in boxes for collection by city and county crews.

Hunters and fishermen were urged to leave nothing but footprints in wild and beautiful places. Films on litter were shown to civic clubs, school classes, church groups, and farm organizations. Programs along the same line were presented by television.

It was, and is, a yearlong effort. The operation begins in April with a cleanup week, takes on steam at Arbor Day exercises, and continues through the summer and fall. And when winter comes, Beautify Bonneville puts out information on cold-weather care of evergreens, trees, and shrubs.

There is also a garden school in late winter, attended by enthusiastic crowds. The program is presented by the Bonneville County Homemakers Council and the Extension Service staff.

"Residents are becoming aware," the Council said, "that people cause litter and ugliness, and that only people can preserve and enhance beauty." □

As a result of beautification council displays such as this one, about 200 abandoned cars have been removed from Bonneville County roadsides.

by
Joe H. Rothe
State Agricultural Agent
Texas A&M University

Localizing Agricultural Information

Localized agricultural information blankets the State of Texas. Officially, this accomplishment is known as "Production Guidelines," an effort initiated by the Texas Agricultural Extension Service almost 2 years ago.

The objective was to make available to producers the best current agricultural information, based on research and demonstration results, for each economically important enterprise in each of the 254 counties.

"We feel that the guidelines provide a critical step in closing the gap between just average yields and the potential yields that could be realized when all producers use the best practices," explains John E. Hutchison, Extension director.

First, Extension specialists were asked to develop guidelines for specific agricultural enterprises on a type-of-farming area basis, such as the South Plains or Rolling Plains. They were mailed to each county agricultural agent, who was asked to meet with appropriate county program building subcommittees to review and adapt them for their specific county situation.

Subsequently, the county guidelines were returned for checking by the Extension specialist concerned, to make sure that the recommendations were in agreement with the latest research findings. Finally, the copy was returned to the county for duplication and distribution.

The guidelines, totaling more than 620,000 copies, represent combined efforts by Extension, local program building committees, agricultural research personnel, other agency personnel, agribusiness leaders, and commodity organizations. Their creation had the wholehearted support of county commissioners courts, who helped with the mimeographing and distribution.

Extension agents obtained current mailing lists of producers in their county from county Agricultural Stabilization and Conservation Service offices. The guidelines were mailed only to actual producers of the economically important enterprises. Several county agents consolidated the guidelines into a looseleaf binder for specific groups, such as bankers, feed and fertilizer dealers, vocational agri-

Some county agents gave bound copies of the production guidelines to specific groups. Here, Doyle L. Moore, Colorado County agent, presents the Colorado County guidelines to officials of a local bank.

culture teachers, and other agribusiness groups.

"The Production Guidelines represent the most comprehensive effort ever undertaken by Extension to combine the latest research information and demonstration results and place this information in the hands of each producer in Texas," explains Director Hutchison.

"Recent studies have shown that despite wide dissemination of information through mass media, publications, and personal contact, some individuals still did not follow the best known practices in their farming or ranching endeavors. We are hopeful that the guidelines, in their easy-to-read, step-by-step style will be used by producers. Early reports indicate that they are."

Agricultural authorities estimate that if only an average number of producers followed all of the best practices, the result could be an additional $2½ billion to the Texas economy.

Producers were the prime target in the guidelines effort, but other benefits have been noted since they became available—involvement of more leaders; more active participation by program building committee members; closer working relations with other agricultural agencies, agribusiness groups and farm organizations; better contact with parttime and absentee land owners. A few of their comments reflect the manner in which the Production Guidelines have been accepted:

"The Production Guidelines will be very helpful to us in planning with our cooperators," says J. L. Coppedge, work unit conservationist, Soil Conservation Service, Denton County.

"My more progressive borrowers have relied on the Guidelines much more than anticipated," writes Paul T. Hanes, county supervisor, Farmers Home Administration, Cass County. "I refer here to the guide for producing peanuts. We have had more chemical weed control practiced than ever before."

Tom Emerson, agricultural and livestock reporter of the McKinney Courier Gazette, wrote, "Anyone from New York State could come to Collin County, and if he followed the Guidelines, he could be a successful farmer."

State Representative Fred Head told R. S. Loftis, district agent at Overton, "I see the value of all agencies and agricultural workers making uniform recommendations on production practices, such as those given in the Guidelines."

County Judge Milton Hartsfield, Ellis County, remarked, "Production Guidelines information is well oriented to local production practices and adopted methods. I feel our Extension agents have accomplished a very responsible task."

Type-of-farming area guidelines are proving useful, too. Billy E. Roach, Scurry County agricultural agent, reports, "Since soybeans are not economically important enough in this county for a guideline, I requested several copies of the area guideline for my office file. In June, heavy rainfall washed out much of our cotton and many producers began asking about the possibility of planting soybeans. The area Guideline was used and proved valuable."

Production Guidelines are serving to strengthen relations among groups in counties too. A better working relationship has developed between the county Extension personnel in Cass County and the Chamber of Commerce in Linden, its county seat.

Charles D. Jackson, county agent, says, "Our cucumber Production Guidelines paved the way for a special cucumber result demonstration to be set up jointly by the Linden Chamber and Extension. This is the first agricultural project that this Chamber of Commerce has ever undertaken."

The Production Guidelines will receive an updating each year. They will be reviewed and revised by county agents and subcommittees and closely examined by Extension specialists concerned. Monthly newsletters and training meetings will help keep the information current between revisions.

The Guidelines are supporting the role of county agent work, as suggested in a statement by Lee Roy Colgan, Dawson County agent:

"In meeting after meeting, we had asked farm people to hold their planting rate for dryland grain sorghum from 3 and 4 pounds down to 2 pounds. Two farmers told me recently, 'If you believe this enough to put it in writing, we'll try it.' The lower seeding rate has meant increased production and higher income to these farmers."

Local development and completeness in covering the subject are two popular features of the Guidelines. A farm leader in Goliad County remarks, "When local people have a part in making recommendations on practices to adopt, you will find slow adopters are more apt to accept them."

A producer in Llano County comments, "Most producers appreciate receiving all of the information about a commodity in one publication, rather than looking at one bulletin for management practices and another for insect control, and so on."

Personal contact with county Extension agents remains as important as ever—but the Production Guidelines should make his educational role more effective and his job a little easier. □

1968 Range War—

Extension launches air offensive

by
Frank J. Shideler
Editor
Agricultural Experiment Station
South Dakota State University

An unprecedented air offensive in South Dakota this summer will find aerial sprayers flying missions against two costly range cattle enemies: horn and face flies.

Fifty-foot-level strikes by this agricultural air force will bomb hundreds of thousands of cattle with an insecticide spray so fine it's almost invisible. The insecticide is harmless to cattle but deadly to horn and face flies. The past 2 years it has controlled fly populations over vast range areas as never before.

This air power version of a 1968-type range war is all the result of an Extension worker's idea—an idea that works so well he's had requests for information from 30 other States and three foreign countries.

The cost is comparatively low at 25-35 cents per cow-calf unit. A major advantage is bringing almost instant fly control to the range without a costly, time-consuming cattle roundup necessary when ground sprayers are used.

Pioneer in the technique for range cattle is Dr. Benjamin Kantack, entomologist for the Cooperative Extension Service at South Dakota State University.

In 1964 while battling corn rootworm in southeastern South Dakota, Dr. Kantack tried ultra low volume (ULV) aerial sprays against this crop pest. During this work he talked aerial sprayer Walter Ball of Huron, S. Dak., into taking a few passes over a nearby cattle herd with his ULV-rigged plane.

The Extension entomologist had a small supply of nearly pure malathion on hand for just such an experiment. He'd also taken a previous look at the cattle to check horn and face fly infestation.

"It was heavy," he said.

Right after Ball had flown his experimental mission, Dr. Kantack again checked the herd. It was virtually fly free.

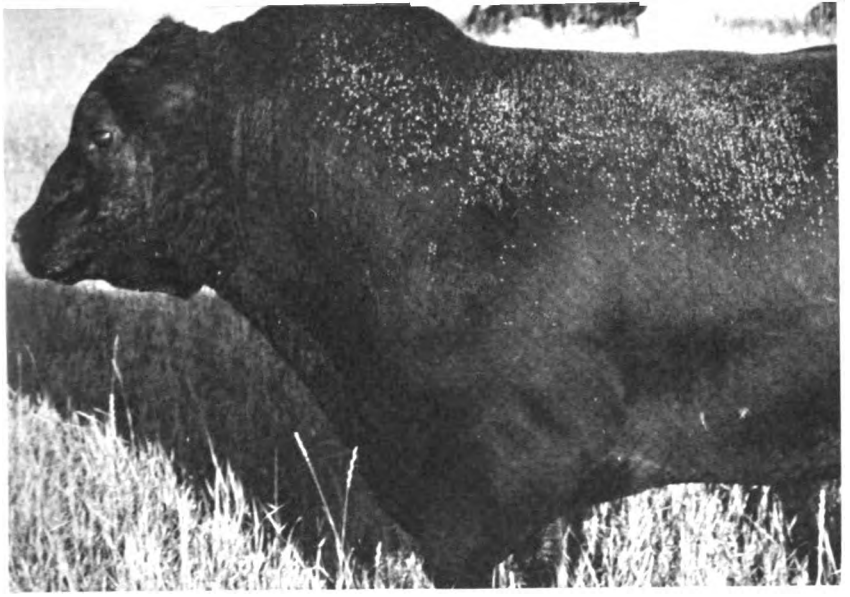
This is how and where the South Dakota effort started. The next year with the help of Norbert Faulstich and the late Joe Sperl, Charles Mix County agents, ULV was demonstrated and tried on a wider scale with replicated herds on the Elvern Varilek and the Ed Krell ranches, both in Charles Mix County. Timing was checked during the summer to find out when to smack down fly populations before costly seasonal buildups.

By 1966 several aerial sprayers were pushing ULV and cooperating with Dr. Kantack and his co-worker Dr. Wayne Berndt, Extension pesticide specialist. Additional refinements were made.

In 1967, for the first time, ULV spraying with malathion was included in Extension recommendations for controlling horn and face fly populations in South Dakota range herds. A combination of widespread news reports, satisfied ranchers, and enthusiastic aerial sprayers soon spread the word around.

An integral part of the Extension educational program on this type of control is the emphasis on safe and proper use of the pesticide-chemicals from the standpoint of the cattle, the users, and the consumers.

By flying at about 50 feet with low-powered planes, pilots have virtually no problems with spooked cattle. This also gives them a 100- to 150-foot swath for each pass.



About 10,000 horn flies covered this herd bull before ULV spraying. Thirty minutes after spraying, all were gone. Bulls' short tails can't reach to swat flies off shoulders, so pilots make special efforts to spray them.

"Even the ranchers are now getting calls from distant points asking about effectiveness and cost factors of this ULV spraying," according to Dr. Kantack. "These ranchers are some of the best 'extension agents' you ever saw." A well-known Spanish language farm magazine in Latin America will carry an article about the technique this summer.

"I can't get over how this stuff takes out flies," said Varilek, after using it on his purebred Angus.

"My neighbors and I had 900 head sprayed on five pastures and the job was finished in 4 hours," exclaimed Gordon Petersen, Edmunds County rancher. "It would take five men 2 days to round up that many cattle."

"We used to ground spray," Petersen continued. "We had to build corrals. Then some cattle usually got out. And we always had to take the chance some animals would be injured."

Ernest Prebyl, a 500-cow rancher in Beadle County, plans to try again this year. "Even with a late start last year we were pleased with the results.

"After spraying, our cattle would be grazing quietly while cattle in adjoining pastures would be bunched up fighting flies," Prebyl explained. "It doesn't take much of that to be worth a quarter a head," he added.

Most of the insecticide falls on the back and sides of cattle—but flies are mobile and soon find the poison. Many ranchers say they have less eye trouble with animals where aerial sprays give a high degree of face and horn fly control. Probably the reason for this is the better face fly control.

Dr. Kantack estimates that in 1967 more than 300,000 cow-calf units were sprayed three to six times for control of horn and face fly as well as adult mosquito control.

"Financial benefits from properly timed, effective sprays can be tremendous," the entomologist calculates. "For example, USDA and other researchers estimate that during active fly season, cattle provided adequate horn fly control will gain half to three-quarters of a pound more daily than cattle trying to fight off high horn fly populations.

"This amounts to about 30 pounds more during a minimum 60-day active horn fly period or something like $7.80 per head under 1967 prices. Take out $1 a head average cost for four sprayings and you come up with a figure in excess of $2 million net profit on 300,000 head sprayed."

What does this ULV spraying mean in range country? Here is a brief run-down:

- Only the herd and loafing area need to be sprayed—this limits the area involved and reduces cost.
- Treatments are needed about every 14-16 days during the fly season. Under South Dakota conditions four to six applications give season-long fly control.
- Spray initially when there are about 50 horn flies per side and/or five face flies per face. (How do you count flies on range cattle? Get a pair of binoculars, says Dr. Kantack.)
- South Dakota doesn't recommend ULV malathion sprays for feedlot or farmstead fly control unless strict sanitation and residual sprays are also used. Stable flies and house flies are main feedlot-farmstead pests. Residual insecticides are needed for their control. The ULV malathion sprays gave excellent mosquito control over both range and farmsteads.
- Dairy cattle cannot be ULV sprayed—but their pastures can.
- ULV aerial spraying is not new, but doing it over range cattle is. The pure malathion is used at the rate of 8 ounces an acre.
- Flying at 50 feet (higher than for crop spraying) a 150-foot swath is sprayed in one pass, then overlapped 50 feet on the next pass. By using low-powered aircraft at this height there is less spooking of cattle.
- The insecticide is applied without water so evaporation is not a factor and the small amount of malathion goes a long way. It also means less weight. The plane can fly longer and farther.

Dr. Kantack explains that malathion is the only chemical so far cleared and recommended for ULV fly control spraying on cattle in South Dakota. He adds that the South Dakota Agricultural Experiment Station, with some commercial firms cooperating, will test other insecticides and techniques this season. □

Teen Aides for Head Start . . .

New York 4-H project teaches teens child development

by
David W. Dik
4-H Youth Development Specialist
New York Extension Service

Society needs to seek ways of involving young people effectively in public service opportunities. Child Care IV, a 4-H project for Teachers' Aide Training, is one way today's youth can fill the needs of community, preschool children, and self through Head Start or other preschool programs.

In communities where Head Start programs are conducted, recruiting and training volunteers is a notable task. The need for well planned training meetings to make volunteers more effective is often evident.

The Child Care project was developed by the Child Development and Family Relations Department of Cornell University. Middletown and Newburgh, N.Y., served as test areas. The majority of those involved in the project were new to 4-H.

Receiving approval from the school administration is the initial step in launching the Teachers' Aide Training Program. Then, meetings with guidance personnel, elementary teachers, speech specialists, and Head Start staff help to pave the way for acceptance of the project.

Communication outlining the purpose, objectives, and progress of the program is an absolute essential. This is not a program that can be announced on a bulletin board and carried on solely by Extension staff.

Child Care IV is a community involvement process requiring that everyone be aware of the program. The student participants and their parents, as well as educators, need to understand and accept the goals.

Extension personnel must provide the coordination and leadership for this effort. Experience has taught us that communications and public relations require considerable attention.

Methods of recruitment in Middletown were through school announcements which read: "Are you going to have a lot of free time this summer? Would you like to perform a community service and at the same time get some valuable experience?

"The Middletown Head Start project is looking for responsible students who would like to help this summer in a program for preschool children. A training program for volunteers is also being planned.

"If you are interested, you may obtain further information in the guidance office."

In Newburgh, the program was outlined to the Future Teachers Club. Members reviewed project materials and asked questions regarding their involvement in the program.

Both methods of recruitment were successful. Boys as well as girls volunteered as aides in training.

The overall purpose of the project is to introduce students to the development of preschool children through the following series of training meetings:

—What will be expected of you;

—The children—how they learn;

—The program—goals of preschool education;

—How do we teach;

—Discipline—helping children develop.

Through the training program, teenagers develop a curiosity about human growth and development and an awareness of individual needs and differences. They recognize the importance of the teacher to the young child and develop sufficient skills to enjoy being with children as an assistant to the teacher.

The requirements for completion include: 1) Know the responsibilities of an aide, what is expected during the daily program, and how to help in an emergency; 2) Keep a written record of participation as an aide in the group and write a brief description of one of the children; 3) Work as a teacher's aide for at least 10 hours, be responsible for a story time, music, art activity, and set up a dramatic play activity; 4) Attend five 2-hour training meetings.

Conducting the training sessions has been carried out in two different ways. In Middletown, the owner-operator of

a private nursery school, an elementary counselor, the Head Start director, an elementary teacher, and an Extension off-campus consultant led the sessions.

In Newburgh, an Extension off-campus consultant did all the teaching.

In both cases, Extension took the leadership in assigning instructors, evaluation, meeting notices, and other details necessary for the success of the program.

In addition to the lectures and discussions conducted by local resource people, several other techniques were used, including the films "My Own Yard To Play In," "Understanding Children's Play," "Volunteers Are Needed," "Learning While They Play," and "Guiding Behavior."

Participants were asked to read selected pages from: "Educating Children in Nursery Schools and Kindergartens," U.S. Department of Health, Education, and Welfare; "The First Big Step," National School Public Relations Association, N.E.A.; and "Head Start Guides," Nos. 4, 5, 7, Head Start Child Development Programs, OEO.

Because the training sessions coincide with classroom experience, the project is more valuable to the student. The opportunity to ask questions related to actual experience enhances the learning process.

Since Newburgh conducts a year round Head Start program, aides in training had the opportunity to observe a preschool class for 2 hours and serve as teacher aides for an entire day.

In an art workshop, participants had opportunities to work with materials preschool children would use in their program. They worked enthusiastically with dough, clay, finger paints, and brush and sponge painting.

Teacher aide trainees were assigned subjects such as storytelling, arts and crafts, music, and creative games to be presented as a part of the five sessions. Several students tried out their new ideas with younger brothers and sisters.

Over 5,000 hours of volunteer time by teenagers is proof of their willingness to get involved in some of the real issues of our time. Two aides were assigned to each classroom, while others had responsibilities which took them to several areas.

Aides helped with snack time, washing, instructions in brushing teeth, free play, trips, tours, and conducting fire drills. They assisted teachers in many areas of instruction.

In response to an evaluation questionnaire, students volunteered the following: "The course was better than I expected. I learned how to take care of children carefully, but still letting them do what they want."

Another responded that she learned the right and wrong way to discipline a child, and that play can be educational and fun. A person's childhood has an important effect on his later life."

Others wrote, "Little people are just as important as big people," and "Children are curious individuals who need the attention they really deserve from teachers and aides—letting children use their imagination is very important."

As a career exploration tool, Child Care IV is unsurpassed in its practical application of determining the possibilities of the teaching profession.

Child Care IV has opened the door for young people to participate successfully in the educational process planned for preschool children. This experience should not be limited to Head Start programs—it should reach into countless areas of community life.

In his book "Self Renewal—the Individual in the Innovative Society," John W. Gardner noted, "All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants."

One can readily recognize that Child Care IV does provide opportunities for teenagers which have not been open to them in the past. In turn, the adult society is willing to support young people and their efforts "to grow their own plants." □

Training sessions for Orange County Head Start aides coincide with their work with preschoolers. The opportunity to ask questions related to actual experience enhances the learning process.

Progress Doesn't Just 'Happen'

by
William Wilson
Area Resource Development Specialist
and
W. L. Eubanks
St. Clair County Extension Chairman
Alabama Extension Service

1,751 new jobs . . . over $2.5 million in new payroll . . . $76 million more invested in industrial and commercial enterprises, community facilities and public services. That is the record since Extension's Resource Development Program (RD) began in St. Clair County, Alabama, in 1962.

Not included in those totals are 200 new jobs and $10 million in new investments and projects indirectly related to the RD program.

This is quite a record for a rural county classified as "severely depressed" in 1960.

These accomplishments didn't just happen! They came after long hours of planning and hard work by community leaders, city and county officials, State and Federal agency personnel, and others.

The county Extension office is the nerve center for County RD Committee activities.

County Extension Chairman H. L. Eubanks, secretary of the county committee, worked closely with the State Extension Rural Resource Development Specialist and the Court of County Commissioners to organize the County Resource Development Committee in early 1962. A small group of key leaders served as officers and selected committee members from all areas of interest within the county.

Judge Hoyt Hamilton accepted ex officio chairmanship of the committee. He and other members of the county governing body still play a key role in the RD program.

Many of the 75 community leaders who attended the first organizational meeting are still active. New members are added to keep the committee representative. An executive committee meets regularly to plan and promote projects.

The committee's first efforts were to study local problems, to inventory resources, to set goals, and to develop a plan of action. The county Extension chairman and the area RRD specialist served as advisors to the various subcommittees.

They coordinated efforts and effectively used the services of Extension specialists and resource people from other State and Federal agencies in helping the committee develop an Overall Economic Development Plan (OEDP) for St. Clair County.

The OEDP has been the "Bible" for the county Extension program in Rural Resource Development. The OEDP is revised each year, but the broad goals and programs have not changed. The approach remains one of total resource development.

The executive committee meets annually with committees to review program progress, to restudy the situation, and to renew or set new programs and goals.

County Extension personnel, the RRD area specialist, and other State staff specialists participate in these meetings. The RRD specialist keeps the committee up to date on assistance programs and relates experiences of other counties that may help in solving local problems.

Committee members accept responsibilities for program action. Extension continues the necessary educational, liaison, and service work to get the projects underway.

As a part of its county program, Extension launched a public affairs effort to awaken people to problems facing their communities. They contacted each of the 11 municipal governing bodies and county officials to acquaint them with government programs, sources of financing projects, and methods of acquiring needed facilities, services, and new jobs.

The county Extension office soon became known as "the place to go" for resource development guidance. It is the accepted meeting place for community leaders and interest groups; a place where scores of community, commercial, industrial, and recreation projects have been started.

Two large hydroelectric dams were being developed that would create lakes covering about 30,000 acres of land in St. Clair County. The county governing body, with Extension's help, secured assistance from the Economic Development Administration and the Bureau of Outdoor Recreation in developing a comprehensive recreation and industrial program.

The resulting report outlining specific proposals became the basis of Extension's educational and promotional program for rapid development. It also stimulated local and out-of-State investors. Overnight, commercial recreation establishments began to develop. The Court of County Commissioners adopted assistance programs and policies to aid development.

Since 1962, $14 million has been invested in 40 major commercial recreation and tourism projects. More than 300 new jobs have been created with an annual $1 million payroll. An additional 300 jobs were created in service enterprises supporting these developments.

The industry is still growing rapid-

ly, with financing coming from both private capital and the Small Business Administration.

County Extension staffs and State specialists are currently providing leadership to organize 14 northeast Alabama counties into an association to promote the development and use of the area's abundant recreation resources. St. Clair's RD Committee is very active in this effort.

A major objective of the County RD Committee and Extension's educational program has been to prepare each organized community for accelerated industrial development and to meet the total needs of the people.

Eighteen community water and sewer systems have been installed, improved, or planned. These systems serve 10 new industries employing more than 450 people. Financing has come from HUD, EDA, APW, and Farmers Home Administration loans and grants.

Twelve new public buildings or major improvement projects have been completed. A new county 68-bed hospital and a city-county library building are now being planned. The hospital is being made possible by a special county ad valorem property tax and a Hill-Burton grant. The library is being financed by the City of Pell City, St. Clair County, local citizen contributions, Federal Library Act, and Appalachia funds.

A major public service project is the St. Clair County Airport.

Springville, the first town to "take hold" of the Resource Development program, typifies Extension's objectives and results. With Extension's help they organized an Industrial Development Board.

Then the Springville Industrial Development Corporation was organized with the majority of businessmen contributing. The town acquired land for an industrial park. Water, sewer, rail siding, electricity, and access roads were installed.

These efforts brought six new plants to Springville. Two were organized locally, and both have already expanded production. New industrial employment exceeds 300 (with an annual payroll of over $1 million).

As sites are occupied, new land is purchased or optioned. Manufactured products include lumber products, specialty baskets, garments, metal cabinets, enameled construction items, paper binders, and heavy duty trailers.

Other local needs have not been neglected. Water and sewer lines have been extended, new streets have been built, and library services have been improved. New school facilities have been added and action has started to improve public recreation facilities.

A new shopping area is being planned, as are new residential areas. In 1960 Springville's population was 822; it now is estimated at 1,600.

Other cities and towns in the county have taken many of the same steps. Interest is growing. Sixteen new industries have located or expanded in the county since 1962; they employ more than 600 people and have an annual payroll of $1.8 million.

Extension's RD program has also been effective in the agribusiness field. For example, an Extension survey aided in relocating and enlarging a tomato packing shed to meet the needs of expanding production. This and 10 other agribusiness projects are providing new outlets for local production and 300 full- and part-time jobs.

Improved family living through economic development is indicated by the following improvements since 1962: a 41 percent increase in bank deposits, an increase of $113 in per capita income, and an increase of 11.3 percent in retail sales.

Unemployment has been reduced 12 to 8 percent since 1963. In addition, some 750 modern homes have been constructed.

Much improvement has been registered in St. Clair County these past 5 years and the future looks bright. The Extension staff and Resource Development Committee realize that there are opportunities for much greater development through the planned development approach. □

St. Clair tomato growers get the most from their tomatoes by doing their own processing and marketing. County Extension Chairman H. L. Eubanks, left, and Hershel Smith, market manager, inspect tomatoes as they are washed, waxed, and graded.

Kids Will Eat Almost Anything

Virginia Extension program alerts parents to dangers of home poisonings

by
Dr. R. H. Gruenhagen
Extension Specialist
Chemical, Drug,
and Pesticide Unit

"Keep out of reach of children"—how many times have we seen this statement on containers of pesticides, medicines, and household chemicals?

Yet each year in the United States over a half million persons accidentally swallow poisonous substances found in or around the home. A high percentage of these cases involve children under 5 years old.

Most of these little people can't read the warning, and many grownups are either careless or not aware of the great number of poisons in their home which can cause tragedy if misused.

The Extension Chemical, Drug, and Pesticide Unit at Virginia Polytechnic Institute was concerned about this problem in Virginia. We were concerned because we had no aggressive program on the prevention of home poisonings. Nor was there adequate resource material available to support a program of this nature.

The problem was explored with specialists and leaders in Extension home economics. All agreed that a need existed and that action should be taken.

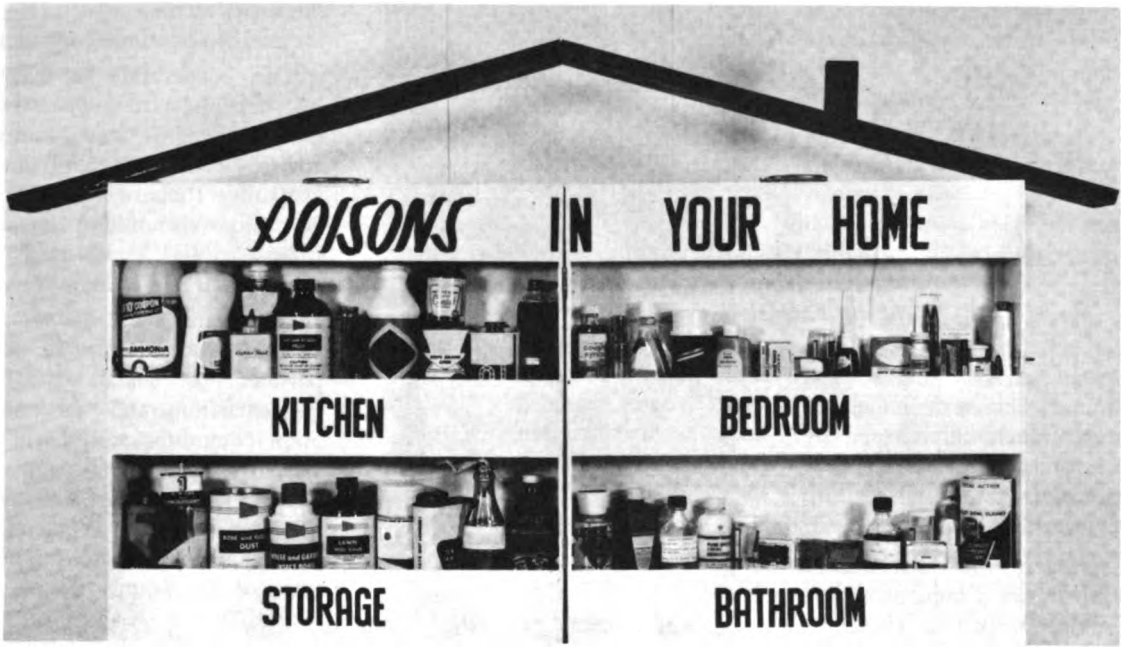
During the early planning stages, we received helpful suggestions from several of our coworkers as well as from local doctors and pharmacists and Extension pesticide leaders from other States. Records from the National Clearinghouse for Poison Control Centers provided valuable information concerning the most frequently ingested home poisons.

A two-stage attack on the problem was formulated. The first stage was developing a portable exhibit that could be used at meetings to illustrate the wide variety of household products that can be harmful if misused.

The second stage involved developing an illustrated leaflet which would augment the exhibit but would also be meaningful to people who did not see the exhibit.

The exhibit, which is in the shape of a house, consists of a plywood and fiberboard box measuring 2 feet by 2 feet by 8 inches when folded. It opens to 2 feet by 4 feet by 4 feet. Each shelf is lined with styrofoam. The display samples can be glued in place to prevent loss or damage in transit.

The "roof" is hinged at the peak, and the "chimney" simply lifts off.



Virginia Extension home economists have circulated seven exhibits like this one throughout the State to alert families to the potential dangers of household chemicals.

Seven exhibit cases were constructed and stocked; each complete unit weighs just under 25 pounds.

The leaflet, entitled "Poisons in Your Home," is four 8½ by 11 inch pages, printed in black on white. The exhibit is pictured on the front page, followed by a statement of the magnitude of the problem.

Photographs showing potential poisons follow on the next two pages, with paragraphs describing items shown and mentioning others which may be found in specific areas of the home.

"The cabinet is a convenient storage spot for many things," the leaflet cautions, "but it is also a wonderful mysterious cave for little children to explore."

"Don't forget Grandma's bedroom either," the warning continues. "She may not see too well without her glasses and might take a sleeping pill instead of the pill for her high blood pressure . . ."

The back page presents a list of ways to prevent tragedy from home poisoning. The points emphasized here are 1) reading and heeding labels 2) keeping potentially harmful household products out of reach of children, 3) keeping the products in their original containers, and 4) disposing of empty containers immediately and properly.

In conclusion, the leaflet asks, "Will you be guilty of household homicide—or will your home be a safe place to live?"

Leaflets and exhibits carry appropriate disclaimer statements.

After these program aids were discussed with the home economics program leaders, each took an exhibit and a supply of leaflets to her district headquarters. The exhibits and leaflets were introduced to all agents at their district meetings.

The response was immediate and enthusiastic. A few excerpts from many comments illustrate the degree of acceptance. "It (the exhibit) has been 'on the go' throughout the district since it arrived" . . . "agents have asked for similar ideas in other program areas" . . . "most attractive exhibit at the Open House" . . . "consumers amazed that there were so many products in the poison bracket" . . . "Chief of the Fire Department was most impressed" . . . "created a lot of excitement" . . . "an excellent service to the public" . . . "impressed by feedback and good reaction from the field staff as well as from the general public."

The "Poisons in Your Home" program has been featured on State television shows and was the subject of a 50-minute lecture on closed-circuit television at a Virginia girls' college.

We are most pleased by the enthusiastic response this program has received in Virginia, and sincerely hope that it will help reduce the number of accidental home poisonings. □

First Step in a Long Walk

by
Judith Prochnow
Family Living Editor
Michigan Extension Service

A child learns to walk one step at a time. Homemakers with limited resources aren't much different. They need help in building up enough confidence to make that initial venture into a new world.

In the spring of 1967, the Ottawa County (Michigan) Cooperative Extension Service helped a group of homemakers take that first step. Since then, many are striding on, and another group is reaching out for the helping hand.

Extension in Ottawa County sponsors a series of family life classes to help these mothers develop self-respect and a feeling of importance, realize and accept their responsibilities as parents and citizens, and analyze their problems and develop a mature approach to solutions.

In July 1967 several "graduates" of the pilot classes attended a family camp. While at Camp Pottawattamie for 5 days, they saw in operation many of the things they had heard in classes.

For many, camp proved that what might have sounded impossible in classes really did work. For many mothers, camp took them a second step.

Mrs. Alfreda McGuire, Extension home economist who taught the classes and spearheaded the camp, expresses the underlying philosophy of the program: "You start with them where they are. And you help them bring a little joy of living back into their lives."

Mrs. McGuire aimed the classes at how women with limited resources could make best use of what they *do* have. Topics included: "How Do I Look to My Children," "Eating for Health and Happiness," "Three Square Meals a Day," "How to Make a House a Home," "How to Live Better With What You Have," and "Preparing for the Future."

Twelve women from the Grand Haven area graduated from the first series of classes, but attendance usually topped 20. Mrs. McGuire taught most of the classes. A public health nurse taught a class on health for the family, and a consultant for the area learning center taught about the need to continue education.

This cooperation in teaching was just one phase of cooperation in the total project. It was directed by an advisory committee that included Mrs. McGuire; Richard Machiele, Ottawa Extension agricultural agent: Willis Boss, area 4-H Youth agent; and Mel Baron, Extension aide.

Other members of the advisory committee were from the county departments of social welfare, health, and education, and the county recreation committee and sheriff's department. Others were from Western Seminary of nearby Holland, Michigan, and Extension Women's Council. The mayor of Zeeland, Michigan, represented the County Board of Supervisors.

Even coffee breaks were part of the education process. The Fraternal Order of Police financed the breaks. Women from Extension study groups prepared different "goodies" each week from foods on the donated foods

Sharing kitchen duties changed them from drudgery to fun, these two homemakers discovered. Teenage counselors and adults, who were willing to work and enjoyed it, set the example for children and mothers.

Whether at home or at camp, families mean laundry. A loaned washing machine made it possible for the Michigan Extension classes to include training in proper laundry techniques.

list. They provided recipes to the women at the end of each class.

During breaks the women got to know each other and built a rapport that carried over to class discussion. In many cases they were able to teach each other by exchanging ideas and examples.

While the mothers attended classes, their preschool children were next door in a child care center provided by members of the Grand Haven Junior Chamber of Commerce Auxiliary.

By the end of the series of classes, the women realized that this was just their first step. They unanimously requested an advanced series, which is being planned for fall, 1968. They welcomed the announcement of the second step in the 1967 program—the family camp. The class graduates selected two from their group to serve on the camp planning committee.

The camp, like the classes, was based on the idea that life could be enjoyed and that even work could be a pleasure.

Counselors supervised the children's activities in the mornings and afternoons. Fathers were encouraged to stop after work for the evenings. Preschool children stayed in cabins with their mothers, but boys and girls over 6 stayed with counselors in separate cabins.

While children learned the usual camp crafts, mothers were busy with calisthenics and swimming and sharing ideas. They had the usual housekeeping chores that cannot be separated from keeping youngsters clean, fed, and clothed.

But sharing the duties made them seem less tiresome, the mothers agreed.

Older children set and cleared tables, made their own beds, and cleaned their own cabins. Mothers helped the camp cook prepare meals and do dishes. They also inspected the children's cabins to see which group should get the award for cleanliness and neatness.

The idea that children would share the work in meal preparation and cleaning up and that they did like foods prepared on a limited budget gave the mothers a place to start communicating with their children. Now, when a mother asks her son what he wants to eat and he suggests something from the camp menu, she knows what he is talking about. And when a mother asks a child to set the table, the child knows how because he learned it at camp.

As one of the routine camping requirements, each mother and child had a physical examination through the County Health Department before beginning the week.

Using personal grooming supplies donated by various Ottawa County merchants, they learned personal grooming and care that had not been possible for many in their entire lives.

The male speakers and counselors at the camp also provided a new experience. Many of the children knew few men worth patterning a life after. These men and the wholesome teenage counselors, who know how to work and enjoyed it, were unusual examples for both the mothers and their children.

For many of these mothers, life has been a series of deflating circumstances. They are lonely. Life has taught them a hard philosophy . . . "Friends? They only get you into trouble!"

For mothers who believe that, finding a friend to talk to may be as important as learning to stretch the dollars available to buy food and learning to make home a prettier place.

The steps that this small group took through their classes and their camp encouraged them to look to the future. Others are joining them.

Thirty-one of 44 mothers contacted are attending the new series of first classes. In addition to a series at Grand Haven, Mrs. McGuire teaches two other groups and is a consultant for a similar series offered through Western Michigan Seminary. The women attending the Seminary series will be included in the summer camps this year.

The Ottawa County Board of Supervisors doubled the allocation for the camp program, so in 1968 two separate camps are scheduled. "Graduates" of the pilot project have been invited to repeat one of the weeks, with the second week for first-timers.

The Extension staff and the advisory group are already talking about next year, and feel that their plans will be approved. Throughout the project, the entire staff made a conscious effort to keep the Board of Supervisors aware of the need for the project, and the value it had for the people of the county.

As a follow-up to the radio and newspaper coverage during the pilot classes and camp, the county staff published a limited edition of a publication describing the project. Called "One Step Up," it shows legislators and local opinion leaders the value of this project in a county where some people don't suspect a problem with low incomes. □

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Lessons of Late

The Cooperative Extension Service is a people's program—a program for those at the bottom rung and at the top of the economic and cultural ladder, as well as those in between. To serve people with such diverse interests is a testimonial to Extension's flexibility. This flexibility is further magnified when we compare what we did 5 years ago with what we're doing today. Shifts are taking place.

Part of Extension's flexibility is a direct result of lessons learned in the field as we go about our daily tasks. The changes we've witnessed in the past 5 years have produced their own lessons. They have a particular application in our efforts to serve the very low-income—a group that had been largely bypassed until the shift in national goals.

The first lesson we learned is that "the roots of poverty terminate in the individual family." Most of the children, their parents, and in many instances their grandparents have existed on welfare since the 1930's. Such families have tended to withdraw from society into isolation—this we can neither permit nor tolerate in a growing and productive domestic society.

The second lesson we learned is that "a communications gap exists between the families who need aid and the various services that can provide it." These families do not understand the programs and goals of public and private agencies created to serve them, nor do they understand how to obtain help. New bases for judgment must be established.

Many of these families are suspicious and apprehensive toward those who want to help. This is particularly true of those families who fear they must reveal nothing that will jeopardize that assistance they think they receive free. It takes more than merely informing these families. They must become a demonstration for others.

The third lesson we learned is that "rapport must be established between the worker and the family before meaningful progress can be made." Program assistants or aides, trained and supervised by experienced Extension agents, are bridging this credibility gap.

The fourth lesson we learned is that "intensive work with individuals is an essential first step." This provides an entry and basis for which entire families provides the basis and motive for the human development and growth that is often needed before real progress can be made. "What did you do for me yesterday?" and concrete help on current home and family matters—not agency problems—count first with these people.

Accomplishments in these first few things, no matter how small, lay the foundation for more positive attitudes, self esteem, and personal dignity. When people find themselves, they then find others—others who are useful and helpful for continued growth.

The lessons we've learned, however, will be of greater value when we remember that lessons are the "means" and not the "ends" and when we seek out opportunities to apply these lessons. We will learn new lessons as we continue to reach out to serve those already too long neglected. Remember the Extension adage—people start from where they are. Good citizens grow, and they go into responsible endeavors.—NPR

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NATIONAL
FARM SAFETY WEEK
JULY 21--27, 1968

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

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

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, *Administrator*
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EXTENSION SERVICE
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CONTENTS

A Vote of Confidence

The Department of Labor has issued a set of regulations governing the employment of youth under 16 in hazardous occupations. Needless to say, agriculture is one of the occupations considered hazardous.

Exceptions to the regulations constitute a vote of confidence generally in Extension and specifically in the 4-H Tractor program. Employers under certain specified conditions may hire boys for hazardous jobs. The conditions include certification by Extension workers that the members have completed the first four units of the 4-H Tractor program.

This certification process should be a sobering experience. It should call forth reflections on a whole series of events. These reflections will include the actual qualifications of 4-H Tractor Club leaders for teaching safety. They'll include the training you provided to these leaders. And finally they'll include the fact that the certifying agent will be dealing with a wide range of personal friends and acquaintances. In many, if not most, cases the agent will know the 4-H member, the member's parents, and the prospective employer.

If all these factors aren't enough to make the certification process a sobering one, then remember that the effective date of the Labor Department Orders precedes by only a few weeks the observance of National Farm Safety Week.

Obviously the success of the program will be judged on the accident rate of youths certified as having completed 4-H training. The effectiveness of 4-H training in safe usage of farm equipment is on test as well as the integrity of certifying agents.

The certification process is one we dare not take lightly.—WJW

The 'Local Angle'

by
James L. Taylor
County Agricultural Agent
Coffee County, Tennessee

Column writers must use methods that will attract and hold the interest of readers. Otherwise their time and effort, as well as newspaper space, is wasted.

The mention of something new or unusual, or the use of an anecdote or a humorous quotation as a "come-on" is helpful in maintaining readership.

But the most important method from an Extension viewpoint is adding the local angle. Use names and direct quotations. Mention local happenings such as tours, demonstrations, contests, meetings, sales, problems, new equipment.

How does one go about working this angle into a column idea? Here are a few examples of how I have tried to do it.

To set the stage for a discussion of combine losses of soybeans, this lead sentence was used: "Cookie Womack signaled the start of soybean harvest season this week when he delivered the first load of beans to the local elevator."

From here it was pointed out that it's the beans that get to the elevator that count dollarwise. Then an Extension agricultural engineer's tips on how to reduce combine losses in the soybean field were given.

"What do you think of the person who abandoned two cute little puppies on a lonely country road in Summitville community last week?" This human interest angle was a natural lead into a discussion of proper care for pets, and the 4-H Club dog project.

"How do spiders travel?" This lead, followed by a few words on how spiders take to the air for cross-country travel, prefaced the giving of information about the poisonous recluse spider, which had recently invaded our county and was causing a lot of concern. We had many calls about the spider, and a number of specimens were brought to the office for identification.

" 'Now that we have a corral with handling chute, I don't see how we ever got along without it.' This is what Austin Anderson, of New Union, said about the corral which he built by University of Tennessee plans."

After this lead, the column explained that workers on the Anderson farm had ear-tagged and "given shots" to calves at the rate of one a minute by using the new equipment. A number of farmers have come to the office asking for plans on the corral.

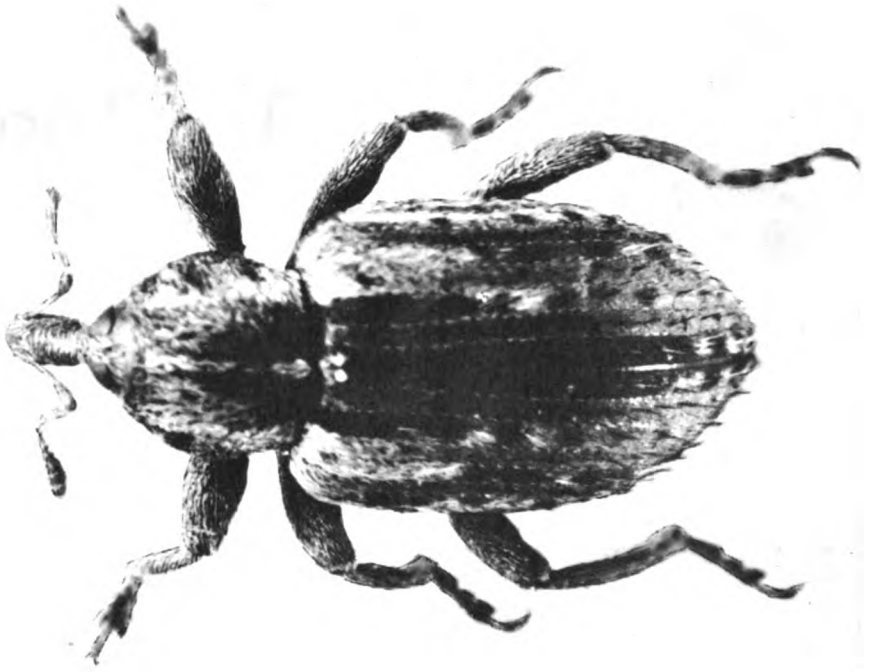
These are just a few examples of "angles" that seem to work for me in getting reader interest. I have no accurate formula to measure results, but the feedback we receive by way of personal contacts, telephone calls, and mail indicates that we do have a wide readership.

Each week these people are made aware of the Extension Service, and are prompted to call or visit our office when the need arises.

I consider the column an effective means of creating interest in new farm practices and informing readers of current problems and current events.

Our main objective is to stimulate interest and desire so readers will pursue the subject and contact the Extension office.

I'm sold on the value of the weekly column and shall make efforts to improve its effectiveness. □



Proper Timing: Key To Insect Control

Extension Uses "Weevil Scouts" To Help Ohio Farmers Save Alfalfa Crop

by
Harold Thoburn
County Extension Agent
Medina County, Ohio
and
R. Dale Glass
County Extension Agent
Wayne County, Ohio

Alfalfa growers in northeastern Ohio —Ashland, Medina, Holmes, and Wayne Counties—were faced with an economic crop loss of over $4 million in 1967 because of the alfalfa weevil.

Dairying here is big business, with annual dairy income amounting to nearly $30 million. Alfalfa, the major milk-making crop, was threatened.

We knew from the past 6 years' experience in southern Ohio that severe economic crop loss from alfalfa weevil would occur unless timely control measures were followed.

Although an intensive educational program was carried out, many growers were indifferent. They thought the weevil would cause no more damage than we had experienced with the spittlebug.

Local Extension agents and B.D. Blair, State Extension entomologist, knew better. To save the crop, a widespread information and educational program was necessary.

Timing of recommended spray materials was critical. To be most effective the chemical had to be applied when 50-75 percent of the terminal buds showed weevil feeding injury.

In spite of an intensive educational program, many farmers couldn't even identify the pest, let alone know what we meant by 50-75 percent feeding injury.

A crash program had to be initiated. Timing of sprays is critical and farmers needed timely information if they were to be effective in applying recommended insecticides.

An idea was born. Harry Niemczyk, research entomologist at the Ohio Agricultural Research and Development Center, suggested that a system somewhat like the "cotton scout" program in the Southwest might work. We contacted agents in nearby counties and organized an "Area Alfalfa Weevil Alert Program" using local farm leaders as "alfalfa weevil scouts."

A training session was scheduled for the farmer "scouts." Thirty farmers from the area responded to the call. The major purpose of this meeting was to teach the farmers how to identify the weevil, how to determine the amount of eggs laid, and most important, not to spray until the alfalfa showed 50-75 percent feeding injury on the terminal growth. This was the question that farmers did not understand.

After the training session with the alfalfa weevil scouts, an areawide meeting was called. Over 300 farmers turned out for this field meeting. Followup field meetings were held in the next few weeks to acquaint as many farmers as possible with the weevil. Special report forms were prepared for the alfalfa weevil scouts to use in reporting their findings. The help of local radio stations and local newspapers was solicited and received.

Special alfalfa weevil warnings were issued three times a week—on Mondays, Wednesdays, and Fridays. Weevil scouts in each of the counties reported to each of the respective county Extension offices by 9 a.m. on each of these days.

Agents prepared special weevil alerts for local radio stations and daily newspapers. They interpreted the scout reports to give farmers the most accurate and timely control information.

Aerial applicators were contacted, and alerts were sent out to ground applicators in order to organize an action program. The cooperation of local elevator managers was obtained to handle requests for custom work. Aerial applicators provided an answering service.

Meetings were scheduled for the aerial applicators. Niemczyk and local Extension agents acquainted the aerial applicators with the correct application methods for alfalfa weevil. The aerial applicators were very cooperative in following the suggestions and in staying in the area for a period of nearly 2 months to provide the best type of service to each individual farmer.

As a result of this program, nearly 10,000 acres of alfalfa were sprayed by aerial applicators. Most of the remaining acreage of alfalfa was sprayed with ground equipment owned by the farmers or custom ground applicators. About the only alfalfa stands lost were where the farmers failed to spray.

Through this extensive program, a high percentage of farmers in the four counties were made aware of this serious insect pest. They found they didn't have to change to another forage crop with a lower yield, possibly suffering a drop in the milk check.

Another gratifying result of this program was the wholehearted support of the farmer "weevil scouts" who took time from their work to provide service to other farmers. Besides reporting on conditions in their area, they were called on by many other farmers for advice and also inspected fields for neighboring farmers.

The farmer scouts, enthusiastic about the program, continued it in the spring of 1968. More training was provided, and each weevil scout was equipped with a bug net so he could make observations not only on population of the alfalfa weevil, but on the alfalfa leaf hopper and any other insect that might cause economic damage. □

This kind of damage by alfalfa weevils can cause millions of dollars of crop losses. Ohio's "weevil scouts" help Extension inform farmers about the proper time to spray.

New Hope on the Reservation

by
Lee Jorgensen
Assistant Agricultural Editor
Cooperative Extension Service
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It takes grit to be an optimist on an Indian reservation—especially if you are an Indian. Here you are born into the cynicism wrought by the conflict between one culture that thrives on competition and another that detests it.

But some are determined that all Indians will have the opportunity to hold down steady jobs, live in decent homes, and send their children to college.

Their efforts stir hope among the 7,000 Sioux on the remote Rosebud Indian Reservation in South Dakota. Average family income there seldom is more than $1,500 per year.

Cooperation by tribal leaders, businessmen, Bureau of Indian Affairs, Office of Economic Opportunity, Cooperative Extension, congressional leaders, clergymen, and others has helped produce desperately needed employment.

Federal funds have helped replace the hovels, chicken coops, car bodies, log cabins, and tents once used as living quarters. By next snowfall some 900 modest homes will have been built, most of them in the last 2 years.

"By fall, almost every family on the Rosebud should be living in a standard house," said Louie DeSmet, Todd County agricultural agent and board member of the Rosebud Housing Authority.

"This new housing," he added, "will have changed the living conditions of 90 percent of the Indian people in communities on the reservation—60 percent of the people in Todd and Mellette Counties.

DeSmet and Ida Marie Norton, home economics agent for Todd County, have the challenge of preparing families to cope with 20th-century living conditions. They work with families who have never had electricity, indoor plumbing, a regular paycheck, or the responsibility of budgeting.

Miss Norton says, "We see people who have never used modern facilities and who have no idea of how to care for floors, walls, windows, or bathrooms.

"Because more and more families are taking home a regular paycheck, there is a need for consumer education, especially in recordkeeping and budgeting."

DeSmet and Miss Norton work with every family in the community and provide information on virtually everything inside or outside the home. "Extension methods for organizing and carrying out a program on the reservations vary as much or more between communities as they do between programs," said DeSmet.

"In some communities it takes considerable contact with key leaders (tribal council men and community chairmen). A demonstration or model may work in other communities.

DeSmet felt that all educational programs should first be reviewed with the tribal council, executive committee, and the BIA.

Indian families say they get more from the actual doing and showing than from listening, so Extension demonstrations are brought to the communities. About once a month, the home economist holds demonstrations on use of commodity foods, budgeting, and care of the home.

Cato W. Valandra, tribal president, is convinced that Indians' problems are best solved at home, "not by sending them off to work in some city."

Findings of SDSU sociologists tend to support this idea—they have found that 75 percent of those who leave the reservation ultimately return to the security of the family group.

"Job opportunities and education are the only real things that are going to solve problems on the Rosebud Reservation," declares Harold Schunk, soon to retire as BIA superintendent.

"However, change, even the simplest change among educated men, takes time," he cautioned, "and we are talking about changing the lives of people completely—their emotions, their inherited beliefs, their values."

To understand the conflict between the Indian and non-Indian culture, one concept must be remembered—the Sioux have always shared. Sharing meant survival—to hoard property was evil.

The pattern still persists. Those who adopt the non-Indian way of accumulating material goods are regarded as "the white man's Indian." Even when sharing means dragging yourself back into poverty and hardship, many still choose to share.

The Sioux existed during the hunting era in clans of 20 to 30 families. Habits, norms, and taboos of these early kinship patterns continue.

"Where once 10 to 14 persons lived in one-room shacks, now the grandparents and other relatives are moving into separate housing," said DeSmet. Among a few, this has caused a fear that the closeness of the family and clan ties will change.

Today, the Rosebud Reservation has four basic types of new housing —the "transitional" home, the mutual self help home, low rental housing, and "turnkey III" homes.

Almost completed are 375 low cost "transitional" or adequate shelter homes. The 22 by 28 feet, two-bed-

room dwellings are designed to prepare Indians with incomes of less than $1,500 for better housing. Rent is $5 per month for 5 years.

An idea borrowed from pioneer days was introduced in the mutual self help home—future residents build their own houses with the help of neighbors. In return, the head of the household volunteers 500 hours of his free time to help nine neighbors build their homes.

Fifty such units for the steady job holders are being erected. Costing about $9,000 each, these houses were designed from suggestions offered at community meetings.

Ninety-two low rental housing units have been occcupied since the early 1960's. They are one-, two-, and three-bedroom homes.

The Department of Housing and Urban Development has approved construction of 400 homes in the near future. The two- and three-bedroom houses, costing between $7,000 and $8,000, will be manufactured at a plant on the reservation. They are designated for eventual ownership under HUD's turnkey III program.

A community improvement and beautification project involves the agent on a face-to-face basis in four small Indian communities.

Soon one home in each of the four communities will be chosen for landscaping. "This project," he hopes, "will increase pride in family, home, and community." Ambitious cleanup campaigns by Indians have won the Rosebud Reservation three State community development contests.

Many deep-seated human problems exist on the reservation. Alcoholism —ingrained by long unemployment— is high. So is the divorce rate.

Still, much of the evidence points to hope.

"Employment opportunities increased 30 percent last year," said DeSmet, who has been Rosebud Development Corporation chairman the last 4 years.

When the corporation was organized in 1964, 65 percent of the labor force was unemployed. Area market studies by Extension aided area development programs which are now providing employment.

Housing and other antipoverty programs provide nearly 500 full and part-time jobs. But even more significant are the profit-making enterprises which have appeared. Several small industries have come to the reservation in the past 5 years. A large food processing firm with the potential to employ 500 will begin operations soon.

"Our problem is production, not marketing," one plant manager said. "We are taking people who haven't worked at a steady job for five or six generations and suddenly putting them into a work situation. It is very difficult.

"Their basic skills and intelligence are extremely high. We are beginning to get an employment force that is consistent, that we can depend on."

Extension, the BIA, and other agencies have helped the tribe develop tourist attractions to bring in summer income.

Recently, DeSmet helped the city of Mission and the tribe apply to the Federal Aeronautics Authority for a hard-surfaced airport.

"As a result of what has been taking place out here," says DeSmet, "Indian people have been returning to the reservation for opportunity. The increased payroll has generated a new service station, grocery stores, a motel, and a bowling alley and cafe."

Another thing has been happening. Shrewd Indian businessmen like Valandra are showing other tribes how united efforts can achieve goals. Aggressive economic developers hired by the tribe are showing the Indians how to compete for and win Federal funds for community improvement and industrial development.

As far as Valandra is concerned, the work has just begun. "We intend to keep moving in order to get the jobs we need out here," he said. □

Mrs. Melvin Little Cloud; Miss Ida Marie Norton, home economist; and Louie DeSmet, county Extension agent, survey some of the changes taking place on the Rosebud Sioux Indian Reservation. The Extension agents are helping the Indians use their new housing to the best advantage.

Why Johnny Likes Carrots—

He fixed them himself

by
Val Thoenig
Information Representative
Lane County Extension Service
Lane County, Oregon

Glenwood third graders have upset the apple cart. It's just not true that most little boys spurn carrots and little girls turn up their noses at foods that are new and different.

In fact, whether Johnny and Jane grow up "liking most everything" could easily stem from their introduction to foods.

And according to Virginia Houtchens, Extension home economist in Lane County, Oregon, "participation" in preparation is a more effective route to good nutrition than "invitation"—which at times could better be described as cajoling.

Such is the result of the unique unit lesson in nutrition that the Lane Extension agent completed this spring with some 30 third graders at Glenwood School in the Eugene school district.

Cooperators in the project included third grade teacher Mrs. Herbert (Dorothy) Bell; Miss Marian Pettit, counselor at Glenwood School and the coordinator of the Head Start program for Eugene schools; and Mrs. Arnold Ryum, school cook, who opened her kitchen to the project in the true spirit of scientific discovery.

"The goal was improved nutrition through the use of abundant foods," Miss Houtchens said. "But we hoped, too, that the project would show whether self-preparation of foods could break down the resistance to certain foods and also just how difficult a foods project third graders could do."

The third graders, themselves, were happily oblivious to any reservations teacher, parents, or agent may have had.

"They were 'gung ho' for any activity—whether it was cutting turnip wedges, baking a custard, or mixing hot chocolate," the agent said.

And as the series advanced, it became increasingly obvious that there was a hand-in-hand relationship between food preparation and acceptance of new foods.

A helping hand . . .

Cooking comes naturally . . .

Third graders inaugurated the series with a tried-and-proven favorite —peanut butter sandwiches and hot chocolate made from powdered milk and cocoa. Before long, however, they had advanced to custard, bulgur casserole, and finally to their most impressive accomplishment—homemade yeast bread made according to the new cool-rise method.

Meanwhile, nearly all the youngsters had become vegetable buffs—able to recognize the difference between Romaine lettuce and iceberg, and sophisticated to the tastes of raw vegetables such as strips of sweet potatoes, peppers, carrots, wedges of rutabaga, turnip, cauliflower divided into flowerets, and radishes.

"The sense of discovery was keen," the agent said. "Youngsters insisted on saving samples for children who were absent—or taking home extra bits in their lunch box for a younger brother or sister."

The lesson was an eye-opener, too, she continued. "We adults are often at fault for instilling attitudes such as 'Johnny hates carrots!' "

Miss Houtchens built acceptance to foods by offering "something new with something familiar" and by developing skills that progressed from the simple to the most difficult.

Hot chocolate, for instance, became a simple operation by reconstituting economical powdered milk with water, cocoa, and sugar. "This is a recipe the youngsters loved to demonstrate at home. And their milk intake was increased immeasurably," the agent said.

But the most difficult job—mixing homemade bread—was simplified by beforehand preparation.

"Only a dedicated teacher would have agreed to this lesson," the agent said. "But miraculously, flour and dough stayed on tables, and aprons protected school clothes."

No. 2½ tin cans were both mixing bowls and bake pans for the bread.

"The bread was our excuse for a party," Miss Houtchens said. "We set it overnight in the school refrigerators to rise—then the next day parents were invited to share the fresh baked yeast bread, cookies, and hot chocolate."

This meeting had a purpose, too, the agent confided—to find out if the parents felt the training had been worthwhile. They did.

And the mothers volunteered still more information. John and Jane had become more interested in helping with food preparation at home and in a greater variety of foods. The mothers, too, approved the recipes as food budget "extenders."

As for the kids. Well, one little boy summed up his feelings in a special message to Miss Houtchens. It read. "What's in my heart? Your own sweet tarts!" □

Kneading with a baseball grip . . .

Testing the dough . . .

4-H Awareness Teams—

Ohio's unique approach to member recruitment

by
Virginia Evans
Assistant State 4-H Leader
Ohio Cooperative Extension Service

Who *really* knows what 4-H members like to do best? Who has the enthusiasm to work for the causes they believe in? Who are the idols of 10- and 11-year-old boys and girls?

When the Ohio Extension Service looked at these questions, there was one overwhelming answer — high school age 4-H'ers. Why not give them an important title, intensive training, and make them official 4-H promoters? This was the birth of "4-H Awareness Teams," a recruitment idea that really works!

An Awareness Team usually consists of two to four older 4-H members including at least one boy and one girl. During 1967 about one-third of Ohio's 88 counties used Awareness Teams.

In Crawford County, five teams talked to 2,316 fourth and fifth graders. The four Ottawa County teams visited 13 schools, and agents feel they were largely responsible for 11 new clubs and a 23 percent membership increase. The six Wayne County teams visited all fourth and fifth grades in the county and had more than 300 requests to join 4-H.

Results like this win supporters, and area 4-H agents have been largely responsible for helping this idea develop. There were only three or four teams just 2 years ago. Now about 1,000 older members work in practically every county.

The greatest success of Awareness Teams to date has been in the recruitment of new 4-H members. Fourth and fifth graders have been primary audiences. School personnel are impressed by the public speaking experience which Awareness Team members gain and the quality of program they present.

Administrators have been quite cooperative about having these programs during school hours—sometimes in individual classrooms, sometimes in assemblies.

Each 4-H Awareness Team has a unique story to tell. One of the keys to success is letting them develop it themselves. Team members are encouraged to share personal experiences and beliefs. Visual aids such as 4-H activity slides or products 4-H members have made are used to support the story being told.

The Ohio message is simple—you have fun with your friends and learn to do interesting things in 4-H. Awareness Team members are clever enough to know that one bunny rabbit is worth a thousand words when you are arousing a 10-year old's interest.

A second key to success is the fact that practice makes perfect. After writing and illustrating their story, team members practice before each other, Extension agents (to check content), and speech instructors (to check delivery).

No team is scheduled for talks until their talk has been checked and rechecked to make it the best they can present. Several team members have commented on the valuable poise and confidence they have gained from this public speaking experience.

A third important step is to detail plans for followup. Every 4-H Awareness Team ends its program by distributing a brochure for those interested in more information. "You Can Join 4-H" is a simple brochure designed for 10- to 12-year-olds. One side can be torn off, stamped, and mailed for 4-H information.

Awareness Team members know the names of local 4-H Clubs and their leaders and whether or not they have room for more members. Frequently, interest is so high that a community meeting is held with interested youth and their parents to organize new 4-H groups. A successful 4-H Awareness experience doesn't end until interest is aroused *and* a solution is offered.

Behind every successful Awareness Team is a supportive Extension staff. County and area agents who have done it describe their roles as follows:

—Define purpose with county 4-H committee and consider qualifications for team members.

—Select team members to include a variety of 4-H experiences and a

A Scioto County Awareness Team prepares a presentation on 4-H for fourth and fifth graders. The successful Awareness Team develops its own material and practices until the presentation is as nearly perfect as possible.

realistic geographic area for practice and performance.

—Assist preparation by providing inspiration, facts about 4-H, and teaching resource materials.

—Make initial contacts for presentations in schools or service groups. Confirmation and details should be handled by the team.

—Supervise practice of team members and offer suggestions for improvement of content and methods.

—Plan specific followup to enroll new members and organize new clubs.

—Stay out of it and allow team members to function effectively during their performance.

—Evaluate results and relate these to future program needs.

Many counties have used 4-H assistants (paid) or key leaders (voluntary) to perform some of these roles, and have been very pleased with the results, but Extension staff is always responsible for the total effort.

Some Awareness Teams specialize in telling the 4-H story to adult groups—PTA's, service clubs, church groups. Several counties are using adult advisors to recruit new advisors. Some Awareness Teams have made radio or television presentations to share their 4-H message with a larger audience.

Extension agents are realizing that many phases of the 4-H program can benefit from more awareness. One Portage County team has developed a presentation on 4-H camping to encourage more participation.

Possibilities for 4-H Awareness seem endless—health, safety, beautification, community service. The basic principle is to ask the experienced member to describe the workable idea.

Most agents who have worked with Awareness Teams have experienced at least one member who volunteers, but doesn't find time to follow through. But there are usually many others who work unbelievable hours to do the best job possible.

Initially, agents may face a selling job with 4-H advisors, with school personnel, and even within Extension staff to trust youth with this responsibility. But these people invariably become enthusiastic supporters after their first Awareness Team experience.

Some agents look at the preparation which is necessary and think they could do it faster themselves. They probably could do one presentation much faster from start to finish, but they can't do 20 or 50 in depth. Awareness Teams can!

Quite a few Ohio counties are reaching *all* fourth and fifth graders with a 4-H message. This is impossible for agents alone. Area 4-H agents are coordinating training so several teams can be trained simultaneously and share resource materials.

Most agents sincerely believe they can give a better 4-H presentation then anyone else in their county, and they should; but there are things a 4-H member can say and emotions he can show which have an interactive value professional staff can never achieve.

Professional staff are justly concerned that the 4-H program be clearly identified with the Cooperative Extension Service, but this can be well done by volunteers. Informed leadership provides invaluable support and program continuity.

Some agents hesitate to ask busy teenagers to accept another job because the best people are already the busiest. Once they ask for volunteers they discover they are offering a golden opportunity—a necessary job, status with peers and with younger boys and girls, an adult responsibility, and a chance to develop personal poise and confidence. Extension agents should describe the job as time-consuming but a real honor. Don't belittle it or consider it a burden.

Awareness Teams are a way of telling the 4-H story more effectively and efficiently. The idea really works for Ohio! □

Area Development Works!

Local Planning, Involvement Still Necessary

by
Mike Duff
Chairman of
Development Programs
Cooperative Extension Service
University of Kentucky

Although Kentucky has been doing some community resource development work since before 1914, area community resource development formally began with Public Law 360, Section 8, Amendment of August 1955. By this Act, Congress created the Rural Development Program aimed at helping low-income rural people.

This law provided funds with which an area agent was employed in each of three trade center areas and in one pilot county in each area. Area and county development committees were organized by lay people.

Agency committees composed of Federal and State agency workers helped them develop an integrated attack on low-income problems. Thus, a dual organizational approach was established in counties and areas—responsible lay organizations and supportive agency organizations.

District or area supervisors of agencies and organizations were organized into eight district agency committees.

The State Development Committee has grown from 12 agencies in 1956 to 47 agencies and groups in 1968. The State committee has promoted interagency acquaintance of personnel and programs and developed mutually acceptable guidelines for cooperative field effort in community resource development.

The committee meets quarterly, and its Executive Committee meets monthly. Officers are elected annually and may represent any member agency or organization.

Although the State and district agency committees remain, Technical Action Panels (TAP's) have largely taken over the functions of county agency groups.

The concept of responsible lay organizations and supporting agency organizations was adequately justified. The need of an area resource development agent to assist the committees in planning and implementing programs was evidenced. Although multicounty work was successful, the most desirable scope and nature of the organization were not adequately determined.

In 1961 the College of Agriculture developed a joint project with the W. K. Kellogg Foundation. It was called EKRDP (Eastern Kentucky Resource Development Project).

This action-oriented, educational program sought ways to achieve overall economic, institutional, and human resource development in a 30-county depressed area of Appalachia Kentucky.

They approached the program with the following methods:

—The educational and technical skills of a coordinated team of specialists was used, including the fields of industry, tourism, family econom-

Paul Teague, youth specialist on the EKRDP staff, guides a group of young adults in their discussion on the role of education in the community development process.

ics, community development, business management, institutional management, adult education, public affairs education, youth development, soils, poultry, animal husbandry, and forestry.

—The team searched for pockets of opportunity.

—Local citizen groups and agency workers cooperated.

—Competencies of the total University were utilized insofar as practical.

—A State advisory committee composed of leading social scientists of various colleges of the University of Kentucky has counseled with the project chairman on staffing and programing.

The staff, like area agents, worked with county development associations, area development councils, and the Northeastern Rural Community Development Association. They worked with tourism committees of 10 to 12 counties each, and with city or county industrial foundations.

Some of these groups had broad representation and open-ended membership. Other groups had narrow representation and restricted membership. Numbers of counties in the several organizations varied.

As a result, the scope and nature of a multicounty lay organization for most effective community resource development was more firmly established. Definitely, area development councils encompassing four or more counties, with broad representation and open-ended membership, were successful in planning and implementing total community programs.

In fact, four- to five-county groupings were often necessary to provide adequate natural and economic resource bases, population numbers, social participation patterns, and feasible service-area for supporting specialists.

Area development councils provided the most effective groups through which EKRDP staff members and other area development agents could locate and stimulate pockets of opportunity (agribusiness, industry, institutions of learning), and effectively involve needed resources of the University.

EKRDP and area staff members were able to use area development councils effectively to simulate the development of multipurpose interdisciplinary programs. Thus, the task force idea was extremely appropriate in development on a multicounty basis. Interagency task forces have also been used effectively by the Kentucky Development Committee.

In February 1963, agency and lay leaders from Kentucky toured the North Carolina community development program. Some of them later organized the Northeast Kentucky Rural Development Association to stimulate economic and social growth in the area.

This Association comprises 64 selected communities within the 12-county Ashland trade area.

It has 40 members—three directors from each of the 12 counties, one director from each of two Area Development Councils, and two representatives appointed by the Ashland Area Chamber of Commerce. This group annually elects Association officers, except that the Chamber provides the treasurer. The officers and committee chairmen constitute an Executive Committee.

Each county may have its own development committee composed of the officers of organized communities within the county plus a few key, interested businessmen. This group plans and conducts the county program and elects delegates to the area Association.

The functions of the Association are to:

—Stimulate community resource development through county committees and organized community groups in all the counties;

—Provide opportunity for community leaders to be informed and trained;

—Provide an area incentive awards program and arrange a recognition banquet.

The Association's incentive awards program classifies communities as rural farm, rural non-farm, or villages. County committees arrange judging to select county winners in each category. An area committee, appointed by the president, works out details for selecting area winners from among the county winners. At least two judges are assigned to each of the three different community classifications.

A banquet in Ashland is the final activity. It is full of suspense, with no long speeches. With lights low, a hidden historian in bold voice tells of each winning community's accomplishments. Then the winner is announced.

Incentive awards are $150, $75, $50, and $25 respectively for each classification of communities. Also, each award winner receives an attractive metal road marker with the community name in bold print.

Kentucky found that development needs to be planned and carried out by local leaders in the community as well as at county and area levels. The need for wide participation of local people in successful community development was re-established. Where the local Extension agent provided strong leadership, the county program was very successful.

In 1965, largely because of multicounty resource development experiences, Cooperative Extension Service moved its entire educational program from the county basis to the multiple-county basis. Although most personnel are located in counties, all Extension agents now work on an area basis. □

Even in the best of barns, things happen to vacuum lines. A milk surge by high-producing cows plugged this line and produced the chunk on display.

Vermont Makes War on Mastitis

by
Tom McCormick
Associate Extension Editor
University of Vermont

Vermont's silent war on an almost unmentionable dairy disease is beginning to speak loudly. The disease is mastitis, a national scourge. It has been peeling $1 million a year off the pocketbooks of Vermont farmers.

The cost was somewhat hidden in dumped milk, lost production and premature culling, but it was there. And if farmers didn't like to talk about it, who could blame them? After all, abnormal milk doesn't quite fit the image of nature's most perfect food.

But Vermont did manage to mount a massive campaign against mastitis and did succeed in making substantial progress. Those gains are attracting attention in national magazines and at professional conventions.

Before the details, a word of caution. No one is claiming total victory, either now or in the foreseeable future. Mastitis is still present in Vermont as well as other States and some experts say flatly it will always be around. The factors involved are that complicated. But the experts also believe the Vermont system has cut down the incidence of mastitis and has produced significant results.

Back in 1961, State dairy leaders met in the capital to decide what they could do about mastitis, an irritation of the udder which causes abnormal milk. The men realized that mastitis has both a medical and a management side and that no one had all the answers.

Extension was asked to pull together all available information and to head up an educational campaign. The dairy leaders promised full support—no small item, given the sibling rivalry of the industry.

The late Warren A. (Dick) Dodge, Extension dairyman of the University of Vermont, tackled the recruitment. To get everyone on the team, he drew up pledges of support and assistance for DHIA supervisors, veterinarians, county agents, cattle dealers, machine servicemen, fieldmen, vo-ag teachers and others. These pledges were specific. They told what each would do to wage war on mastitis.

Backed by a State committee, which meets monthly, Dodge helped plan a survey of 15 herds with more than 500 cows. Studies were made of milking methods and of machine maintenance. Results from changes were observed over a 23-month period.

The committee also authorized a laboratory check of the California Mastitis Test (CMT) to see if it met their standards for a screening device.

Armed with these studies, the committee decided that CMT made an excellent diagnostic tool and that sound management made a significant difference. The committee also decided on a short intensive mass media campaign to alert dairymen to the war on mastitis. It switched to private channels for the action phase.

Meanwhile Dodge and other committee members were meeting with as many dairy groups as possible. Many counties formed local committees modeled after the State group and containing a cross-section of the local industry. As for the county agents, they were thoroughly trained in milking techniques, checked out on common problems of machine maintenance, and given special literature to help spread the message.

The nuts and bolts of the campaign combined the old and the new. Dairymen were reminded of the elements of cow care—adequate stall size and bedding, the elimination of sharp objects, the problems brought by cow dogs, etc. The basic idea was to protect teats and udders and prevent injuries which allowed infection to start or required the body to heal itself and shed leucocytes.

The next step involved the machines. The studies showed that many machines were being overworked. They simply lacked the capacity to do the job. Other machines, initially excellent, had been poorly maintained.

Dodge and the agents, as well as some other members of the anti-mastitis team, bought flowmeters and began checking vacuum levels. Soon they were recommending four cubic feet per minute, American Standard, right out on the line for each bucket-type unit.

They also found that this high-capacity equipment did such a good job that cows milked out quickly. Irritation resulted when the teat cups were left too long. Soon the team was recommending that no operator handle more than two units.

Skeptics who actually tried the recommendations found that their cows stayed healthy, production increased and in many cases their milking time actually decreased. One farmer, Dale Hutchins of Orwell, Vt., was clocked in 3.3 minutes milking time per cow while scoring almost perfect on milking methods.

Hutchins, in fact, was the first winner of the Vermont Master Milker Contest, a competition designed to promote the practices recommended by the anti-mastitis committee. This was yet another device to teach dairymen that modern milking is both a science and an art, a trade deserving of recognition.

Essentially the Vermont system calls for teamwork by the whole industry to do something about mastitis. Then, with everyone working toward the same goal, dairymen are encouraged to pamper their cows' udders, get good equipment and maintain it, then milk in timed sequence. If an occasional case of mastitis still arises, and it will in even the best of herds, it's time to get medical advice. And follow it. □

USDA Response . . .

Continued from page 16

There are individual counties where disproportionately low numbers of nonwhite youth are served. There should be more Negro and other nonwhite youth and young men and women in 4-H programs.

After the Civil Rights Act was passed, some States discontinued certain 4-H Club events. This trend has been reversed and these events are being re-established on a non-segregated basis.

The use of program aides is helping bridge the gap in rendering service. Many more are needed who, with good professional guidance, can reach and serve those most in need.

"Many thousands of rural Negro homemakers receive less service than white homemakers in their counties, and in counties without Negro staff additional thousands are provided no service at all."

This was true in 1964. A strenuous effort has been made to correct this situation by developing appropriate written materials, giving demonstrations, and using program aides. Nevertheless, in some counties, service to nonwhites is disproportionately low and inadequate. Continued concerted effort will be made to serve all persons on a non-discriminatory basis.

"Many thousands of Negro farmers are denied access to services provided to white farmers which would help them to diversify, increase production, achieve adequate farming operations or train for off-farm employment."

During 1967, in 13 Southern States, 82 percent (1,048,180) of the participants in Extension Service agricultural meetings were white, and 18 percent (230,286) were nonwhite. During the same period 81 percent (1,613,633) of consultations were held with white farm operators, and 19 percent (375,408) were held with nonwhite farm operators. The 1964 Agricultural Census showed that of the total farm operators in the South (including tenants) 93 percent were white and 7 percent were nonwhite.

While the statistics show an overall equal proportionate participation by white and nonwhite farm operators in Cooperative Extension agricultural programs in the Southern States, there may be individual counties where the service to nonwhites is inadequate. Furthermore, these clientele may need more service than others. In recognition of this, Cooperative Extension programs have been developed and implemented within the past three years on a non-discriminatory basis in many counties and States to assist low-income farm operators to diversify, increase production, and achieve adequate farming operations.

The Federal Extension Service pledges that vigorous effort will continue to assure that the policy of nondiscrimination is fully carried out in all Cooperative Extension programs with all farm operators.

"No review or evaluation is conducted by the Federal Extension Service to ascertain the extent to which Negroes participate in Extension Service programs."

Reviews conducted by the Federal Extension Service in 1965 and 1966 in 15 Southeast and Mid-Atlantic States (70 counties) provided some data on the extent to which Negroes participated in Extension Service programs. The Office of the Inspector General conducted an audit in 1967 in six Southern States and 72 counties. The Federal Extension Service is working with the State Cooperative Extension Services involved in regard to the evidence of non-compliance disclosed by these audits. □

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USDA Response to Demands of the Poor People

Leaders of the Poor People's March on Washington presented a list of seven demands to the U. S. Department of Agriculture on April 29. One of the seven related directly to the Federal Extension Service. It stated:

"The Civil Rights Commission Report of 1965, 'Equal Opportunity in Farm Programs' pointed up widespread discrimination in the implementation of Federal agricultural programs, particularly the Farmers Home Administration, the Agricultural Stabilization and Conservation Service, and the Federal Extension Service. The Commission also found that discriminatory patterns existed in the employment patterns of the Department itself. Little, if any change has occurred in these conditions over the last 3 years.

"We demand that the Department report on specific progress made in correcting the discriminatory practices documented by the Commission almost 3 years ago and present a timetable for correcting the remaining discriminatory conditions described in this report."

The findings of the Commission that related to Extension are listed below. Following each is a brief description of the action taken and progress made by Extension in correcting the findings. This information was included in the document Secretary Freeman presented to leaders of the March on May 23 in answer to the seven demands.

> *"The Federally assisted State Extension Services of the South are administered through a separate structure and generally on a discriminatory basis, often with separate and inferior offices for Negro staff."*

Organizational changes have been completed in all States to eliminate separate supervisory structures for white and Negro employees. However, very few Negroes occupy administrative or supervisory positions. Offices have been combined for white and Negro staff members in all of the more than 400 counties involved. Efforts will be intensified to ensure that personnel are officed by similarity of work assignment rather than race.

> *"With rare exceptions, at the county level, separate plans of work are usually made for services to Negroes in those counties where Negroes are employed as Extension Service personnel, and Negro and white staff do not plan Extension programs or meet together."*

Plans of work and annual reports for white and Negro clientele have been combined in all States. There has been an increase in the extent to which Negro and white staff make joint plans of work and hold integrated staff conferences.

> *"Responsibility for work with Negro rural residents, in counties where Negro staff are employed, is assigned almost without exception to the Negro staff and the caseloads of Negro workers are so high as not to permit adequate service."*

Subject matter assignments are made with increasing frequency on the basis of the agents working in their areas of specialty without regard to race. However, with regard to 4-H and home economics activities, progress is particularly needed to ensure that no assignments are made on the basis of the race of the agent or the clientele. Since the consolidation of white and Negro county offices, and the assignment of staff members on a program or subject matter basis, efforts have been made to increase the amount of time Negro agents spend in assisting white clientele, and the amount of time white agents spend in assisting Negro.

> *"Negro Extension agents are denied access to training furnished their white co-workers and are confined largely to inferior training, except in North Carolina."*

Segregated training for white and Negro staff members has been eliminated in all States. The same quality of training regardless of race is afforded to all staff.

> *"Many thousands of Negro youths are not served by Extension Services in counties where white youth are served, are denied access to national programs of the Extension Services through 4-H Clubs, and are denied the opportunity to compete with white youth for national and State awards of the 4-H program."*

Segregated 4-H youth program events, youth contest and award programs at the county, district, State, and national levels have been eliminated. Participation in such events is now open to all without regard to race, color, or national origin.

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EXTENSION SERVICE
REVIEW
U.S. DEPARTMENT OF AGRICULTURE ✳ AUGUST 1968

Federal Extension Service

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

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

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, *Administrator*
Federal Extension Service

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EXTENSION SERVICE
REVIEW

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

CONTENTS

Professional Organizations—a Success Story

One of the great success stories of Extension is the dedication the system extracts from its staff. It's more than dedication to the system—it's dedication to the cause. A system alone cannot call forth the quantity or quality of service and ingenuity Extension workers bring to the cause of helping people in their progress upward.

The contributions of the Extension workers' professional organizations are major factors in building this dedication. These organizations at once perform three functions. They provide the inspiration essential to professional achievement. They provide a source of information on new scientific and technological developments relating to Extension work. They provide a means of self and collective renewal—through opportunities to re-sharpen skills and techniques that become dulled in the hustle and bustle of day-to-day activities of "getting the job done."

All of these keep with the basic goal of the organizations—to foster professional improvement. The organizations provide professional improvement opportunities within themselves. They also attract resources from outside sources that members individually or collectively may use.

The cover of this issue is a salute to the increased skills, the improved competencies, and the dedication—as immeasurable as they are—which these organizations have helped to make available to the Extension system.—WJW

SEEDS Across the Sea

by
Josephine B. Nelson
Assistant Extension Editor
University of Minnesota

The gay colors of marigolds, zinnias, and petunias are brightening home yards and roadsides in faroff South Korea this summer—thanks to 4-H Clubs in Minnesota.

Many of these flowers are hiding the scars of war. But most important, they are a reminder to the Korean people of a gift of goodwill from American boys and girls. Blossoming also from the "Flower Seeds for Korea" project are friendships being established through an exchange of letters and photographs across the seas.

The project started as the result of a letter from Park Hyung Duck, director of the Provincial Office of Rural Development in Chungchong Pukdo, Korea, to Harold E. LeVander, Governor of Minnesota, asking for flower seeds. In his letter, the Korean official explained how hard the 51,856 4-H boys and girls in his province were working on food production, livestock improvement, soil conservation, and "home economy betterment." But he felt something was lacking.

"My staff and I have an idea for providing the seedbed for youngsters' dreams," he said. "It is to initiate a full-scale flower-propagating campaign all over the province." Such a project, Mr. Park felt, would contribute to greater emotional stability of the young people and help rural youth look beyond the economic problems of their rural homes.

The Governor turned the letter over to Leonard Harkness, State 4-H leader—and the wheels began turning. First, a member of the 4-H staff contacted Northrup, King and Company about the possibility of obtaining flower seeds. Company officials were enthusiastic about the project. They consented not only to supply the necessary seeds in individual packages at actual cost, but also to contribute the expense of shipment to Korea.

The next step was a letter from Wayne Carlson, assistant State leader, to county Extension agents asking if their 4-H Clubs would be interested in supporting this "project of good will to a needy neighbor."

A $10 contribution was suggested from any club interested in participating. The goal was 10 packets of seed for each of the 2,371 clubs in the province.

To arrive in Korea in time for planting, the seeds had to be shipped in early February. Clubs had only a month to respond, but respond they did—more than 100 of them.

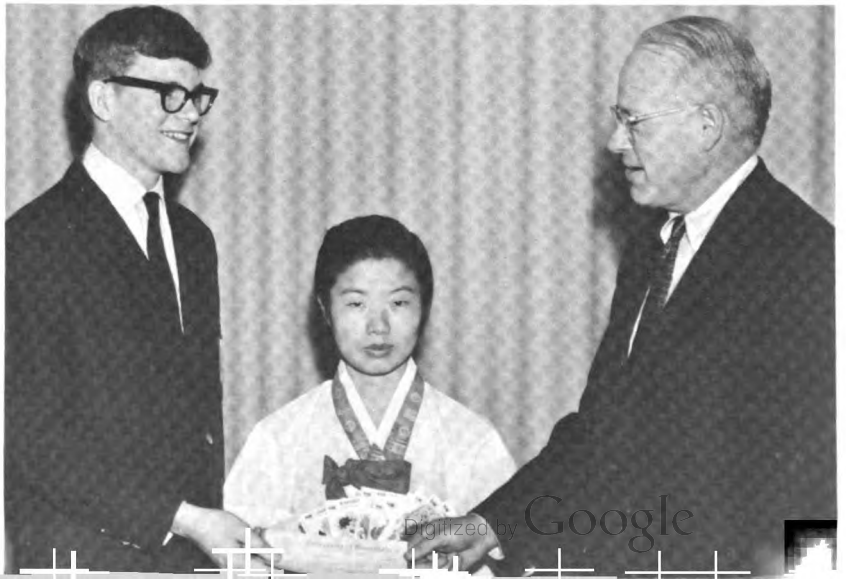
Northrup, King officials cooperated speedily. They selected 50 different flower varieties that would do well in Korea—from alyssum to zinnias. Soon seven cartons containing 18,000 packets of flower seeds were on their way to Park Hyung Duck and his 4-H members.

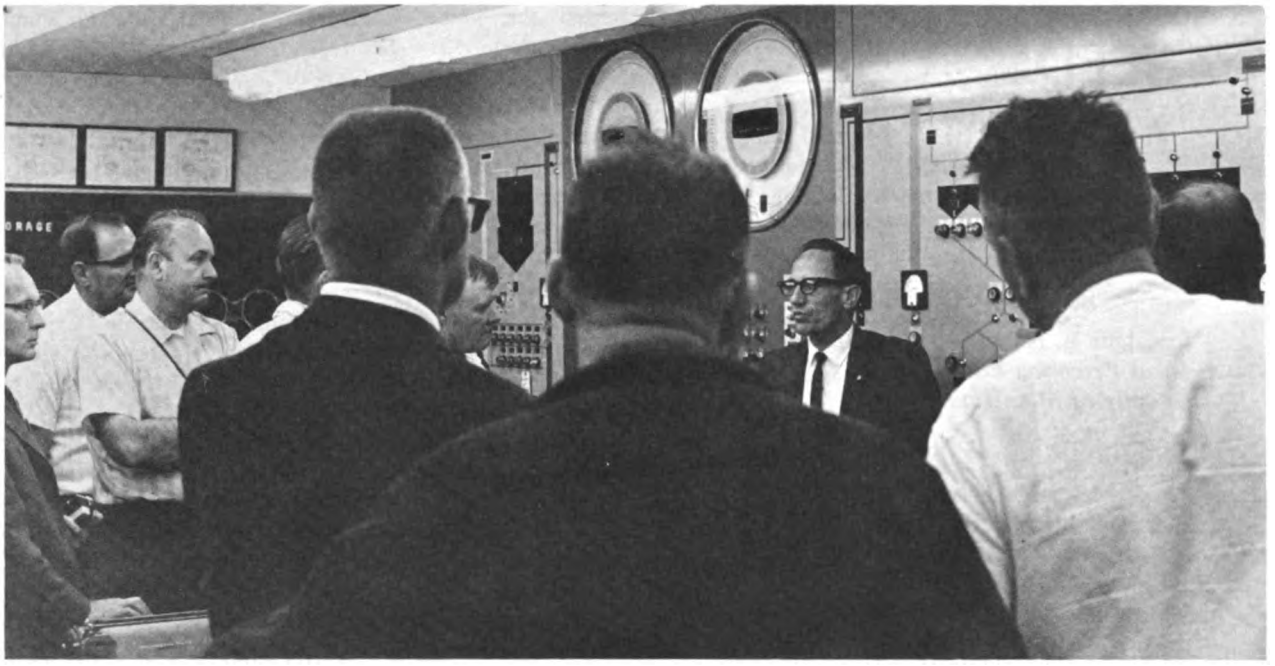
Northrup, King gave a special luncheon at which the 1967 Minnesota 4-H horticultural award winner, Donald Hartung, presented a packet of seeds to Miss Yaungja Park, Korean graduate student, as a symbol of the gift from Minnesota 4-H Clubs to Korean 4-H Clubs. He also presented a check to Northrup, King in payment for the seeds. Among the guests were members of the 4-H staff and the State commissioner of agriculture.

Names and addresses of Minnesota 4-H members have also gone to the Korean official so young people in the two countries can start an exchange of letters. 4-H'ers have shown an eagerness in communicating with their counterparts in another land as well as in establishing sister relationships between clubs in Minnesota and in Chungchong Pukdo, the province of "refreshing wind and bright shining moon."

And so the 4-H Youth for Natural Beauty program in Minnesota has gone international! □

At a special banquet, the Minnesota State 4-H horticulture winner, left, gave the seed company representative a check for 18,000 seed packets sent to Korean 4-H'ers. He also made a symbolic presentation of seeds to this Korean graduate student.





The plant manager of the Union Equity Grain Company, Houston, Tex., explains the operations of the company's grain export facilities to members of the Colorado Mobile Wheat Marketing Short Course.

Classroom on Wheels

Colorado wheatmen take to the road

by
Louis E. Stephenson
Extension Editor
Colorado State University

Colorado wheat producers returned to school for a week during May, but not to the kind of schoolroom familiar to most of us.

Instead, some 30 wheat farmers, marketing experts, and educators took to the open road in a classroom on wheels. In a unique approach to continuing adult education, lectures—while on the move—were combined with on-the-spot inspections of the latest export marketing facilities.

The mobile classroom, a commercial bus, whisked the wheatmen in air-conditioned comfort to Tulsa, Okla.; Houston, Galveston, and San Antonio, Tex.

Enroute, Extension specialists from Colorado State University and marketing experts from the wheat industry lectured the wheatmen on many of the aspects of wheat production and marketing.

The first stop on the 6-day swing through three States was the wheat fields of southeastern Colorado. Wheatmen scrambled out of the bus and over barbed wire fences to inspect crops. They looked for greenbug damage and estimated the extent of crop loss caused by drought and wind.

Back on the bus, and while the damage was still vivid in the mind's eye of the wheatmen, William Ball and Robert Croissant, CSU Extension area agronomists, lectured on pesticide usage and cultural practices.

As the mobile classroom traveled to Tulsa, the topic changed from wheat production to the economics of foreign wheat marketing.

Lectures from all segments of the wheat industry discussed such subjects as export subsidies, domestic freight rates, ocean rates, and the pending International Grains Arrangement.

The Colorado wheat producers inspected the barge facilities in hitherto landlocked Tulsa. Today, at Tulsa, a shallow-draft canal is being built to the Verdigris River.

The Verdigris, a tributary of the Arkansas, flows southeast through Oklahoma to join the mainstream at Fort Smith, Ark. The Verdigris and the Arkansas also are being made navigable.

The $1.2 billion Arkansas River project will give Oklahoma and Arkansas a waterway to the sea when completed in 1970. River traffic will flow from Tulsa, down the Verdigris to its junction with the Arkansas. From Fort Smith, river traffic will follow the Arkansas to its confluence with the Mississippi.

The new access to the Gulf of Mexico will lower transportation rates for Colorado export wheat. This new waterway should mean more than a $2 per ton freight reduction to Colorado wheat growers.

From the port of Catoosa, Okla., the mobile classroom headed south to Houston. Here tour director Wayne Foster of Nunn, Colo., led the group through the Union Equity Grain Co-op Elevator and export facilities.

The next day the vagabond students were in Galveston, for a Port Authority tour of Galveston Harbor. The wheat producers inspected facilities used in loading wheat into cargo vessels, including the channeling of grain from rail, barge, and truck.

The final day was spent at the Agricultural Pavilion at the Hemis Fair in San Antonio. Then the group headed north and home.

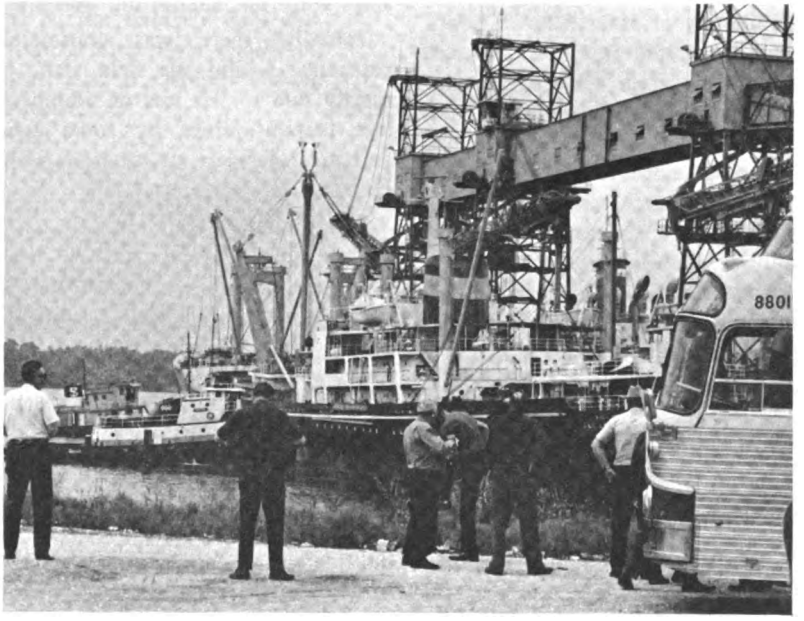
This approach to continuing education was the brainchild of William Spencer, CSU Extension wheat marketing specialist, and was cosponsored by the CSU Extension Service, the Colorado Wheat Administrative Committee, and the Colorado Department of Agriculture.

In evaluating the mobile short-course, Spencer says, ""There were a number of educational goals that were realized. We were able to give Colorado wheat producers a broad orientation on the complexities of world wheat marketing during the 2,600-mile tour. Of more importance, however, was the understanding of each other's problems that developed during the week."

For one week Colorado wheat farmers discussed their problems freely and at length with industry representatives, and in turn, these industry spokesmen discussed their problems with the wheat producers.

"Of all the accomplishments of the short course," Spencer says, "the give and take discussions among the wheatmen were probably the most valuable." □

Colorado wheatmen watch the loading of wheat into an ocean freighter in Galveston Harbor, Tex., during one of the stops on the weeklong wheat marketing short course.



Area Staffing—

Hawaii looks at last 5 years

by
Robert M. Ota
County Extension Chairman
Island of Hawaii

Before 1963, the Island of Hawaii—called the "Big Island" because it is largest of the five major islands of the State—was segmented into five geographical areas for the conduct of Extension field work. The five areas were called "Extension counties," and each had an office.

In January 1963, the five counties were consolidated into a single Hawaii Extension County. The separate offices remained as community offices, but they are now considered part of the total island-county.

This reorganization of the Extension county structure, effected on all major islands, was intended to maximize the effectiveness of the individual agent and to permit the development of programs that would better meet changing public demands. Field programs in agriculture, family living, and youth could now be planned on an island-wide basis.

An agent could now work in a specialized rather than a generalized field and thus give higher-quality service. Although agents would now serve a larger geographical area, it was felt that the specialization of work would tend to develop a field staff made up of highly trained, fast-moving technical groups, able to cope with the very rapid changes and needs of today's agribusiness.

The County of Hawaii has a population of 68,000 in 4,021 square miles of land area. Twelve county agents, five home economists, two area specialists (rural areas development and livestock,) and a program aide in 4-H are assigned to the county. The RAD area specialist is the only position added to the county staff since 1963.

Five years after reorganization, we are evaluating the changes and raising some pertinent questions. As we look to the past for possible future directions, we are asking: How well are the specialized programs working out? What about the future direction of Extension under this system? What agent training needs are emerging?

What kind of organizational structure is best suited for administering specialized field programs? What about communication needs—visuals, publications, mass media information? What effect has this approach had on our clientele and the agent's relationship with his supporting specialists?

Initially, there was considerable resistance within the field staff, primarily due to the loss of administrative responsibilities by some agents and the insecurity of program assignments.

Traditionally "generalized" county agents now had to become highly proficient in a specialized field in agriculture. Some took to this new task willingly; others moved reluctantly into a designated project. Some conflict was generated when these new responsibilities could not be assigned to fit every individual preference.

Where a problem does not fall into a well-defined project, such as assistance to farmers in a pooling agreement for water distribution, there is only limited interest. Agents with responsibilities in a particular commodity, such as fruit or livestock production, now have far less interest in the 4-H and family living programs of the county than 5 years ago.

Also, the State specialists have further defined their scope of activity. For example, a specialist might emphasize direct agent involvement in special areas of concern, at the expense of commitment to the total agricultural problem in the county. In addition, specialists now do more direct consultation work with larger producers or firms.

Programs taking the total farm planning approach involving the farmer and his family are slowly coming to an end. The specialized area agents are emphasizing agricultural development and economic growth, the 4-H agents are concerned primarily with youth work, and opportunities for cooperation have been greatly reduced. Independence rather than interdependence is now the rule.

The area agents are indeed becoming more proficient and knowledgeable in their specialties. They are fast becoming experts in their fields. Their investigations of field problems are becoming more prudent and rational, their involvement with industry leaders is growing deeper, and their production and marketing programs show more depth and sophistication.

Their training needs have come into sharper focus, enabling administrators to pinpoint and plan for their needs, thus further enhancing the agent's specialized knowledge.

The speed with which information is disseminated to the clientele by our specialized agents has increased, and this has helped to foster the economic growth in the county. Agents are able to identify field problems much more rapidly and clearly, enabling faster consultation with State staff and, subsequently, more rapid problem-solving followup.

The flow of information to solve field problems has become steady and rapid, thus helping the acceleration of economic growth. This kind of progress is most noticeable in programs involving large commercial operations.

Perhaps the most noticeable change is occurring in the area relating to gathering and communicating information. Records indicate that agents are conducting significantly more field tests and demonstrations and more studies of commodity problems.

County publicity to inform clientele of locally conducted tests and demonstrations is on an upward course. Agents are releasing more stories directly to newspapers.

The kind and depth of our programs signify the major changes occurring in field work. The traditional, once-a-month evening meeting has been replaced with carefully planned events. We have seen a tremendous increase in industry-wide conferences and field days lasting 1 to 2 days.

Some of these events have been of statewide interest, featuring resources from the main University of Hawaii campus in Honolulu, as well as from private and public organizations from the mainland.

More formal, classroom-type instruction is now well received by farm people. This year, for the third consecutive year, three separate 9-week sessions will be held in the county. Farm cooperatives, farm management, and accounting have been taught at these weekly 2-hour classes.

Clientele response to our recent programs has been mixed. Where the program has been directed toward the more progressive and advanced farm groups, acceptance has been good. However, a hard core of small farmers have expressed concern about this new system, mainly because of the loss of personalized response. The agents cannot be contacted as freely and as quickly as before, and this has caused some criticism.

Extension Homemaker Clubs were initially concerned that the agents would spend less time with them. The overall impact of the reorganization, however, has been better program planning, giving home agents time to work with other homemaker groups.

The cost of operating the county program has not increased materially by creating specialized area agent positions, although the cost of agent training and travel have risen. Office and visual equipment have been added.

The specialized area agent is providing very competent assistance on specific and complex problems. Because of the changes brought about by the new staff structure started 5 years ago, the image of Extension seems to have been strengthened in the counties.

Teamwork among subject-matter disciplines, however, has been far less apparent than before. The agents, as well as the specialists, are becoming more and more department- or discipline-conscious. This makes it more difficult to solve industry-wide problems that do not fall in a single discipline.

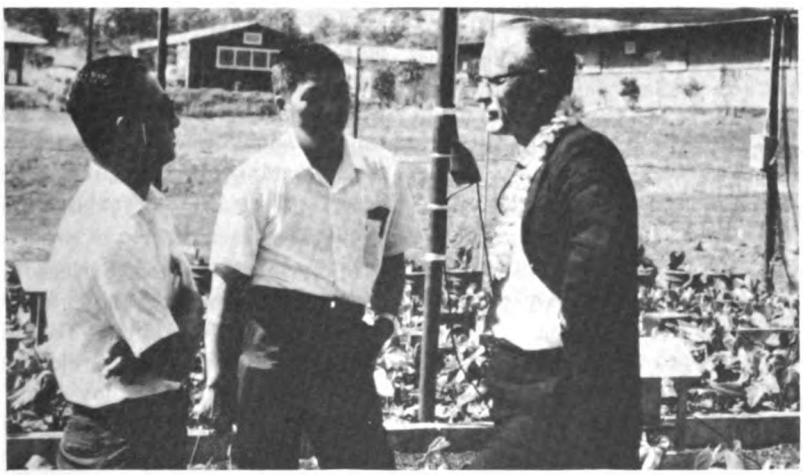
A close relationship to research has been noted at all levels. More agents are carrying on adaptive research, partly because of their ability to identify problems quickly, and partly because of the pertinence of the research to an effective program.

Generally, the agents are content with their new roles. The freedom in program development and execution, the added professional status, and personal identification with specific accomplishments and projects all add to their high morale.

The change in organizational structure has given us the impetus to move boldly and swiftly into more intensive work with commercial-sized enterprises, but at the expense of the less glamorous, tedious, conventional programs for small farm families.

The problem of teamwork remains. As the University studies all off-campus activities, the problem of teamwork will magnify, and Extension will have to thoroughly evaluate the way in which its field programs will be conducted. □

The anthurium industry is one segment of Hawaii's agriculture which is benefiting from the increased specialization resulting from area staffing. Discussing the problems of the industry here are, left to right, Robert Ota, Hawaii County Extension chairman; Tadashi Higaki, county Extension agent; and C. Peairs Wilson, dean of the College of Tropical Agriculture.



Two decades of success show value of . . .

Matching the Project to the Need

by
James Cooper
County Extension Agent
Tuscaloosa, Alabama

"When can I get more trees to plant?" "You should see how my trees have grown!" "It surely was cold setting out those trees during Christmas holidays." "Do I need to keep records?" "Where are we going on our next trip?"

These are common questions and comments made by 4-H boys about the Tuscaloosa County, Ala., 4-H Club forestry program.

County Extension personnel have administered and supervised the program since 1948. The 4-H Club boys have completed 1,706 project years of work. Seven State and two national 4-H Club forestry winners have emerged.

Perhaps the fact that the same 4-H Club agent has been able to stay with the program throughout its lifespan may account for a certain degree of success.

How does this program differ from other 4-H programs in the county? About the only difference has been the active participation of cosponsors who have worked with us from the program's inception.

In 1948, the late S. A. Robert, representing Gulf Mobile and Ohio Railroad Co., approached me about cosponsoring a 4-H forestry program. "My company will be happy to join with some local group, preferably an active civic club, in sponsoring such a program," said Mr. Robert. "But the local cosponsor is an absolute must."

We in Extension readily saw the potential for an effective 4-H Club forestry program because we were in an area where a need existed. Interest was high. About 75 percent of the Tuscaloosa County land—650,000 acres—was in timber.

Because of increased industrialization and a sizable percentage of submarginal cropland, many farm operators were leaving the farm for other occupations. Abandoned cropland, to be productive, needed to be planted in trees. The potential for forest products looked bright.

Immediately after Mr. Robert's offer, we met with a few older 4-H youth, directors of the Kiwanis Club, and the vice president of the local paper manufacturing plant to explore the feasibility of the proposed forestry program.

The outgrowth of this get-together was a proposal, adopted by all concerned, that the county Extension unit administer and supervise a 4-H Club forestry program. It was to be backed by donations of pine seedlings by Gulf States Paper Corporation and $200 annually in awards to be supplied equally by Tuscaloosa Kiwanis Club and GM&O railroad.

Kiwanis members also agreed to serve as buddies for the participating 4-H members. As a buddy, each Kiwanian would visit, encourage, and attempt to help one 4-H member do a better job with his project. Kiwanians who fulfilled their obligations in this area made a most worthy contribution to the program.

Before taking the program to the field and introducing it to the 4-H Club, we developed supporting material for use by the members. In the county Extension office, the mimeograph machine was quickly put into action.

We developed and produced project guides, pine tree order forms, instructional material on various forestry jobs, and project record forms. We were soon enrolling 4-H members in the project and taking orders for pine seedlings.

For the first 2 years, enrollment averaged about 50 boys. About 30,000 pine seedlings were planted each year. Enrollment soon jumped to an average of 100 or more, with 80,000 seedlings being planted annually. Seedlings generally were limited to no more than 2,000 per member. Approximately 1,129,000 seedlings have been donated by the local paper mill and planted by Tuscaloosa County 4-H boys since the program began.

Early in the program we realized the urgent need for assistance. Professional foresters from local industry and government agencies were most cooperative and have continued year after year to render much valuable help in group programs and for individual members. Also, local adult leaders have been recruited and trained annually for assistance with the program. Cooperating parents deserve a big tribute for their contributions.

Many methods and devices have been used in teaching and promoting forestry with 4-H boys. Hundreds who did not enroll in the project have received instruction just by being in meetings. The method demonstration has been our favorite teaching device.

The Tuscaloosa County 4-H forestry project gives boys opportunities to sample many jobs connected with forestry. Here, a professional forester shows a 4-H'er how to select and mark trees for harvest.

Instructional leaflets, many prepared locally, are used extensively. Individual and group instructions are employed on a year round basis.

An effort is made to keep the project interesting and challenging. Job experiences promoted include tree identification, fire prevention and control, girdling and poisoning of cull trees, how trees grow, planting or reforestation, measuring forest products, study of local markets for forest products, harvesting, uses of forest products on the farm and in local marketing, insects and diseases of the forest, and local manufacturing.

Color slides have been especially effective in teaching many forestry jobs. Over 300 locally produced slides have been used during the past two decades. Good news coverage, including numerous pictures of activities and events, has been of tremendous value in promoting the program.

By the summer of 1950, with just 2 years' work, Donald Springer developed a forestry record which we considered particularly outstanding. At the time, there were no provisions for selecting a State 4-H forestry winner in Alabama, and there was no sponsor to send a forestry delegate to the National 4-H Club Congress in Chicago.

When these facts and Donald's forestry record were discussed with Auburn University Extension staff members, they decided to name Donald State 4-H forestry winner for 1950 and allow him to attend the 4-H Congress, if a sponsor could be found.

County sponsors, without hesitation, accepted the responsibility, and Donald Springer became Alabama's first 4-H forestry delegate to National 4-H Congress. Alabama has had a 4-H forestry delegate to the Congress every year since.

Awards and recognition of individual achievements have been a contributing factor to the success of the county program. Annually, members and parents varying in number from a few top winners in some years to the entire enrollment in others, have dined and enjoyed fellowship as guests of the sponsors. Small favors, such as 4-H T-shirts or pocket knives, have been provided to all participating members on occasions.

Educational and recreational tours have created the greatest interest on the part of the 4-H members. Ten to 16 members with the best overall records are selected annually for these 3- to 4-day tours. When award money is insufficient, members make up the difference from their own earnings.

Tours have included several visits to the Gulf Coast area of Alabama, northwest and northeast Alabama, northwest Georgia, and Crossett, Arkansas.

This year we will spend 4 days on a tour to western North Carolina, visiting Fontana Dam, Cherokee, and the Smoky Mountains National Park.

Last year 4-H members turned the tables on the sponsors. At the annual achievement day program, certificates of appreciation were presented to the sponsors for 20 years of continuous support of the county 4-H forestry program.

Changes in recent years have brought about some decline in enrollment. Tree planting has slackened somewhat, but this year 50,000 seedlings were received and planted by 4-H members.

Forest land in the county now totals approximately 690,000 acres or 80.5 percent of the total county area. The need continues for better forest management, better marketing practices, and a greater general awareness of the importance of our forests and forest products. □

A mature field of plastic mulched tomatoes on trellises is evidence of growers' mastery of production problems.

'Point-of-Production' Packaging—

tomato growers' success secret

by
E. A. Proctor
Extension Economist
North Carolina State University

In the mid-fifties, county Extension staffs of Henderson and Haywood Counties, in particular, along with 20 other western North Carolina mountain counties, squarely faced the facts of the farming trend in the United States.

They saw that their small mountainous farms and large farm families could never follow the trend toward a system of larger mechanized farms with high capital and low labor requirements.

Why? Their farm resources limited them to a system of small nonmechanized farms with low capital and high labor requirements—just opposite to the national trend.

Yet, the mountain farming system that had been followed prior to the 1950's had failed to provide an adequate family maintenance income. A recent estimate placed annual income of 60 percent of these mountain families below $3,000 and 42 percent below $2,000.

Armed with these grim facts, Virgil L. Holloway, Haywood County Extension chairman, his staff, and community leaders set out to find a solution. Holloway soon harnessed all appropriate forces of the North Carolina Agricultural Extension Service to assist in discovering and planning economic development opportunities for the area.

After considerable study of possible new enterprises, vine-ripe, trellised tomatoes were selected for intensive study and planning. A determination of the production and marketing requirements and the consumer demand for these tomatoes became the initial effort of the group.

Extension workers, farmers, and local businessmen visited tomato fields and packing houses in Florida. They learned much about cultural practices, grading, packing, pricing, and selling that might be adapted to mountain conditions.

Next, experimental farm plots and sales to local retailers established Haywood County as the guinea pig for what later evolved as a major economic boost for the region.

The first truly commercial crop of 13 acres of trellised tomatoes was produced in Haywood County in 1958. Many of the growers had been involved in the program from the beginning. Many potential growers were watching intently from the sidelines.

All had been preoccupied with the rigorous and precise production requirements which had eased some of their anxiety over the risk of production failure. Equal attention had not been given to the demands of the completely new marketing system, however, and the crop was ready to market.

Consequently, Holloway and his staff personally provided the management and sales services for marketing the crop. Except for these efforts of the county Extension staff, this

first commercial crop could have been the last.

But this type of emergency service work by Extension could not continue indefinitely. A concerted market development program was begun. Extension marketing economists from the State office joined the State production and county Extension team in a series of grower meetings. They explained and evaluated alternative marketing organizations and systems.

Two years later, the first shipping point vegetable marketing cooperative in the mountains, Haywood County Cooperative Fruit and Vegetable Association, Inc., was operating from a locally financed $63,000 facility.

Since every phase of the program was untested and untried by the people who owned and operated the farms and facilities, Extension was constantly called on for reassurance and assistance.

The State Extension economist, R. S. Boal, guided incorporation of the cooperative, development and maintenance of by-laws, and training of county agents. The agents, in turn, trained the directors of the cooperative in taxation, patron equities, financing, etc.

In addition to the team effort mentioned earlier, the State fruit and vegetable marketing economist, E. A. Proctor, performed four consecutive annual packing house and management efficiency studies, developed a packing line record keeping manual, determined cost advantages of substituting machines for labor, and assisted with machinery layout.

He also provided an overall policy guide for the boards of directors, evaluated the sales capability and business reliability of a large number of sales agencies, and analyzed operating and financial statements.

The success of this cooperative, originated and nurtured by Extension, was assured in 1967. At the close of business that year, all indebtedness was liquidated, stockholders were receiving interest on preferred stock, and patrons were receiving cash refunds.

Cooperative membership and volume of tomatoes had grown to near capacity levels. The need for most Extension Service work had greatly decreased.

But that is only the beginning of the success story of this guinea pig program. Twenty other mountain counties had watched the cooperative at work. They had received numerous Extension reports and advisories via all mass media, and had sent their Extension agents to schools and workshops.

The Extension production and marketing economics specialists have repeated the type of assistance provided to Haywood for the 20 counties individually. The Extension economics advisors have constantly advised the entire area about the cost and sales advantages of locating packing house facilities in high density production areas, maintaining optimum packing house size and efficiency levels, and coordinating sales through a central sales contracting agency.

As of now, this Extension-nurtured industry is able to report some rather impressive results:

—Vine-ripe tomatoes are being produced in 20 mountain counties.

—About 2,300 farms are producing more than 1,900 acres of tomatoes.

—Annual farm value of the crop this year is expected to reach $4.7 million. It should reach $7.4 million by 1971.

—Distance from farm to packing house has been shortened each year. Fifteen packing facilities are now located in production areas. These facilities represent a capital investment of about $1.2 million.

—The packing houses employ about 1,000 workers, most of whom are local residents. This payroll, plus the cost of other services, probably exceed $1.5 million in value.

—Income from tomatoes alone for many farm families now exceeds total farm income prior to adoption of the tomato enterprise.

—Tomatoes are now the leading cash farm enterprise in some counties.

—The concept of packaging at point of production and selling through a centralized office is gaining broader acceptance. Four individual packing houses in different counties are now under a sales contract with the central sales office, and others are strongly considering future participation.

Finally, the economic success of this Extension program seems to have encouraged a positive economic and social attitude among farm and nonfarm people in the mountain region of North Carolina.

To strengthen this opinion, one only needs to watch farm trucks unload other new vegetable crops and strawberries at the packing houses originally constructed for the pioneering tomato enterprise. Better yet, just talk to a resident of the region. □

Packing tomatoes near the point of production means more profit for growers and jobs for 1,000 people. Below is a segment of the packing line at the Haywood County Cooperative Fruit and Vegetable Association, Inc.

Diverse group
with common need—

Small Landowners

by
Roy E. Skog
Extension Forestry Specialist
and
Ray Gummerson
District Natural Resource Agent
Michigan State University

Much of the forest land and other non-agricultural rural land in Michigan is held in small private ownerships less than 5,000 acres in size. These small landowners, the majority of whom own between 40 and 80 acres, are a large and important group. About 175,000 of them own forest land totaling 10,000,000 acres.

This represents approximately one-fourth of the land area of the State, and one-half of the forest land. Other small landowners own a considerable amount of land that has been deforested by fire, or abandoned for farming.

At present this vast acreage receives little management care. Properly managed, it can contribute much more to the economy of the State than it is presently contributing.

Two years ago we developed a short course in land use for small landowners. It is designed to provide them with the kind of information they need to make intelligent land use decisions. During the winters of 1967 and 1968 the course was taught in four northern Michigan counties, and the response to it was very good. It was particularly effective in reaching people not reached before by Extension.

Small landowners are a diverse group. They include wage earners, business and professional people, farmers, widows, housewives, loggers, hunting groups, and others.

They own land for various reasons, including timber sales, outdoor recreation, farm use, mineral exploration, speculation, and a place of residence. Although many are absentee owners, most live within the county or general area in which they own land.

Very few small landowners have applied any kind of management practices to their land. For example, a recent study of those owning forest land in northern Michigan indicated that only 13 percent had done any reforestation, only 6 percent any forest improvement, and only 24 percent any timber harvest. Management for wildlife production, water use, and other purposes is also very limited.

If Michigan is to meet its growing demands on land for outdoor recreation, forestry, water, and other uses in the years ahead, small private land holdings will have to be made much more productive.

The course consists of four 2-hour classes which meet once or twice a week in the evening. The course is taught by the authors and a game biologist from the Michigan Department of Conservation. Most of the subject matter is quite elementary and adapted from existing Extension teaching materials.

Transparencies (for use with an overhead projector,) colored slides, and charts are used to present subject matter. Selected bulletins on soils, wildlife management, forestry, water use, and other natural resource topics are made available to those enrolled in the course.

The last class meeting is devoted to informing small landowners about assistance programs available to them in managing their land. Representatives are usually present from agencies of the U.S. Department of Agriculture, the Michigan Department of Conservation, the local Soil Conservation District, and Michigan Tree Farm Program. The local Extension agent explains the assistance available from Extension and from programs that are not represented.

Special effort is made to publicize the course. In the four counties in which the course has been taught, each county Extension agent prepared a mailing list of small landowners for use in announcing the course. Most names for this list were obtained from county plat maps and other information available in the county clerk's office.

At the State level, an attractive Extension folder describing the course was prepared. This folder, a circular letter announcing the course, and a course enrollment card were sent to each landowner on the mailing list. Two news stories also were prepared to publicize the course.

In the four counties in which the course has been taught, 240 small landowners were enrolled. Classes ranged in size from 32 to 86 people, and a total of approximately 1,000 attended 16 class meetings.

County Extension agents estimated that 75 percent of the enrollees had not attended any kind of Extension meeting before.

Small landowners enrolled in two of the classes were asked to fill out a questionnaire for evaluating the course. Ninety-two responded, and virtually all said they found the course very helpful and interesting. Nearly all respondents also expressed a desire for additional educational meetings to learn more about various topics covered in the course.

There was particularly strong interest in in-depth classes relating to water use (including pond construction and care), reforestation, game habitat improvement, and timber sales. One class wanted to continue to meet regularly as a land use study group.

Developing an effective educational program for small landowners presents a challenge to Extension. Subject matter competencies that Extension does not now have must be secured. The preparation of bulletins and other educational material for use by small landowners is another need.

It would also take considerable amounts of time and effort on the part of county Extension agents and specialists to plan and conduct educational activities. It is believed, however, that a major educational effort would be worthwhile and helpful in developing this very important natural resource. □

Hulger Peterson is a timber producer who was one of the 54 small landowners who took the Extension course in Dickinson County. He manages several hundred acres of forest land for pulpwood, sawlogs, and Christmas trees.

CLASS TOPICS

First Class

1. The basic importance of soil and water in making land use decisions.
2. Soils maps and aerial photographs.
3. Some relationships between soil types, forest types, and forest growth.
4. The growing demand for water.
5. Water rights and responsibilities of the landowner.

Second Class

1. Forest improvement, timber harvest, and tree planting practices.
2. Relationships between forest management practices and deer populations.
3. Improving habitat for wildlife.
4. Outdoor recreational enterprises, such as fee hunting and fishing.

Third Class

1. The taxation of forest land under the general property tax law and the Michigan Commercial Forest Reserve Act.
2. The use of timber sales contracts in selling timber.
3. Proper use of pesticides.
4. Water pollution problems.

Fourth Class

1. Federal, State, and local government assistance programs for small landowners.
2. Private organization assistance programs.
3. Explanation of assistance programs by agency and organization representatives.

Teen Time Food Fare:

'Action package' for nutrition education

by
Lois T. Mitchell
Extension Home Economist
Rock Island County, Illinois

Teen youth, 1968, are a hard-to reach audience for Cooperative Extension. Teen leaders have many school pressures in academic achievement and activities. They have many choices about using leisure time, especially work opportunities and commerical recreation—readily available by using the family car, or their own car!

Teens make their own decisions about use of time, without the forceful parental guidance of a generation ago—or even 10 years ago. Family goals are changing.

Teen Time Food Fare, a continuing teenage nutrition program piloted in Rock Island County, Illinois, is now in its 11th year. A "Citizens in Action" grant from the Readers Digest Foundation in 1966, administered through the National 4-H Foundation, brought a new significance to the Teen Time program.

Some of the premises on which Teen Time was established continue to be success factors in reaching nearly 400 youth each year:

1) Involve both boys and girls.

2) Keep adult leadership at a minimum. Teens must take leadership in decisionmaking and programing.

3) Stage activities when teens can arrange to participate. Involve them in time scheduling. During the school year, the steering committee met on Saturday nights and Sunday afternoons. Most of the "in depth" program occurred at a lightning pace in June and July.

4) Keep the program as unstructured as possible, allowing for creativity and innovations. Have a program that is void of traditional achievement requirements and measuring sticks of typical club work.

5) Offer a program which has challenging subject matter and social significance, and at the same time is fun! Teens—and their parents—are quick to sense a busy-work activity or a wornout stereotyped program.

Each of the five Teen Time groups plans five "laboratory learning" summer meetings. Guidelines for teaching foods and nutrition at the meetings were outlined in project books by Miss Geraldine Acker, Extension nutritionist, University of Illinois, who helped pilot Teen Time.

Although the meetings are outlined, however, the format is not rigid. "Charlie Brown and His Friends" was an original play about food habits. "Once Upon a Wine Barrel" was about the culture of an Italian family. A "trial by jury" food test case presented nutrition facts. A teen panel stimulated discussion of social problems. Each meeting is a "happening" with a colorful theme—"Mardi Gras on Cornelius Street" or "Christmas in July."

Participants prepare and serve their own nutritious snacks. The five Teen Time groups enjoy cooperative adventure in countywide activities—a weekend camp, an international Food Fare Fair, educational booth exhibit at the county fair.

Direct mail promotion to participants and potential participants has kept the program moving. Each spring, the teens make mailing lists of potential participants. The Extension staff secures mailing lists through schools in "target areas." The direct mail is designed to be a trademark of Teen Time for that particular year.

In 1967, each self-mailer showed a "Citizen in Action" symbol, the world, and two clasped hands. The same heading was used for all letters—pictures of the Basic Four Good Foods, with the caption, "The Citizens Show: Teens on the Go." Plans for each event were revealed, and some nutrition facts were stated in the direct mail.

In the summers of 1965 and 1966, the Dairy Council of the Quad Cities helped Cooperative Extension start a "Food and Fun" group, located in the ghetto area of Rock Island. The weekly program adapted the methods of Teen Time to reach disadvantaged youth at the seventh and eighth grade

levels. "Food and Fun" was directed by the Extension home economist, assisted by a college student program aide and several volunteer Teen Time members.

Through the State 4-H staff, it was learned that Illinois 4-H groups were eligible in 1966 to propose a citizenship program and make application for a "Citizens in Action" grant. A program and budget were prepared for reaching larger numbers of younger youth in more disadvantaged areas.

From two summers of experience, realistic proposals could be submitted. The estimated cost was $1,150—for salary and travel of a program aide, teaching materials, and rental of facilities. A $500 grant was received on November 1, 1966.

Fundraising became an initial objective for the steering committee of Teen Time members. By the start of the summer, the funding was assumed through $100 from the Dairy Council of Quad Cities, $205.60 earned by the Teen Timers, and $496.88 contributed by local 4-H Clubs and Extension homemaker units. The "Citizens in Action" are continuing in 1968, without the financial support of the grant.

Goals of the Citizens in Action program are:

1) To reach youth in disadvantaged areas through "Food and Fun" group activities.

2) To provide teens the opportunity to work with disadvantaged youth and youth of different creeds and colors.

3) To show the "Citizens in Action" that it is imperative to cooperate with other community groups for a common cause.

The program aide idea as adapted to Teen Time and Citizens in Action was a decided success factor. A 5-year Teen Time participant served as the college student program aide for three summers. Her own youth, her creativity and adaptability, her ability to communicate with other youth—especially those who most need help and understanding—and her identification with program objectives—were her unique contributions.

An 18-year-old "Citizen in Action" helps two "Food and Fun" members make an exhibit of original food drawings for the educational booth at the county fair. The teens found this to be good recreation for the younger participants—as well as a good method of teaching about foods.

She wrote these observations for the "Citizens in Action" report compiled for the National 4-H Foundation:

"4-H and Teen Time Food Fare participants in the Citizens in Action program have undergone a tremendously significant learning experience this year. Teen Time Food Fare is not new to Rock Island County; however, through the Citizens in Action program, Teen Timers have learned that they can have even more than a foods and nutrition program.

"The Citizens in Action grant gave the teens a cause—a special reason for giving of themselves and going outside their own familiar circles to meet face to face with people who live beside them. Because of Citizens in Action working through the Teen Time program, a Negro boy can play the role of an Italian papa in a skit; a Negro girl can be the top demonstrator in a foods contest involving 70 experienced 4-H'ers; a Protestant boy can belong to a group in which he is the only non-Catholic; a Mexican girl can learn how to eat with chopsticks while she finds new friends.

"The work of Citizens in Action 'hit home' significantly with the outbreak of racial riots during the summer. These incidents challenged Teen Time participants and made them aware of the depth of their own experiences in interacting with each other. To see the other side—to know something must be done—to know that they can do something—these were the gains of teen participants."

The teens wrote, "We found that it takes patience, time, love, and understanding to work with these groups, but the rewards are well worth it. We discovered that adults have more prejudice than youth! Adults make the idea of color difference more prominent in children's lives. Our parents learned that we must cope with the situation as it is now. We learned that we could work together and take responsibility for a good cause through Teen Time." □

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They Stand Tall!

A line in one of David Everett's poems reads, "Tall oaks from little acorns grow." This line is a succinct description of two national organizations that serve as sources of strength to the Cooperative Extension Service. They are the National Extension Homemakers Council and the National Dairy Herd Improvement Association, Inc.

Both organizations grew from small local groups of Extension cooperators. The cooperators saw a need to formally band themselves together to partake more effectively of Extension's educational programs. State counterparts first evolved—then national.

In addition to the national groups, there are many local, area, and State groups that also provide strength. The fact that these have not attained national prominence does not detract from their contributions to the total Extension effort.

These groups stand tall in Extension accomplishments. They stand tall because the members and leaders are serving a cause in which they believe; serving a cause that benefits their fellow men as well as themselves; and are willing to make contributions of greater value than the benefits they'll receive in return.

Money cannot buy the quality and type of service and dedication these volunteers bring to Extension. If you have any doubts about this, they should be quieted by the following list of broad contributions they make:

* They provide a formal channel of transmitting educational information to great masses of people with a minimum of effort.

* They assume responsibility for executing organizational chores, leaving Extension workers free to concentrate on educational endeavors.

* They take over programs as they mature, leaving Extension free to design, test, and implement needed new programs.

* They assist Extension workers in identifying problems, research needs, and new Extension program needs.

* They provide a base for launching new and related programs.

* They serve as interpreters of Extension programs to the public.

* They provide a forum for more effective exchange of experiences and information among the members.

* They provide a mechanism for developing a consensus of purposes and objectives on a national basis making it far easier to develop and coordinate programs and materials for the several States.

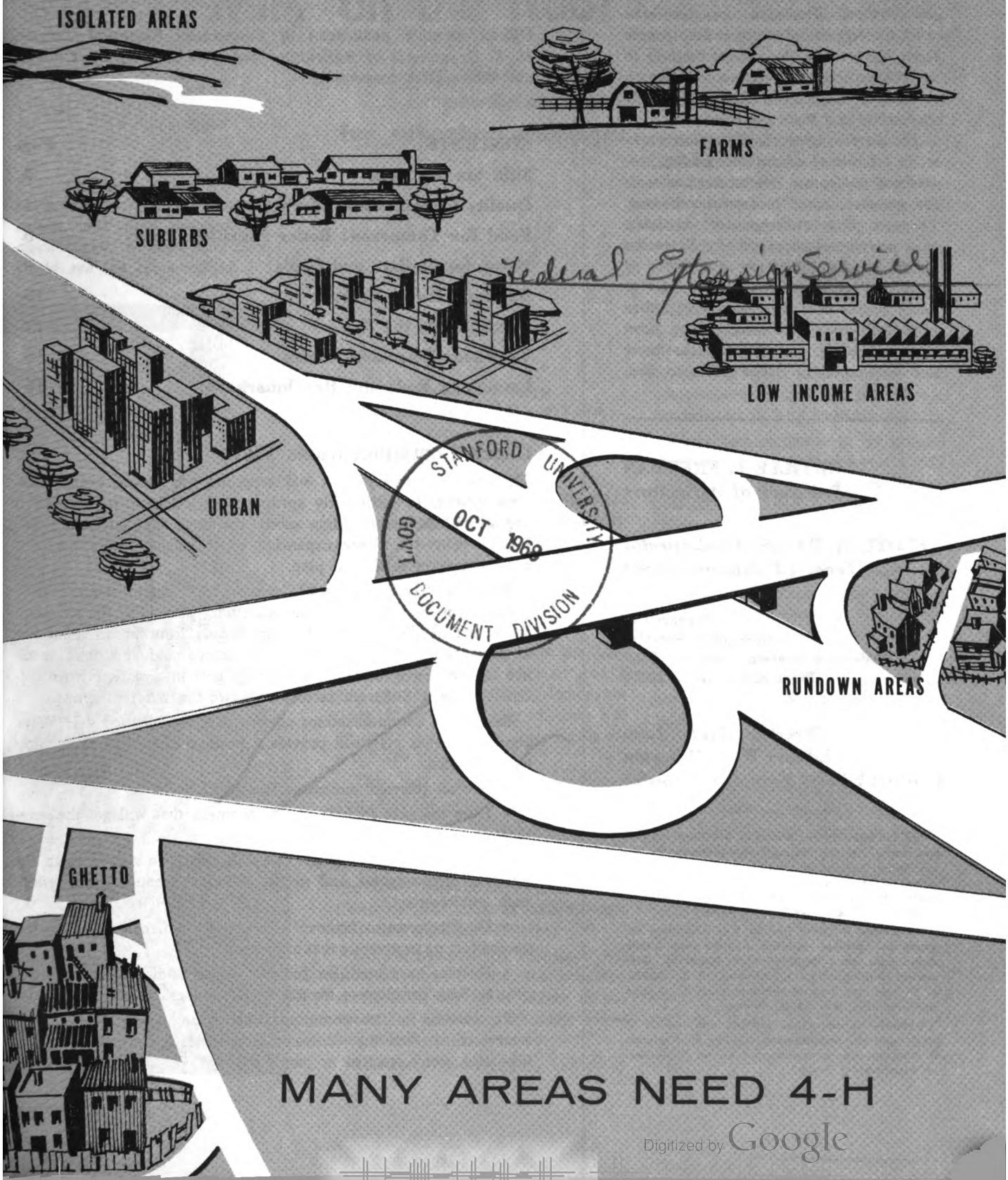
Extension is fortunate to attract this kind of dedication. Leaders and members of these groups, I'm sure, often contribute more through these kinds of efforts to the success of our programs than they or we fully realize.

Yes, they do stand tall! WJW

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * SEPTEMBER 1968



MANY AREAS NEED 4-H

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

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

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EXTENSION SERVICE
REVIEW

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Check Communications Plan

The cover design says that 4-H programs are needed everywhere. This message is particularly apropos since National 4-H Week is just around the corner. More subtly, the cover says something else. It says your 4-H Week expansion effort hangs heavily on your communication skills and plan.

The literal interpretation of "everywhere" implies many considerations for an effective communications plan. The target audiences live in many kinds of environments from urban inner-city to rural farms. People of different income and economic levels live in each environment. Each group gets information from different sources. Different factors motivate the different groups.

Below is a communications checklist. A well-devised 4-H Week communications plan will provide a positive answer to each question in the list.

- Are all relevant audiences identified?
- Does the plan include use of channels that will get the messages to each target audience?
- Does it include messages that will appeal to audiences in the different environments and to the different income levels within each environment?
- Do the messages beamed to a specific audience appeal to the special factors motivating that audience?
- Do you have messages for each target audience that will appeal to both prospective members and their parents?

Preciseness in the communications plan will prevent much wasted effort. And the victims of such wasted effort are the families who aren't reached or persuaded.—WJW

Milk 'on the Hoof'

4-H dairy exhibit provides treat for suburban shoppers

The suburban children were really interested in the young calves, and they watched the clock closely to make sure they could see the cows milked.

by
Roscoe N. Whipp
Extension agent, 4-H and Youth
Montgomery County, Maryland

Ten special visitors to the Wheaton Plaza shopping center in urban Montgomery County, Md., on June 1, caused quite a stir. Five calves and five cows—part of the 4-H "June Is Dairy Month" exhibit—were viewed by 11,000 people.

At least 150 people were on hand every hour between 11 a.m. and 3 p.m. to see the milking demonstrations. Many of the city children had an opportunity to put their hands on a calf for the first time.

This was the fourth consecutive year that the county 4-H Jersey and Holstein Clubs have sponsored the exhibit. The planning, which started in December, was done by a committee of 4-H dairy leaders and members from the two clubs, as well as some 4-H dairy members at large.

On the basis of the success of the previous three events, the shopping center staff was quite willing to cooperate by furnishing the tents, water, and electricity.

The committee members had many jobs. They were responsible for getting a truck to haul the cattle and equipment to and from the center, getting straw, hay, and shavings, and providing cedar trees for decoration. One group contacted local florists and nurseries to arrange for flower decorations.

The committee also lined up 12 dairy foods demonstrations by a county 4-H agent and 4-H leader, and established the schedule for the milking demonstrations—11 a.m., noon, and 1, 2, and 3 p.m. One group of 4-H'ers obtained cheese samples and took charge of distributing them.

Publicity was important—a news article was sent to all newspapers and radio stations. Another committee made signs.

The milk bar, which operated from 10 a.m. to 5 p.m. and gave away 3,000 half pints of chocolate and white milk donated by six area dairies, needed a lot of help from the 4-H'ers.

Flags and pennants to fly around the tent showing that this was a 4-H exhibit were provided by the Extension office, as was a large "June Is Dairy Month" sign.

In response to a card asking for help, a large group of dairy club members and leaders turned out the night before the event to help set up the exhibit. The job was done in just a little over an hour—setting up calf pens, cow stalls, cedar trees, and the demonstration area, putting up the flags and pennants, and erecting the big dairy month sign and the portable milk bar.

The Maryland-Virginia Milk Producers Association played a major role in helping to make the exhibit a success, as did the American Dairy Association. They worked with the dairies to obtain refrigerated trucks and provided cheese samples and signs.

Through the efforts of the 4-H Club members, the dairy farmers, the 4-H leaders, and the dairy industry, the 1968 "June Dairy Month" exhibit turned out to be the best ever. □

County Extension Chairman R. H. Kirkpatrick, left, and ginner James Cavanar inspect tags which indicate that this bale of cotton is of high quality and was grown by members of the Autauga County Quality Cotton Growers Association.

Quality Cotton, Right Market

Autauga County farmers get $35 more per bale

by
Kenneth Copeland
Extension Magazine Editor
Auburn University

Autauga County, Alabama, farmers increased their cotton income in 1967 by $222,000 or 22 percent.

They did it by growing quality cotton and hiring experts to market it.

The problem was that growers wanted to get more for their crop. County yields had been satisfactory for several years—above 850 pounds per acre on allotments of 10 acres or more, using skip-row planting.

County Extension Chairman R. H. Kirkpatrick realized that the real opportunity to boost cotton income lay in growing higher quality, more uniform cotton and in improving marketing.

"He presented us his idea—grow quality cotton and hire experts to market it," said Howard Murfee, president of the Autauga County Quality Cotton Association. "We accepted this idea 100 percent."

"Our purpose," says Kirkpatrick, "is to grow cotton for the mills. We want to get our cotton into the trade channels."

In joining the association, each grower agreed to:

—Pay 10 cents an acre to the association plus cost of tags and a pro rata share of secretarial help.

—Plant only one variety—Coker 413.

—Gin cotton at one of the approved gins in the county.

—Turn their cotton over to the marketing agency.

"Soon after organizing," recalls Kirkpatrick, "we bought 30 to 40 tons of Coker 413 certified seed. Acting individually, it would have been impossible for all of our growers to have gotten seed."

"The production-marketing program that developed is breathing new life into cotton farming," Murfee said. "First, we produced the kind of cotton that mills are willing to pay more for; second, we employed a commercial marketing specialist to find the best market for it."

The program worked. After paying all association expenses, including marketing costs, members netted an average of about 32 cents a pound, 7 cents above the State average. (This does not include the diversion and support price of about 12 cents a pound.) Thus, a 500-pound bale brought $35 more, and association members grew 6,342 such bales.

Association cotton represented more than 80 percent of all Autauga production last year, said Kirkpatrick. A shortage of seed in 1967 kept some county growers from taking part in the program. Members are shooting for a 12,000-bale crop in 1968.

As a result of this program, two or three other Alabama communities have organized similar production and marketing programs this year.

Growing high quality, uniform cotton meant growing a single variety and marketing it in uniform lots, explained the Auburn University staff member. "That's why we formed the association and selected Coker 413 as the variety all members would grow."

Growers followed all practices recommended for producing and harvesting quality cotton. Ginners agreed to follow quality ginning procedures specified by the Alabama Crop Improvement Association. This allowed the cotton to be identified and tagged as "Alabama Certified Lint." This cotton also carried a special Autauga County Quality Cotton Association tag.

"When we planted Coker 413, a new variety with improved quality," continued Kirkpatrick, "we expected a 10 percent reduction in yield, but figured that the extra quality would more than pay the difference. But yields of this variety were as high as any planted in the county in 1967. The average was a bale and a half per acre. Some farmers made three bales."

One of the gins was also cooperating in an Auburn University cotton quality improvement pilot program initiated in 1967. About 10 percent of the bales from this gin were sampled and subjected to fiber property measurements by the Textile Engineering Department at Auburn University. According to Dr. Louie Chapman, Extension Service cotton specialist, these samples averaged about 1⅛ inches in staple length compared to 1 1/32 for the entire State.

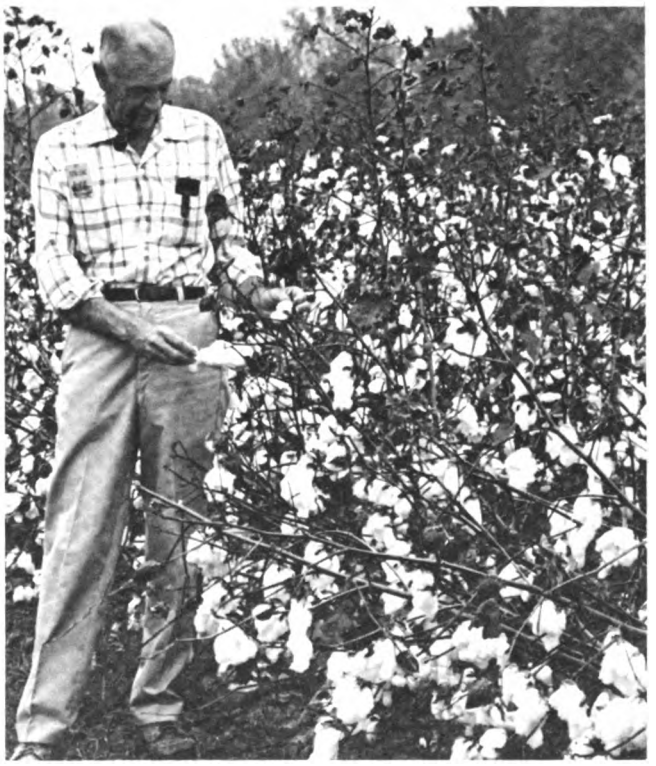
The marketing agency had two or three men who knew cotton working closely with the gins. They visited each gin at least three times a week. When a bale came off the press, they pulled a sample—if it didn't look right, they helped the ginner locate the problem. Kirkpatrick emphasized that ginners were very cooperative.

"Sometimes," he said, "adjustments needed to be made on cotton pickers. I remember one time a bale was rejected. Mr. Murfee and I immediately headed for the farm. We found that the grower had his pressure plates too tight."

Kirkpatrick and Murfee agree that the production-marketing program was not only a complete success last year, but that in years to come it will make the Autauga County cotton industry bigger and better.

This year the Autauga group is working with the Agriculture Economics Department at Auburn University to computerize recordkeeping. This will help in price blending and will speed up account settling with members. □

R. H. Kirkpatrick, Autauga County Extension chairman, checks quality of some of the cotton grown by members of the county's Quality Cotton Growers Association.



Food for Tomorrow, Better Nutrition Today

by
Virgil E. Adams
Extension News Editor
University of Georgia

One key to success in the gardening-food preservation program is the regular visits County Agent Kenneth Beasley, right, makes to the participants.

Greens, cornbread, and a little meat!

Can low-income families that live almost entirely on such a meager diet be helped to improve their nutrition and at the same time spend less for food?

After 2 years of trying, the Lanier County, Ga., Extension staff believes the answer is yes. Mrs. Mary T. Chester, home economist, and Kenneth Beasley, county agent, came to this conclusion on the basis of their experience with Food Production-Food Preservation. They designed the special program to reach both the head and the lady of the low-income household.

Such families seldom take the initiative to contact the local Extension office. So the Lanier County workers decided to take the information to them.

Forty to 50 county families might have benefited, but the agents decided they would work with 25 or less in the beginning. "We wanted to be able to make personal visits regularly," the home economist explained.

Following a preliminary survey and extensive interviewing, the year round program was offered to 17 families at the beginning of 1967.

Among Mrs. Chester's thoughts, as she and her co-worker set out to help low-income families eat better for less, were these: "We are attacking the habits of a lifetime. Progress will be very, very slow. If we can only reach them. . . ."

Now, nearly 2 years later, she says, "It's a beginning. The fact that we can see any progress at all is reason for optimism."

Thirteen of the original 17 families completed the gardening-food preservation project in 1967, with varying degrees of success. Just two made what the agents call "significant progress."

But the first year's improvements, however small, encouraged Mrs. Chester and Mr. Beasley to continue the program in 1968. Most of the original families, plus some new ones, are participating.

"Wherever they were—educationally, socially, economically—we tried to start with them there," said Mrs. Chester.

The home economist feels that motivation is the key. "Those families that really tried to improve did so," she stated. "Knowing that the Extension workers were interested in them and keeping up with their progress, they all attempted to do a little. But progress is one step at a time. It's going to be slow; we knew it would be when we started."

But the program has proved that rural, low-income, poorly-educated families can be helped to improve their diets while cutting down on expenditures for food.

Consider the Jones family (not their real name). This aging couple, whose monthly income is a $54 welfare check, had always set aside a small spot in their yard for turnip greens and collards. But last year they also grew snap beans, peas, okra, tomatoes, and strawberries.

They had never done any food preservation, but early in 1967 they bought a good secondhand freezer. By the year's end it was half full of frozen vegetables for wintertime use. They also did some canning for the first time.

Seven families in the closely-knit Greenwood community took part in the foods program in 1967, and the same number is active this year.

According to Mrs. Chester, nearly all families in the community had excellent gardens last year, and ate well during the productive season. Most of them, however, failed to gather and prepare food for preservation. Many allowed vegetables to dry up on the vines.

Progress was more evident among the eight county-at-large families. In 1966, the year before Food Production-Food Preservation was launched, these families canned only 10 quarts of food and froze only 368 quarts. In 1967 this was up to 173 quarts canned and 455 quarts frozen—plus 250 pounds of fish and chicken frozen.

Participants in a Lanier County food preservation workshop discuss frozen food containers with Miss Nelle Thrash, third from left, Extension home economist-food preservation.

"All but one of these families had good spring and summer gardens and used them well during the season," said the 1967 project report. "All of them are interested in fall gardens, too, and they want to continue in the food production-food preservation project."

The project idea grew out of office conversation between Mrs. Chester, Mr. Beasley, and other county government agency leaders in late 1966.

The county Extension workers wrote to Miss Nelle Thrash, Extension home economist-food preservation, and James M. Barber, area Extension horticulturist, University of Georgia, asking them to help.

Out of the initial planning session, and others that followed, grew detailed gardening and food preservation plans tailored to each individual family.

Thorough surveying and interviewing was first done with each family to determine, among other things, family size, age, and education, family income and source, place of residence, and size of lot (including space for garden.)

The Extension workers took note of any religious influence on the family's food habits, as well as any superstitions about foods. They studied available utilities, equipment, and utensils for cooking and canning, and the silverware and dishes used during meals.

The home economists gathered information on meals and eating habits of each family and compiled typical menus presently being served. Any food preservation currently being done was also recorded.

In the meantime, Mr. Beasley and Mr. Barber collected information on the gardening history of each family —what vegetables were grown, if any, and how they were planted, fertilized, and cultivated. Special note was made of problems the family had had with their gardens in the past.

Mrs. Chester and Mr. Beasley felt that basic nutrition would be a must in working with these people. "Because average educational level is around fourth grade, we felt that encouraging the families to vary diets by producing a varied garden might be the simplest method of approach," the home economist stated.

Mr. Beasley developed a detailed garden plan for each family. It showed for example, how many feet of row should be devoted to each vegetable to produce enough for use during the season plus a surplus for canning or freezing for winter consumption.

The food preservation guide, prepared by Mrs. Chester and Miss Thrash, included 21 different products, the number of servings per week, and the number of weeks each particular item should be served. Complete in every respect, the guide showed the size of each serving and the amount of quarts or pints per person that should be canned or frozen for the year.

The agents put the food production-food preservation plans in folders and personally presented them to each family. But they did not let it go at that; they followed up throughout the year—advising, instructing, and encouraging.

Mr. Beasley collected soil samples to be tested for lime and fertilizer requirements. While this was being done, he visited the families again, encouraging them to clean their gardens, either turning the litter deeply or burning it. Each was encouraged to use a soil fumigant to control nematodes.

The county agent held group classes in soil fumigation, fertilization, and planting. The garden plans were reviewed, and step-by-step recommendations were given for maximum production of the vegetables.

Meanwhile, Miss Thrash wrote to three fruit jar manufacturers to see if they would donate jars, and Mrs. Chester canvassed the county collecting extra jars and lids.

Mrs. Chester visited the county commissioners to get permission to purchase supplies for a workshop for 10 families. She also cleared for use one of the Extension Home Economics clubhouses.

The workshop was a demonstration on how to can tomatoes and green beans. After watching Miss Thrash, each participant prepared a jar of each, most of them for the first time. Twelve people — representing five families—showed up. Most of them used their new knowledge throughout the year, canning for wintertime use the surplus vegetables their better-than-ever gardens were growing.

"Better nutrition for less money," the goal the agents and their "adopted" families set last January, was brought into sight in 1967. It is expected to become even more of a reality in 1968 as gardening-food preservation continues in Lanier County. □

Balancing Dollars and Goals

Wisconsin workshops help families develop spending plans

by
Mrs. Erna Carmichael
Consumer Marketing Agent
Milwaukee County, Wisconsin

Can management of personal finances be taught in a group? University of Wisconsin Extension staff thinks so. Is the subject too personal for stimulating group discussions? Apparently not.

When participants in a recent Money Management Workshop were asked what they learned from the workshop, one said, "We all had different problems, but we each learned how to develop our own spending plan. Our discussions were lively, and I learned a great deal from the teacher as well as from the other members."

Another participant wrote, "The information discussed in the food meeting helped me cut our food bill $3 a week, or $156 a year. Now we can take a vacation this year."

Still another wrote, "This course should be required for all couples about to be married."

For the past 3 years, University Extension, Milwaukee County, has been offering workshops entitled "Success in Managing Your Money." Fifty-one workshops with over 1,700 people have been held. No workshop has been canceled because of lack of enrollment.

The objective of the course is to teach families how to apply the managerial process to personal finances. Families are taught to analyze past spending habits and to apply information discussed in class in developing a spending plan based on their individual needs, values, and goals.

It is only after family members have analyzed past expenditures that they are able to develop a realistic and workable spending plan.

A typical 8-week course consists of the following: Introduction to Money Management, Your Food Dollar, Building Security and Understanding Life Insurance, Your Clothing Dollar, Your Cost of Shelter, Your Cost of Transportation and Understanding Your Auto Insurance, Wise Use of Credit, and Developing Your Spending Plan and Record Keeping.

Workshops may deviate in number from the typical 8-week series. In fact, no two series are alike because it is the group's needs that guide the instructor. A good instructor must be observant and be able to diagnose the needs of a group without embarrassing the members with preentry tests.

A group may have a problem in its physical arrangements. For instance, when it was found that a daytime group sponsored by the labor union and management of an industrial plant had babysitting problems, the union auxiliary came to the rescue and conducted a nursery for the preschoolers.

How does an Extension agent start to teach money management? First of all, she must let her community know she's interested in helping families develop good money management habits. She must demonstrate that she knows and has an interest in money management.

When she is asked to talk to church, PTA, or newcomer groups, she should offer topics related to financial planning. The topics should be stimulating, informative, and well presented. She should write news releases about money management.

She should use her radio and television time to discuss credit, life insurance, and how to keep family records.

She needs to talk to community leaders interested in helping people with money problems. She should plan meetings with Family Service, the clergy, welfare case workers, vocational school directors, and labor union educational directors to discuss potential programs.

She should never miss an opportunity to let people know she is interested in money management. She needs to practice good money management principles herself.

It doesn't take long to build a reputation if you provide good, accurate, useful information. Today's families need money management information. The increase of personal bank-

ruptcies and garnishments in a community testifies to this. Most communities are sorely lacking in opportunities for families to learn about money management. University Extension can lead the way!

In Milwaukee County, the Money Management Workshops evolved after a 6-week forum was attended by over 1,800 people. The forum featured national and local authorities on financial management. It was cosponsored by University Extension, the Milwaukee Journal newspaper, and the Milwaukee Adult and Technical School.

Many local agencies are anxious to cooperate in cosponsoring workshops. Extension has cooperated with the public libraries, churches, labor unions, Manpower Development Training Programs, State Employment Training Programs, and civic improvement groups.

Who enrolls in the workshops? People from all walks of life—policemen, factory workers, school teachers, professionals—with a wide variety of incomes and interest. But they have one interest in common—they want to learn to manage their income so they can achieve more of their goals.

It is important that husbands and wives attend the classes together if possible. Therefore, most workshops are held in the evening. This creates problems for Extension agents who have many other night meetings.

One solution is to train part-time instructors. They may be former Extension agents or teachers with great empathy for people and a keen interest in the subject matter. Presently, Milwaukee County hires seven ad hoc instructors on a per workshop basis.

Will people actually discuss money problems in a group session? Yes, a good leader can stimulate discussion without invading personal privacy. The leader needs to develop rapport with her group by knowing her subject well, adapting the visuals to meet the needs of the group she is seeking to reach, and most of all—her attitude needs to convey, "I am here to help you develop your own spending plan—not to tell you how to spend your money."

Union auxiliary members provide babysitting service for parents enrolled in an Extension money management workshop.

The course is not a cure-all for family problems. Some families need individual counseling or an attorney's help. But the course can teach many families how to make decisions about what they can afford. It challenges families to look at all available resources and alternate methods of achieving goals. It helps families establish priorities.

One class member commented, "This course has helped us know what we can afford. Before, we bought what we thought we needed and wanted. Now, we stop and think, 'is it in our plan?' If it is, we buy it and enjoy it, knowing we can afford it. Now, we discuss instead of argue about money."

What better recommendations can be given for a workshop? □

"Your Clothing Dollar" is Mrs. Carmichael's topic for this class, which is part of the Wisconsin State Employment Service's project "Community Involvement Toward Employability."

Adding 'Life to Years'—

Oregon's senior citizens welcome Extension's interest

by
Mary M. Holthouse
Information Specialist
Oregon Cooperative Extension Service

Although the percentage of Americans reaching the traditional retirement age of 65 has been growing steadily since the turn of the century, the number of older persons in most areas is not immediately evident. They are not conspicuous by their presence.

This was the case in Lincoln County, Oregon. When Medicare program signups were tallied, the names of 3,500 men and women were on the over-65 list. Composing 15 percent of the population, this put Lincoln County well over the 1960 State average of 10.4 percent.

Lincoln County's senior citizen group has been receiving special attention. Obtaining funds for a program on aging through Title III of the Older Americans Act of 1965, the Oregon Extension Service initiated a pilot study in the county last summer.

Mrs. Mabel Mack, Assistant Director Emeritus of Extension at OSU, joined the Lincoln County agent staff at Newport as a special Extension agent for senior citizens. Her job was to work with community leaders in establishing a self-help program with the county's older citizens.

Mrs. Mack got in touch with members of existing organizations in the county, including the American Association of Retired Persons, the Retired Teachers Association, Golden Age Club, Union 50 Club, and other organizations composed largely of retirees.

She also found, in the Lincoln Area Redevelopment Committee, a functioning committee on senior citizens. These two men and two women, three of whom were themselves "senior citizens," served as the steering committee to develop a plan for launching a program of service to the aging.

To learn the needs and interests of older residents, a questionnaire was prepared. In each community of Lincoln County, a chairman was appointed to direct the survey and to select volunteer leaders to do the personal interviews.

The first community to complete the survey of its elderly residents and report its findings was Lincoln City, where a committee of 44 volunteers visited the older residents.

Dividing the 30-mile stretch encompassed by Lincoln City into 22 sections, volunteers in pairs interviewed 838 men and women ranging in age from 62 to 98.

Each visit gave surveyors an opportunity to immediately help older people who were not aware of services already available to them. Lincoln County has an abundant food program, and those who were eligible for such help were given information on obtaining this assistance. Some were not aware of the Home Health Agency Nursing Service of the Lincoln County Health Department, so a folder describing the service was left with them.

Other information each volunteer carried included three new publications on social security benefits, and a checklist of home convenience and safety features prepared by the OSU Extension home management specialist, Miss Bernice Strawn.

Statistical data for the Lincoln City area disclosed a slight preponderance of males over females. Seventy percent of the oldsters were married couples, but 204 individuals lived alone. More than half reported their health to be "good" or "excellent," and all but 9 percent were physically able to go any place they wished.

Additional information gathered pertained to sources of income and employment of the older community residents. A total of 255 were living on social security alone. Less than 100 were working.

Eighty-four different skills were reported by the older residents. More than 400 of those responding to the questionnaire listed one or more skills. Teachers, nurses, bookkeepers, seamstresses, loggers, carpenters, cooks, office workers, and craftsmen headed the wide-ranging variety of fields in which they had experience.

As its first program, the Lincoln City committee chose to feature May as "Senior Citizens Month."

Survey leaders had observed that individuals living alone were often lonely. Although no one actually complained, the welcome extended interviewers was so genuine that the 15-minute visit often stretched into a 2-hour call.

These people, the committee concluded, should have someone look in on them frequently, or check with them by telephone. This led to the choice of the Senior Citizens Month project. The American Association of Retired Persons in Lincoln City volunteered to visit every shut-in in the area during May.

Other needs uncovered by the survey were identified by Mrs. Mack. One was a senior citizens center. Men showed particular interest in recreational activities. They also expressed a need for employment opportunities

—particularly part-time work. Transportation is a problem for some. More persons interviewed had cars than were licensed drivers.

Every community should have a senior citizens center, Mrs. Mack says. There are many purposes that can be served—a place to rest while shopping, to visit with other retirees or pursue hobbies, and to hold meetings.

"If older people are to benefit from community services and resources, they must know what they are," Mrs. Mack emphasized. "A senior center should provide information on employment, job training and counseling services, health service, consumer information, welfare, and vocational rehabilitation services.

"Special classes to enable oldsters to use their abilities and skills in activities to enrich their own lives as well as those of others in the community would logically be presented at a senior center."

With the survey in Lincoln County completed, data analyzed, and problems identified, projects are getting underway in several areas.

The Lincoln Area Redevelopment Committee negotiated a Green Thumb project for the county. Projects have been approved for city park development in two communities, where 10 men are already at work. Two other communities have applications pending.

In Lincoln City, committees are promoting development of a senior center. A 22-acre site just off the highway adjacent to the elementary and high schools has been located, and consideration is being given to a multi-purpose building that could also serve as an activity center for teenagers.

Community senior centers are also under consideration in Newport, Toledo, and Waldport.

Another Lincoln City project being undertaken is the development of a transportation service for seniors to the proposed senior center, to the shopping area, and for medical service.

In June a county-wide program was inaugurated for volunteer leaders to make regular visits to those confined to their homes. These leaders will be given special training conducted by the County Health Department, Mental Health Department, Public Welfare, adult education, Oregon State Employment Service, and the county Extension Service.

Mrs. Wilma Heinzelman, Home and Family Life Coordinator on the central Extension staff at Corvallis, wrote the proposal for the self-help program. She notes additional values in such a project: "Taking a survey motivates those who make the home visits to do something about the needs they discover. It develops interest and sensitivity among community residents."

Senior citizens who visit and assist others, Mrs. Heinzelman says, may receive even more benefits in mental health and feelings of worth than those they aim to help.

Although funds were received only for the pilot project in Lincoln County, interest in self-help programs is spreading. In Tillamook County, a county planning committee for senior citizens is meeting regularly and planning several projects. Mrs. Mack, Mrs. Heinzelman, and Miss Strawn have each been invited to address their group meetings.

Eight senior citizen groups are active in Corvallis, the county seat of Benton County and the home of Oregon State University. Representatives from each of the organizations recently met to form an executive board to cope with some of their problems.

One of the most pressing needs, board members agreed, was transportation to and from meetings, and transportation for medical services. Another problem to be solved is an adequate meeting place where kitchen facilities are available.

Mrs. Mack and Mrs. Heinzelman were recently interviewed on the project in Lincoln County by Oregon's educational broadcasting station. In Mrs. Mack's introduction to the subject, she said, "No one wants to get old. The medical profession has added years to our life. Now we want to add life to our years." □

This interviewer had a pleasant chat with 81-year-old Mrs. Ada Corrigan, right, a busy retired lady who feels few needs or lacks, but fills her hours with church work and "visiting with my many friends."

Flexibility Is the Key—

4-H'ers recommend renewed effort for reaching the poor

by
Mary Ann Wamsley
Assistant Editor
Extension Service Review

Barbara is a high school dropout from the Washington ghetto. She supports her mother and eight brothers and sisters on a $4,000 a year salary.

Connie is a freshman home economics major at Iowa State University. She is a member of 4-H.

Marsha, also from the ghetto, is a high school graduate. She, like Barbara, is employed with a Neighborhood Development Youth Project in the District of Columbia.

Vic, a 4-H'er, is from Ohio. His and Connie's ideas about the problems of poverty had been mostly theoretical until they met Barbara and Marsha.

These young people, along with about 20 others from equally diverse backgrounds, recently swapped ideas on some of America's most pressing problems.

And they came up with some proposals that their elders are likely to make good use of.

The occasion for the encounter was the National 4-H Conference in Washington, D. C. Delegates were more than 200 "head, heart, hands, health" youth from all 50 States and Puerto Rico.

4-H'ers have been coming together annually for 38 years to learn about their capital, citizenship, and the nationwide 4-H program. But this time there was a new twist. This year, the 4-H leaders—State and Federal—put themselves in the position of "learners" instead of "teachers."

As a major part of the week's activities, the youth divided into nine groups to discuss some of the national issues the 4-H program will be—or should be—responding to.

They discussed ways that 4-H could develop more meaningful and relevant programs in the areas of health, science, economics, consumer competence. They suggested ways to involve more men and boys in 4-H, make better use of teens as leaders for younger 4-H'ers, take 4-H to urban areas, and increase 4-H international programs.

Barbara and Marsha were guests of the group which was discussing better ways for 4-H to reach the "unreached"—defined by the group as "the poor, regardless of race or location."

They were spirited and graphic in their description of the problems of the poor—and the problems 4-H might encounter in trying to bring their program into this new area.

"Instead of outsiders always coming in and *giving* us programs, it would be better to help insiders, who appreciate the problem, to help others," said Barbara.

Marsha added, "I don't want anybody to feel *sorry* for me, but I'm glad when someone wants to *help* me."

The ideas flew. 4-H'ers wanted to know just what conditions really are. What is the attitude of the people? What are the really basic problems?

Barbara and Marsha wanted to know what the 4-H program was, what it had to offer to the poor, exactly what it was that these young people wanted to do.

The discussion turned to what is already being done. A delegate from Louisiana explained that 4-H in her State has begun a 5-year program to attempt to reach the "unreached" youth.

"You have to change their attitude towards you," said a 4-H'er from Pennsylvania, "but you must change yours toward them also." Speaking of her experience in a summer program, she pointed out, "You don't give up. The first 2 weeks you might get nowhere, after that maybe just 'hello.' It may take a whole summer just to gain their confidence."

The week went quickly for the 4-H'ers. Besides their discussion groups, they were busy with tours of the Capital, visits with their Congressmen, a reception at the White House, a dance at the State Department, a speech by Vice President Humphrey.

They visited a Neighborhood Development Youth Center in a ghetto area of Washington. Run almost entirely by youth, the program receives funds from various government departments and agencies.

It was an open, candid discussion between two completely diverse groups. But no one got emotional; no one became angry. Each side tried to learn as much as it could about the other—searching for a way to relate, to learn from each other, to help.

The 4-H'ers heard rioting condoned; they heard Congress criticized; they learned some of the things they can and cannot expect to accomplish with a 4-H program for the poor.

The Youth Center staff began to realize that 4-H is more than "cows and chickens" and that many 4-H programs are already in operation in urban areas. They saw that these young people are really concerned.

Enthusiasm poured at the final session when the young people began formulating recommendations about how 4-H can expand its advantages to more of America's youth.

They searched their own objectives and motives. They already knew their organization and its capabilities; now they were able to relate this to the realities of poverty that they had been in contact with during the previous days.

Their conclusions? The 4-H program must be more flexible—using television, tours, and camps to reach young people. Give youth a chance to participate without being regular members, they said.

The idea of using older members to help teach the younger must be expanded. And most importantly, more money, time, and personnel must be devoted to reaching the poor.

4-H must give more attention to the rural non-farm young people. Literature must be simplified to appeal to youth who have had limited educational opportunities.

They recommended a serious national study of the facts related to taking youth programs to the poor. As a mechanism for unifying the work among the States, they proposed an urban/rural study center.

"We must have the cooperation of all youth," they stressed, pledging to go back home and spread enthusiasm to get sponsors and support.

They want youth to have a year-round voice in planning new 4-H directions. And they indicated that they would be willing to give up their school vacations and other free time to bring youth's viewpoint to bear on these important decisions.

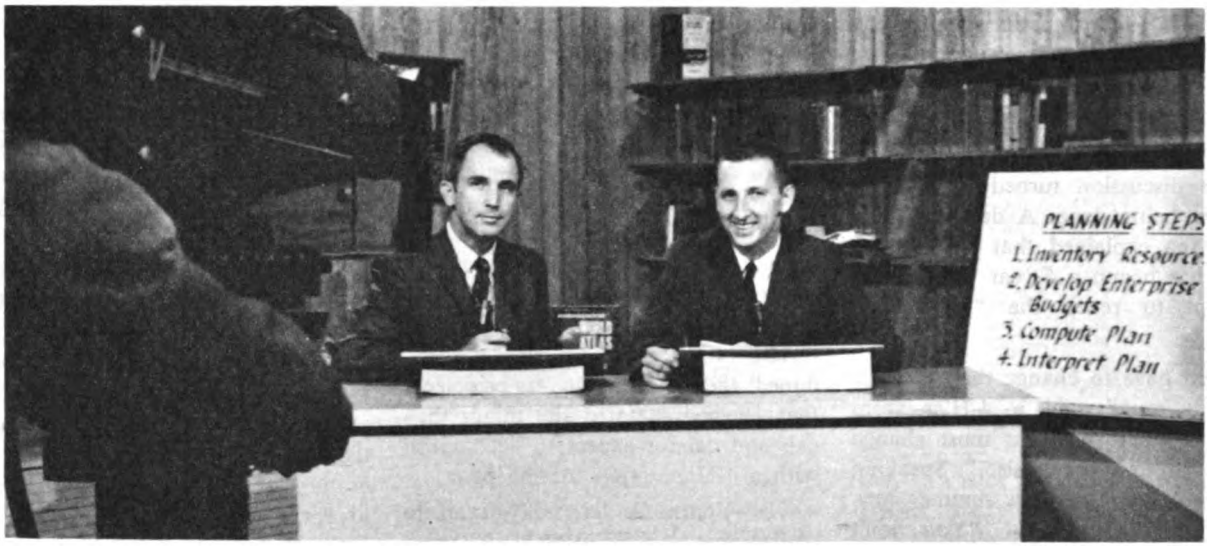
If one point was brought home clearly to the 4-H'ers during the week, it was that they themselves—or the 3 million 4-H'ers that they represent—cannot go directly to the "unreached" with a structured program.

"4-H must work through intermediaries from the disadvantaged communities," they said. "An insider understands his community and can adapt 4-H to his particular situation much better than an outsider can."

If these young people have their way, 4-H will be taking some new directions. They don't intend to let the enthusiasm die.

In the words of one young man, "This week has only scratched the surface—we want this to go on." □

Barbara, from the Washington ghetto, gives the 4-H Conference discussion group some insights into what would be involved in "reaching the unreached."



Groups of North Carolina farmers met with their county agents to view the six half-hour television farm management lessons, which were broadcast from the studio shown above.

Television-Discussion Series

Helps specialists reach more farmers with management know-how

by
C. R. Pugh
and
R. C. Wells
Farm Management Economists
North Carolina Extension Service

Extension's clientele requires more information each year to cope with economic and technological changes. Extension specialists are often unable to personally participate in as many intensive winter schools as farmers want. Television teaching, however, provides a means of multiplying the efforts of the specialist through expanded coverage and emphasis on subject matter.

North Carolina farm management Extension specialists, C. R. Pugh and R. C. Wells, used the University's educational television network to present a series of six farm management lessons to the State's farmers in January and February of 1968. Each lesson consisted of a half-hour television presentation followed by a discussion period led by the county agent.

Total attendance for all six sessions was 1,876 persons—an average of 313 persons per program. The majority of the participants were farmers, with some agribusiness people in attendance at many meetings.

On the day the series began, much of the State was paralyzed by a sleet storm. Bad weather for the initial lesson, together with reception problems, kept some county series from getting off the ground.

The total attendance figure probably understates actual participation since some agents failed to return summary figures. Discussion groups were reported held in 31 of the 70 counties within range of the educational television network.

One group per county was the rule, but five counties had from two to five viewing groups each. In several

instances, the lesson series was incorporated into the ongoing curriculum at a county technical institute.

The main theme of each lesson was designed to meet a specific need of the State's farmers. For example, the first lesson, "Planning for Changes in Farm Practices," introduced the use of the partial budget as a means of evaluating the profitability of change in a farm's production practices. The other lessons were "Enterprise Budgets," "Total Farm Planning," "Farm Labor," "Farm Leases," and "Family Farming Agreements."

Ruth Sheehan, assistant radio and television editor, assisted in developing a variety of visual aids that would best illustrate the principles of each show. For example, the "Total Farm Planning" lesson was based upon the use of linear programing. Film footage was used of a farmer and agent collecting data needed to develop a farm plan. Scenes of the computer in operation illustrated the mechanics of developing a plan.

The success of the statewide discussion series depended heavily upon the county agent. In addition to organizing viewing groups, they also led discussion sessions after the television lesson and distributed supplementary material to participants. Even though most participating agents had received training in farm management, the burden of providing subject matter did not rest solely upon them.

In the fall of 1967, a one-day training session was held for agents in the 70 counties receiving the University's television programs. A kit containing lesson outlines, suggested discussion questions for each lesson, and a promotional brochure was prepared for each agent's use.

A kinescope of one of the lessons, followed by a discussion of suggested questions for the show, was used to simulate the procedure agents might follow in conducting their own series.

The remaining lessons were briefly discussed to acquaint agents with the subject matter content and the follow-up possibilities for each lesson. Agents were encouraged to coordinate the organizing of viewing groups in their counties while enlisting other agents or vocational agriculture teachers to staff some of these groups.

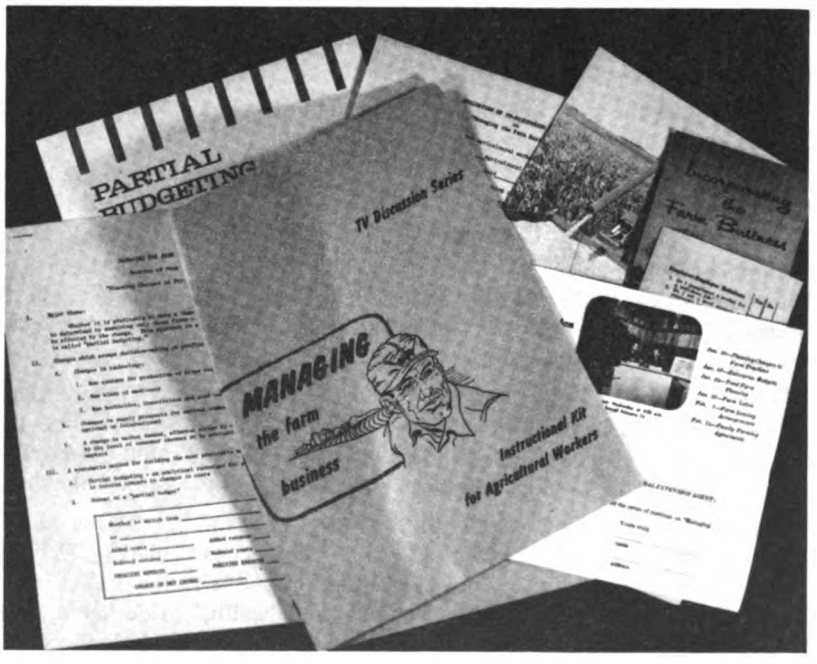
The training sessions were rounded out with a discussion of finding suitable meeting places, contacting participants, and problems of television reception.

One agent commented, "TV has a good potential for this type of teaching if we can give it the appeal of Peyton Place." This underscores the point that television teaching requires careful planning and coordination if it is to be effective. Other activities constantly compete for the farmers' participation. A common suggestion for improving the series was to shift from a daytime series to an evening series.

We are optimistic about the future of TV discussion series in educational programs. Agents in general felt that the series was well received by farmers. Participants demonstrated this point by requesting more TV schools covering a wide range of subject matter.

In the area of farm management, television income tax schools were a heavy favorite. Extension farm management specialists at North Carolina State University intend to follow up this suggestion with a series of TV tax schools this winter.

Another agent's comments summarize the prospects for television discussion series: "Farmers are realizing that they must spend more time planning and evaluating their farm operations. I feel that education with television discussion will be one of the best ways to get the job done." □



Important to the success of the discussion groups was this supplementary material, prepared by the specialists and distributed through the county agents.

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Launching Pads and Benchmarks!

Fiscal year 1968 will rank high in the calendar of achievement in Cooperative Extension Service livestock programs. It is the year when actions by industry leaders and Extension built launching pads and benchmarks for the future.

The actions are the formation of the Beef Improvement Federation, launching of the Sheep Industry Development Project, the Sheep Marketing Project, and the Swine Industry Development Project. All channel the efforts of those concerned toward a common goal—building a more viable and competitive livestock industry.

The Beef Improvement Federation was formed in January 1968. It consists of about 30 State Beef Cattle Improvement Associations, 8 breed associations that sponsor improvement programs for their members, Performance Registry International, American National Cattlemen's Association, and the National Association of Animal Breeders. Six additional States are organizing BCIA's and two additional breed associations are setting up testing programs.

The major objectives of the Federation are:

(1) To develop greater uniformity among the criteria used by the different associations to measure beef cattle performance.

(2) To extend the principle of beef herd improvement testing to the entire industry. Previously it has been regarded as a tool for within-herd use.

The Sheep Industry Development Project is a joint endeavor of Cooperative Extension and the American Sheep Production Council.

The objectives of the Sheep Industry Development Project are to:

(1) Review research and develop literature geared specifically to the needs of producers.

(2) Devise and test methods for applying research findings to everyday problems of lamb and wool production.

A major step in developing the program is five symposia on production. They deal with: the role of genetics in making lamb and wool production more profitable; physiology of reproduction; sheep disease and health; nutrition and feeding; and sheep management.

The Colorado State University is developing the program under a contract with the Federal Extension Service and the American Sheep Producers Council.

The objectives of the Sheep Marketing Project are:

(1) To develop educational materials, methods, and procedures to assist people in the lamb and sheep industry.

(2) To more effectively interpret demands of the market and to increase the efficiency of assembling and slaughtering of lambs and processing and distribution of lamb.

The project is being conducted by Purdue University under an agreement with the Federal Extension Service.

The Swine Industry Development Project is being developed under the "Nickels for Profit" check-off approved by producers last year. The National Pork Producers Council is representing producers in development of the program.

Objectives of the development project are to:

(1) Identify needs and problems in the major areas of production and initiate research to solve them.

(2) Review research and develop literature geared specifically to the needs of producers.

(3) Identify and initiate projects that will encourage and help producers improve production and management practices.

The four actions stem from a realization by livestock producers of the need to become more competitive; that more efficient use of new technology can help them become more competitive; and of the need for a program package that incorporates management, production, and marketing technology. These actions are the product of many years of effort by both producers and Extension.

These programs are not a panacea for current problems of the livestock industry. Rather they represent a long-range effort designed to coordinate all technology toward the end of complementary and cumulative benefits.

At the same time they are launching pads and benchmarks. They provide a solid base for launching additional long-range research and Extension programs. They provide us a reference point for measuring progress and revising programs as the situation demands. □

EXTENSION SERVICE
REVIEW
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Federal Extension Service

COOPERATIVES: Community Builders

VOL. 39 • NO. 10 • OCTOBER 1968

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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REVIEW

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Cooperatives: Community Builders

The cover of this issue of the Extension Service Review is designed to carry out the theme of Co-op Month, 1968. That theme is "Cooperatives: Community Builders."

Reasons most often cited to support the contention that cooperatives are community builders are economic. High on the list of cooperative contributions to communities are new jobs, additional tax base, new services, new markets, and new supply centers.

I would not belittle these contributions. But I will suggest that cooperatives make non-economic contributions of equal importance. These are the contributions cooperatives make to helping people understand the workings and operations of a democratic government.

Basically, a cooperative is a unique type of business organization. But this uniqueness makes it a true and living example of democracy in action.

A cooperative is people banding together to do a specific thing or things that they cannot do so well alone. Because of the laws under which these people band together, members of an active, well-run cooperative learn some cardinal principles of democratic government. Each member gets one vote regardless of his status in the organization; members must study the issues to vote intelligently; each has an opportunity to benefit from its operation as much as the other. They learn that the key to successful endeavors is participation.

It takes little imagination to transfer these principles to other local problems. Leaders developed through the cooperative find little difficulty in applying their new skills to other community situations.

Few other types of business organizations teach these lessons of democracy so well.—WJW

Keeping in Tune With Entomology

by
Robert E. Kowalski
Assistant Extension Editor
Iowa State University

In Iowa, as in many States, county Extension workers have had at most one course in entomology during their undergraduate days. In many cases, the course was taken 10 to 15 years ago.

Insect control procedures, as well as insect populations, have changed rapidly. In addition, the rapid increase in the educational levels of farmers is causing them to look for answers to more difficult and technical questions.

Recognizing these things, the entomology department at Iowa State University started an intensive short course in entomology for county and area Extension workers in the summer of 1967.

That year 18 students spent 8 hours a day in class for 10 days to gain four hours of undergraduate college credit. They were given reading assignments and studied insect identification in their "free" time. At the end of the rather grueling period, the students took a comprehensive examination over all the material presented to them.

Many students entering the program had no entomology background whatever. They had to learn the terms used in the science. They were taught to identify insects and know the control measures to combat them. And they became acquainted with the many kinds of research being done in the ISU entomology department.

The program was unique in that nearly all members of the entomology staff—teaching, research, and Extension—utilized their many and varied skills to teach the students.

Almost needless to say, the course was well received, and word of its usefulness spread quickly. In the fall of 1967, the vocational agriculture department of ISU asked if vocational agriculture instructors who were working on advanced degrees would be accepted.

Those involved decided to offer the course for three hours of graduate credit, with the stipulation that graduate students must also complete, out of class, a special project assigned to them by the professor in charge of their work.

The summer of 1968 found 11 county Extension directors, five Extension area leaders in crop production, four vocational agriculture instructors, a member of the USDA plant pest control division, and a representative of a chemical company enrolled for the course. The content and purposes of the program were basically similar to those of the 1967 course.

Dr. Harold "Tiny" Gunderson, Extension entomologist and spearhead of the short course, said that since the 1967 course, the entomology department has been receiving much better insect specimens from the State.

This, he says, is "reward enough for putting on the course." He mentions with a smile that counties adjoining those represented in 1967 were represented for the 1968 program. The word gets around.

The staff of the entomology department has agreed to offer the program again in 1969 with about the same objectives. Attempts will, of course, be made to make the course even better and more valuable. □

Dr. Harold Gunderson, Extension entomologist, inspects the pupating form of the monarch butterfly found on milkweed by county agents Dave May and Mack LaRue.

Winston County experiments with new idea—

County Agent Claude Ming, right, and two Revival participants examine the Extension publications which were on display each night. The accompanying chart shows the annual value of Winston County's farm production and projections for 1975.

Revival Meetings—Agriculture Style

by
Duane B. Rosenkrans, Jr.
Extension Editor
Mississippi State University

The traditional spiritual revival or "camp meeting" is well known for motivating people. "Why not hold an event that will generate much the same feelings toward agriculture?" reasoned County Agent Claude Ming of Louisville, Mississippi.

The result was a successful county-wide Agricultural Revival last June.

This revival consisted of eight meetings in a 2-week period. They were held on Monday, Tuesday, Thursday, and Friday nights in an assembly building at the county fairgrounds. No meetings were held on Wednesdays because churches in the area conduct prayer services that night.

Different subjects were featured each night in popular, promotional-type talks by Extension Service or Agricultural Experiment Station specialists from Mississippi State University. All speakers stressed economic opportunities in agriculture for Winston County and steered clear of detailed recommendations.

Subjects of the eight meetings were dairying; forestry; commercial horticulture; cotton, corn, and soybeans; lawns, shrubbery, flowers, and grasses; swine and poultry; pastures; and beef cattle.

Besides the speakers, the program each night featured a different singing group or individual, exhibits, and door prizes. The prizes, made avail-

able by local merchants, included registered dairy heifers, a registered beef bull, the value of a bale of cotton, a lawnmower, a power saw, and many smaller items.

Attendance for all eight meetings totaled more than 1,000. Some people attended all meetings, but many were present only when the subject in which they were most interested was discussed. The audiences included a number of people who had little or no previous contact with the Extension Service, Mr. Ming reported.

Others throughout Winston County read reports of the revival on the front page of the weekly *Winston County Journal* or heard the "live" broadcasts from it each night by local radio station WLSM.

The idea for the revival came to Mr. Ming, a veteran Extension agent, as he was studying agricultural history at Mississippi State University in 1967. He found that in 1884 a college professor of agriculture in Alabama conducted a 2-day agricultural "revival" through "camp meetings" on the fair grounds near Eufaula.

After drafting a general outline for the program and discussing it with others of the county staff and with district personnel, Mr. Ming's next step was a meeting in late March with local mass media people. They agreed to support the revival.

A schedule for advance publicity was made. Some sponsorship through advertising for both press and radio was suggested by the Extension Editor, who had been invited by Mr. Ming to take part in the meeting.

Next was a general meeting for businessmen in late April. They, too, approved of Mr. Ming's plans and pledged financial support.

Arrangements then proceeded as for most major events. Local agribusiness firms were contacted about exhibits. Mississippi State University agreed to exhibit a dairy cow with a "window in its side" used for studies of digestion.

A printed program was prepared with help from the Extension Editor's office. Other arrangements were completed for decorations, seating, the sound system, and nightly drawings for the door prizes.

At the opening meeting, R. C. Simmons, associate director of the Mississippi Cooperative Extension Service, stated that the revival was not something to "save" agriculture. He pointed out that total production and farm income are greater than ever.

Summing up his and Mr. Ming's ideas about the purpose of the revival, Mr. Simmons said, "In the country church where I attended revivals as a boy, the success of a revival was measured in terms of new converts. I predict that this revival will result in important new commitments.

"Winston County farmers will be made aware of and receptive to new methods. Winston County citizens in general will have a renewed appreciation for agriculture. Farmers and others of the business community will recognize agriculture as a frontier for major economic development—recognition that more farm dollars mean more dollars for everyone.

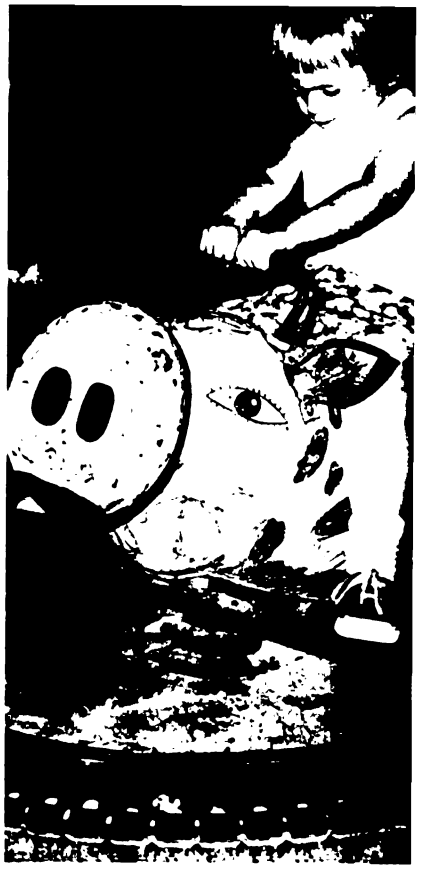
"The involvement of the total community in planning and preparing for this revival is no small achievement," he added. "You have already experienced a revival in generating this much interest and support."

These and other leaders pointed out that the revival was closely related to Winston County's part in Mississippi's program of agricultural development known as 1.5 by '75. The overall State goal is farm production having an annual value of $1.5 billion by 1975, an increase of 62 percent in a decade.

Winston County has a goal for 1975 of farm production valued at about $9.3 million. This is a projected increase over 1964 of $2.5 million. Through the application of agricultural technology, the county is almost on schedule in 1.5 by '75, having increased the annual value of its farm production 26 percent during the past 3 years. □

Door prizes each night helped to attract the public to the Agricultural Revival.

Extra $$$ From Farm Woodlots



New Jersey Extension encourages recreation enterprises

by
H. Russell Stanton
Associate Director
Communications Center
Rutgers University

Jean Allen gets her "egg money" from the woodlot of a New Jersey dairy farm. And it's more than chickenfeed.

A few years ago, she and her husband Jack began to talk about the idea of setting aside some of their 285 acres as a public recreation area.

Their goal was to find an enterprise to bring in extra dollars for the present with the possibility of growth into a retirement activity—something easier than running a hundred-cow dairy farm.

They remembered the good times they were having in their cool, woodsy retreat along the creek that runs through their farm. Equipped with barbecue pit, picnic tables, swimmin' hole, and weathered cabin, their hideaway is perfect for a family gathering or a Holstein Association picnic.

The more they thought about it, the more excited Jack and Jean became about the possibilities of building a pond big enough for boating and fishing as well as swimming.

They called Dick Washer, Burlington County agricultural agent. At first he could hardly believe they were serious. But when he found they meant business, he asked Austin N. (Dick) Lentz, Extension forester at Rutgers, to take a look.

This was nothing new for Lentz. He has in recent years helped many farmers and landowners set up new and profitable sidelines or fulltime businesses catering to the upsurge in outdoor living, particularly family camping.

He has guided the establishment of a lively camping industry with its own New Jersey Private Campground Operators Association. His title reflects his broadened duties: Specialist in Forest Resources and Recreation Management. Paradoxically, although New Jersey is the most urbanized State, it is still half-covered with trees.

Jack showed Lentz the picnic spot. Then they and Washer walked around the area where the camp boundaries would come. The forester noted the almost total absence of trees—picnickers and campers like shade.

"How about looking over the farm woodlot?" he said.

That one suggestion, according to the Allens, was where his judgment and foresight paid off. "We were about to make a mistake, but we didn't, and we have Mr. Lentz to thank," says Jack.

The 22-acre woodlot was in pretty good shape. One of its assets was the south branch of historic Rancocas Creek—the same stream that flows by the Allens' own private picnic spot.

This stretch of the Rancocas may not be the hottest fishing spot around, but it's a place for kids of all ages to dangle a worm.

Clearing the brush took some spare time, but the result is an attractive and inviting grove of hardwoods.

The Allens' original idea was to operate a picnic area. They put up a sign and waited for customers.

The first reservation came from a Sunday school. What happened on the day of the picnic abruptly changed the course of history for the Allens. Jack tells it this way:

"I was up at the barn when I heard this big racket coming from the woodlot. As soon as I could, I stopped what I was doing and went down.

A young camper rides milk can "pig" in imaginative playground at Camp Quaxon.

"When I got there, it was all quiet, and not a kid nor a bus in sight. And there was Jean with a brush in her hand, painting out the 'PICNIC' on our sign.

"She told me that in the first place the bus came in too fast. Then out jumped a lot of kids throwing firecrackers and cherry bombs. Jean gave them their money back and ran them off."

Added Jean: "Right then and there we went out of the picnic business."

Campers are a different breed, they've discovered. They're mostly family groups looking for quiet and relaxation and an opportunity to see the local sights.

Camp Quaxon is now in its fourth season. It's named for the Indians who probably stopped there to enjoy tepee life long before the invention of the umbrella tent and camp trailer.

The campground has sites for 57 tents or trailers, with a central toilet and shower house, piped water, electricity for trailers, and a swimming pool—plus a unique playground that the Allens know brings repeat business.

The playground keeps small fry fascinated. There's a full-size real fire truck, an old car without doors, a pair of wornout motorcycles in racing position but securely bolted to the ground, milk can "pigs" on springs, a wooden "cannon" that was once the top of a flagpole, and a "monorail" that provides a long, thrilling ride for anyone with nerve enough to hold fast to a pulley that runs over a cable between two trees. There's also a volleyball court.

Rates are $2.50 a day or $15 a week, with reservations advised on weekends and holidays.

Jean tends her nest egg in an attractive headquarters building, its smartly paneled interior divided by a counter between a business and living area.

In the office Jean registers guests, gives directions, and sells light refreshments and camp necessities such as ice and white gasoline. Every night Jack makes the rounds selling wood for campfires. The rest of the family —Richard and his wife, John, Jr., and April—work behind the scenes.

In the living area of the headquarters cabin Jean has a complete kitchen-living room-sewing room where she and other members of the family can spend all day—and night, too, if necessary—to keep the camp running smoothly.

It's a busy place from Memorial Day to Labor Day.

The playground is only part of a smart merchandising plan. The Allens also put out a folder. Sharing the cover with a picture of a chief of the Quaxons is the camp phone number in big print. Inside is a map showing how to get there from Trenton and Philadelphia.

The folder lists nearby places to visit—historic sites, posh shopping centers, a golf course.

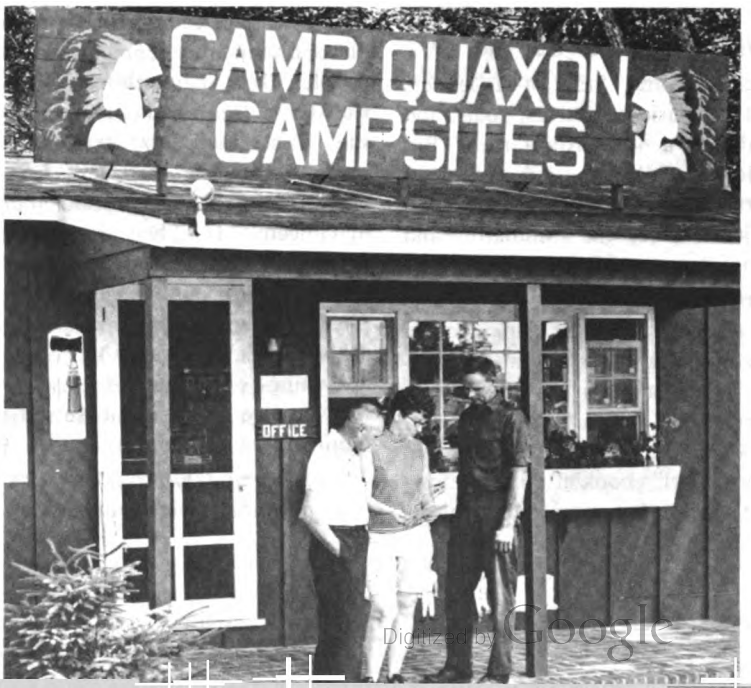
In his work with other campsite operators in New Jersey, Lentz has encouraged informal economic studies to prove that campgrounds bring in fairly big money to nearby merchants.

Jack Allen is doing something like this with the markets, gas stations, barber shop, and such in nearby Vincentown. The businessmen know when there are campers around.

Every Saturday night, for instance, when Jack makes the rounds with his firewood, he takes orders for Sunday papers. He tells the local newsdealer how many extra papers to get and pays the dealer full retail price. The Allens' teenage daughter usually makes deliveries and collects the money.

It's easy to get the idea that the Allens' campground business is just beginning. After all, there is that original site across the road, and as the Rutgers forester has mentioned to Jack and Jean, some trees planted now will soon grow to make an attractive setting for another campground. □

Austin N. Lentz, left, specialist in forest resources and recreation management at Rutgers University, discusses the camping business with Jean and Jack Allen at the Camp Quaxon headquarters.



We Asked Iowa 4-H Leaders

about our home improvement program

by
Emelda Kunau
Extension Specialist in Applied Art
Iowa State University

Yes, we asked 4-H leaders—165 of them—about the objectives, goals, and methods we have been using in the home improvement project for Iowa 4-H girls. We asked Extension home economists too—16 of them.

We said the time had come to re-examine the total home improvement program and to re-do many of the supporting materials. We wanted their positive suggestions and criticisms. We knew we could count on them to respond, and they did.

Specialists and State 4-H leaders can set out basic objectives, goals, and methods for a 4-H project area. But how do local leaders and field staff workers interpret these? How can big objectives become stimulating and meaningful at the local club level?

Home improvement project leaders in Iowa have long used a manual of organizational and subject matter materials to assist them as they work with individual girls and in club meetings. 4-H girls have had their own "Today's Girl" booklet giving how-to-do-it ideas for personal projects they might choose and basic subject matter related to project objectives.

We wanted to know how useful and adequate these were. So we asked. Marie Bishop, assistant State leader of 4-H and Youth, and Roger Lawrence, coordinator of Extension personnel and training, helped frame the open end questions to get the leaders' reactions.

We asked Extension home economists giving 4-H supervision in 33 counties to each select five leaders to respond. Some were long-time leaders; some very new.

We posed six big questions. They focused on home improvement objectives, goals and activities for individual club members, program planning helps and subject matter support, outside resources available to leaders and girls, and additional reference material that should be provided.

—To offer each member opportunities for creative experiences in home improvement (to select, arrange, and judge furnishings used in the home) so that they may have the pleasure that comes from the simplest experiences of this type.

—To help 4-H members learn that to make one's surroundings as convenient and attractive as possible and to take responsibility for its upkeep contributes to good citizenship.

Leaders and home economists told us the objectives were on the right track. Said one leader: ". . . these objectives are leading in the direction of optimum development of young people. Too many things in today's world are leading them in the opposite direction. For example, how many of today's teenagers fully appreciate the beauty around them as in Objective 1? Their eyes are glued to the TV screen. Their ears are turned to hi-fi, and their time is completely taken up by these and their school work. It is easy to go out and buy things. They need to discover, as in Objective 5, the immense self satisfaction derived from creating."

Appraising Objectives — The first two questions were concerned with objectives. Were they leading in the direction of optimum development of young people for living now and in the future? Were they clear, adequate, applicable? These are the objectives we set out to evaluate:

—To help 4-H members develop the capacity to enjoy surroundings fully by helping them become conscious of the beauty they see daily in nature, in their homes, school, in their community, and in the works of artists.

—To help 4-H members deepen their awareness of family members and their needs when considering home improvement activities.

—To help 4-H members learn how the elements of design and the principles of art can help them develop their judgment and taste in regard to what constitutes beauty in their own possessions and surroundings.

—To help 4-H members learn how to solve problems in home improvement.

Another responded with, "I like the approach of having 4-H'ers become more aware of the common, everyday surroundings. This should make for a happier individual. Some of our most beautiful things may be obtained without costing a cent—this is a good point to stress in home improvement."

There was constructive criticism. Simplify the objectives, they said. Keep the junior girl in mind.

Said one leader, "The objectives are good, but perhaps geared to the older 4-H girl's interest more than the juniors. I realize our goal is the same for all our girls, but young girls are not so much aware of the future as they are of the now."

Another wrote, "The objectives are very good. It is the leader's responsibility to simplify these ideas so even the youngest can get the most from them."

The problem-solving objective (introduced in the last 2 years) brought mixed responses. The idea was endorsed, but the difficulty of explaining and applying problem-solving, partic-

The how-to-do-it skills taught in the 4-H home furnishings program, leaders said, should be practical and yet help girls add beauty to home surroundings. They suggested encouraging project activities which are meaningful for the whole family.

ularly for younger girls, was fairly universal.

Suggestions for re-wording the objectives also brought constructive help. Leaders and home economists made these points:

—Simplify for easy understanding and clarity of idea; then application will come. Keep the lay leader and girl in mind.

—Expand the intent of the objective so it can apply to areas of living other than home improvement, as, for example, with problem-solving.

—Include an objective focusing on learning to appreciate the culture and heritage of our land.

Appraising Goals and Activities—Here we asked the leaders to react to the guideline booklet "Suggested Activities for Reaching 4-H Home Improvement Goals." The booklet goes to both leaders and girls. It suggests project activities for girls at three levels—beginners, intermediates, and advanced. The intent is selection of activities by each girl in line with her personal goals.

Responses were varied — from "most helpful" to "vague and uninteresting." Common comment: "Hard to read." Implication: "Not fully used." Constructive suggestion universally: Set up a booklet for each age level containing statement of each major objective and suggested goals (applicable activities) as guidelines.

Appraising program planning and subject matter aids—Such materials are basic to local club programing and subject matter teaching. Most leaders found the materials helpful. Some did not use them at all; some preferred adapted outlines made by their home economist.

It is always a question of where the fine line falls between adequacy of help and "spoon-feeding." Sufficient help to anticipate leader needs on a statewide basis can appear to be overwhelming for the individual leader. Thus specialist and home economist must strive to help leaders know how to make best use of the materials provided.

Leaders told us they wanted suggestions on demonstrations and talks which girls at each age level could do. They wanted resource references the girls could turn to in their communities as they prepared their presentations.

Appraising Outside Resources — Community resources for teaching of line, design, and color seem to be universally available. Less available, said leaders, are reliable sources of help for craft and creative experiences, the teaching of basic design related to furnishings and accessories, and the teaching of buymanship.

Appraising Extension Reference Materials—"More help wanted," leaders said, in these areas: (1) how-to-do-it suggestions related to creative crafts; (2) buymanship; (3) easy-to-use aids for teaching the elements of design and principles of art; (4) aids for teaching art appreciation; (5) aids for teaching problem-solving and its application.

Leaders asked us to simplify materials; to have materials planned specifically for each age level. They asked for leaders' materials planned separately for each age level. We are planning to do this.

They endorsed the objectives but asked for more help in making them clear and meaningful. They asked for teaching aids. We are working on these, too.

They asked for vital, practical home improvement program ideas with the accent on the "do" as well as the learning. And they cautioned, "Keep the record book-work to a minimum. Keep it meaningful."

This is our challenge. We are grateful for their help. □

Extension Finds New Cooperator

Aid to handicapped homemaker helps Oklahoma County Extension establish new agency contact

by
Jean A. Shipman
Assistant Extension Editor
Oklahoma State University

A new way of life opened for Mrs. Ann Gateley of Oklahoma City, when she knew she had a problem and asked, "Can you help me?"

Soon afterward, a new pilot project began for the Oklahoma County Extension Service and the Midwest City branch of the Oklahoma Vocational Rehabilitation Services.

Ann, a certified dental assistant, had to change occupations in August, 1965, because an acute disc rupture fused in surgery was only partly successful. She couldn't return to such activities as dental chairside assistance, operative procedures, or management of the dental office.

Limited in her ability to bend and twist her body, Ann wondered what she could do. Her interest in teaching sewing to folks in her area was sparked by a countywide tailoring workshop taught by Mrs. Marguerite Padgett, Oklahoma County Extension home economist.

When her children were small, she had always sewn for the public. After her three children were in school, she went into dental work. She had on-the-job training and went to school at night the last year to get her certificate.

She continued her newly-aroused interest in sewing by completing a 6-week adult sewing class at the Tinker Area Branch YMCA. She had started in another when she called the central office of the Oklahoma Vocational Rehabilitation Services under the State Department of Education.

That office referred her to Miss Eloice Kilgore, a counselor in the Midwest City branch office of Vocational Rehabilitation. Miss Kilgore was immediately interested in the handicapped woman's plight since she herself uses a cane because of arthritis.

Though she had never worked with a situation just like this before, Miss Kilgore suggested that Ann get in touch with the OSU Extension Center, too, since sewing was her interest.

The same day, Ann called Mrs. Padgett, who was interested in counseling with her.

Marguerite Padgett says, "It all started out as a teaching project to help Ann set up lesson plans in sewing. Because I live in Midwest City, it was easy for us to work together and talk about samples, demonstration materials, and equipment that would be needed for classes that would develop."

Through working together on a common problem, the three women became familiar with what each could do to rehabilitate a person. This pioneer project was to help prepare Ann to share her abilities with many women who are clamoring for someone to teach them how to sew. Interest in advanced sewing and tailor-

Eloice Kilgore, left, vocational rehabilitation counselor, and Oklahoma County Extension Home Economist Marguerite Padgett, right, work with Mrs. Ann Gateley to help her prepare for the sewing classes she will teach.

ing is growing throughout Oklahoma County.

Miss Kilgore said, "This was a unique training program. For the first time, I worked with the Oklahoma County Extension Service. Before that, we'd always cooperated with pleasant greetings. But in this pilot project, it was so strange how it all came about."

The Vocational Rehabilitation Service furnished Ann with training materials, such as equipment, a sewing kit and other supplies, and paid her training and transportation costs to Denton, Texas, where she completed a basic workshop in the Bishop method of clothing construction.

Mrs. Padgett helped Ann set up lesson plans from basic sewing through advanced sewing and tailoring. She taught her demonstration methods of teaching and helped her plan sewing samples and teaching aids.

Mrs. Padgett also furnished Ann with Extension publications for a reference library and provided her with other resource materials, such as teaching aids and pattern books from major pattern companies.

All three agreed the timing must have been perfect for the request. Both Marguerite and Eloice made time to work with Ann and encouraged her to attain her goal.

Last fall, Ann taught five teenagers in her home after school, and 19 adults in another class. She says, "This helped refresh me in many things I learned through Extension and in Denton, Texas."

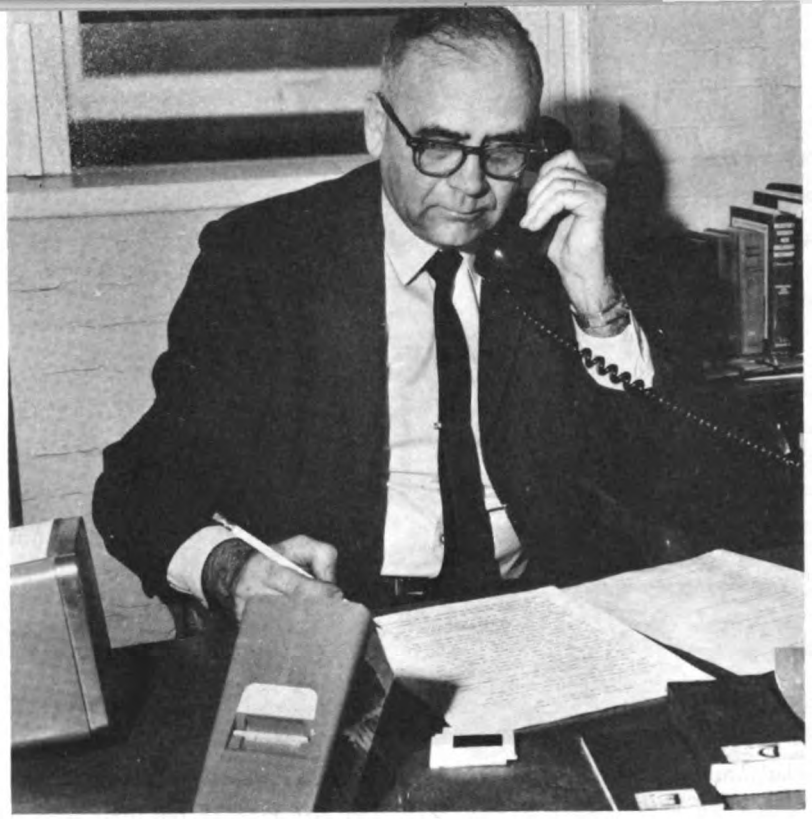
Now she can sit when she wants to and teach lots of sewing in her own home. She won't need to work such long hours as she did as a dental technician. In June, she will start to teach clothing construction classes in a knit fabric shop.

Ann will be working in the shop of a former Oklahoma County 4-H girl, Mrs. Kay Cantrell, who recently bought a fabric shop in Oklahoma City.

Many women in the Del City, Midwest City, Choctaw, Council, Albert and Tinker Air Force Base areas are asking for instructions in sewing. And Ann expects to have as much teaching opportunity as her strength will permit.

She sparkles as she tells about her new lease on life. Her husband and her sons are glad, too, because Ann has found a way to be useful to others again.

Miss Kilgore, talking about this experience and other persons she's helped rehabilitate, said, "My job has given me an insight into the potential all people have if given encouragement and opportunity to pursue their natural talents." □



Woodworking specialist Glenn Barquest, using ETN and SCA, teaches exterior wood finishing to small groups of 4-H key leaders at widely-separated locations around Wisconsin.

SCA and ETN permit

Statewide Meetings Without Travel

by
Maurice E. White
Extension Radio and TV Editor
and
Harold D. King
Extension Publications Editor
University of Wisconsin

The country neighborhood "party line" of early telephone has taken a modern turn with University Extension in Wisconsin. And it has chosen a strong partner in the more recent "closed circuit" radio.

Today's users call the first ETN (for Educational Telephone Network) and the second SCA (for Subsidiary Communications Authority).

The networks tie the Madison campus to 205 receiving and sending installations throughout Wisconsin. With the systems, administrators hold statewide staff conferences, specialists confer with agents, agents confer with each other, specialists train 4-H leaders, medical specialists present newest technology to physicians, nursing specialists do the same for RN's, teaching faculty present credit courses to high school home economics teachers, and independent study instructors hold individual conferences with students.

Extension veterinarians bring new information to practitioners, school boards confer on teacher salaries, and municipal officials talk with University Extension government affairs specialists about legislation affecting local government.

The new communications systems have added another dimension to the tradition of making "the boundaries of the campus the boundaries of the State."

The systems are used simultaneously or independently. Simultaneous use expands the audience potential. Independent use doubles presentation capacity. Presentations can originate from any point in or outside the State where regular telephone service is available.

ETN was established with a special telephone installation at each of 140 locations in county offices, hospitals, and University Centers. Each installation has a standard telephone, without dial, plus an amplifier-speaker. Group-users hear transmissions from the speaker and present their message with the hand-set as with any standard telephone. A message delivered

from any of the 140 installations is heard at all of the remaining 139. ETN is especially well-adapted for conference presentations.

SCA uses FM radio signal multiplexing to carry its messages. "Subsidiary Communications Authority" is an administrative term attached to the system by the Federal Communications Commission. University Extension administrator Bob Dick has dubbed it "piggyback FM".

The FM broadcast facilities of the State radio network carry the SCA signal to 65 receivers around Wisconsin. Users pay $150 for a receiver and may spend another $100 for antenna installation. Transmission equipment cost the university $6,000.

To talk back with SCA, users must direct-dial telephone to State radio station WHA at Madison where their call is "bridged-in" to the SCA transmission and relayed onto the system. Such calls are made collect and are less convenient than feedback on ETN. SCA is better adapted to presentations requiring little discussion or conference.

Glenn Barquest, 4-H woodworking specialist, succeeded in an ambitious attempt to teach exterior wood finishing to 4-H key leaders at five widely separated ETN/SCA locations about 150 miles from Madison while he remained in Madison to make the presentation.

During the session, 4-H leaders watched transparent slide projections, reviewed step-by-step procedures in publications, examined sandpaper and wood samples referred to by Barquest, created wood stains by mixing pigments, oils, and solvents and applied them to wood samples.

The presentation required careful and detailed planning, but Barquest intends to do it again, expanding with more topics to more leaders at more locations throughout the State.

For this first attempt, Barquest says he spent about 25 hours preparing for the 2-hour presentation. He prepared five slide sets and as many sets of sandpaper samples, pigments, presentation outlines, publication references, and wood samples for teaching materials at each receiver location.

Before the presentation he recruited a group leader at each location who was responsible for the meeting room and its facilities; for getting turpentine, linseed oil, paint brushes, and mixing containers; and for relaying questions and comments of his group during discussion.

Barquest was pleased with the results, but had difficulty sensing student reactions to his instructions. He resolved this by asking group leaders for reactions and timing cues as the presentation progressed. He further insured success by meeting with each group individually in a series of training sessions before and after the ETN/SCA presentation. He had met and knew his students. They knew him. But, with experience behind him, Barquest intends to use ETN/SCA with unfamiliar groups organized by University Extension youth agents in counties.

Barquest believes ETN/SCA will give him "more time for teaching, less for travel" thus enabling him to rapidly increase 4-H woodworking leader training throughout the State.

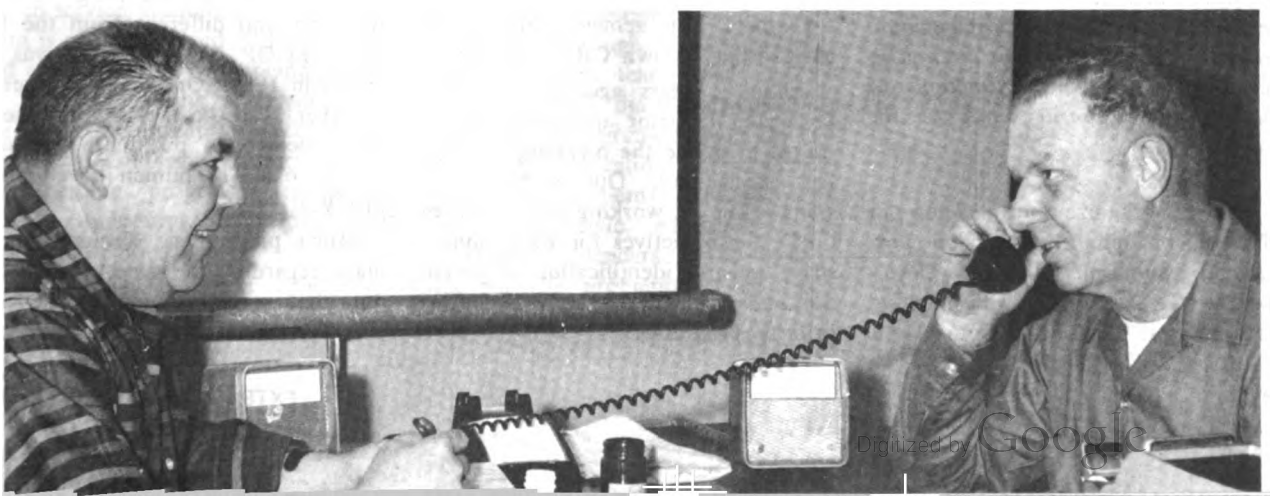
Earl Wade and Gayle Worf, University Extension plant pathologists, along with entomologists Walter Gojmerac and Charles Koval, are using ETN/SCA for weekly conferences with agricultural agents on the plant disease and insect situation in the State.

As their observations and agent reports alert them to problems, they, in turn, alert all agents to damage potential, review prevention and control recommendations, and answer questions.

With blight, bugs, wilt, and worms a constant threat to farm crops, timely identification and control recommendations mean dollar returns to producers through agricultural agents using the fast facility of ETN/SCA.

The full impact of ETN/SCA is yet to be felt, but University Extension faculty are rapidly finding a great variety of ways to use it. The modern version of the "party line" plus "piggyback FM" is certain to have profound influence on University Extension communications and programs in Wisconsin. □

Using the telephone network handset, clients ask woodworking specialist Glenn Barquest for more information and explanation.



Serving Extension's 'fourth dimension'— community resource development

Connecticut's Impact Team

by
George E. Whitham
County Agent Leader
University of Connecticut

Editor's Note: Mr. Whitham's article pertains solely to staff organization and operation. It does not attempt to deal with the program functions of resource development work at the county level.

How to organize and develop an effective, meaningful Extension program in Community Resource Development (CRD) is a question plaguing many States. Although Connecticut does not presume to have the answers for others, it is achieving much success within its own CRD program.

About 2 years ago the Associate Extension Director appointed a committee to define the meaning of CRD for Connecticut. Out of these sessions came a working definition of CRD, the objectives for Extension to strive toward, identification of potential audiences, and a recognition of priority programs.

As developed, these program areas were not too different from the National ECOP Report, which was released in 1967. One major difference, however, was the fact that Connecticut appeared to put more emphasis on the place of human development in CRD.

Much preliminary discussion took place regarding the type of organization that would implement the proposed activities. As the committee

Two Impact Team members, first and third from left, assist a local planning committee as they examine a computer summary of property assessments.

looked at Extension's traditional organization, three main lines of work emerged: home economics, 4-H, and agriculture. Each work area had its own county and State specialists. It was then decided to form a fourth line of work—Community Resource Development—that would have equal importance with the other three.

Staffing of CRD began at the county level. One person on each county Extension staff was designated, with his full consent, to assume responsibility for CRD in his work area.

Once these people had started their new assignment, it became necessary to develop a support group at the State level. The latter's job was to assist CRD agents in developing programs with greater confidence and know-how.

Soon an "impact team" was established, with members from many different disciplines. These included land economics, communication arts, engineering, soils, public health, solid waste disposal, community organization, production economics, public administration, and environmental design.

Besides serving as the nucleus of a support force for the county field staff, the impact team is responsible for in-service training of staff. The team is also concerned with reviewing and evaluating the work being carried on in CRD, issuing a newsletter to the field staff, identifying new problem areas, establishing priorities, and implementing programs leading to the economic and social growth of Connecticut communities.

At present, the impact team serves as a "sounding board" for the field staff to obtain reactions on how to organize programs for solving specific problems in Connecticut communities.

Recently, for example, a CRD agent asked for suggestions on how interested citizens might go about organizing a committee to take a look at their community and identify its problems.

The agent met with the impact team and discussed the situation. He reviewed the background of the community's problems and told about his difficulty in getting the various groups to communicate with each other.

After further discussion, the impact team, together with the agent, developed a program. Those members of the team most proficient in the areas of concern worked directly with the agent and community leaders to launch the program. From this beginning, the community is now undertaking actions by itself.

Another example was a recent request from the field staff to have more knowledge about industrial park developments. They wanted to know what concepts should be considered and where a community should look for information. The request was referred to the impact team, who developed an in-service training program for all assigned CRD members.

The impact team works as a group to discuss particular problems. Then, as members of a team with primary expertise, they work directly on the proposed program. Where some member of the committee becomes involved in a program that is not in his area of competency, it is referred to another member. This makes it necessary for the committee to maintain excellent communication — accomplished through regular meetings.

The impact team also initiates work. In 1967, the team applied for and received a grant under Title I of the Higher Education Act to identify community problems. Interviews were made with civic, educational, and governmental leaders in the State to find out what problems needed special attention.

These leaders generally identified "community problems" with their concerns for a quality community environment. They identified the following problems as being of prime importance:

—Maintaining the viability and identity of communities and developing effective local leadership.

—Enhancing the natural beauty of local surroundings and achieving compatible land use patterns.

—Utilizing more effective organizational methods to improve community health programs.

—Providing community recreational activities and facilities for groups of varying ages.

—Controlling pollution from all types of waste disposal.

The findings have served as valuable background material for much of the CRD work now underway in Connecticut.

Obviously, the Connecticut organization has been developed to meet our particular situation. However, the general philosophy expressed may prove satisfactory to many other State situations. Our philosophy is that CRD is a huge task requiring the best knowledge from many different disciplines. When the attitude and the understanding of staff is right, "miracles" can be accomplished.

To develop a positive staff attitude, it is necessary to have complete understanding of what each staff member is thinking and doing. This, in turn, requires good communication to provide an opportunity for complete "give-and-take" before making firm decisions and commitment.

Further, it requires that each member of the impact team have confidence in his own abilities and the abilities of others for making effective contributions to the total program.

When these conditions are fulfilled, the county workers, supported by a State impact team, can develop an effective, imaginative program in community resource development. □

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The Role of the Professional Extension Worker

Out of a need and a vision was born a unique quality of educational leadership destined to help farm families lift themselves from economic slavery to become free masters of agriculture.

It is education for action and focused on the problems of people. It is leadership that stimulates people to exercise effectively their own thinking, judgment, and leadership in solving their own problems. The rewards for the professional Extension worker are expressed by fulfillment and satisfaction gained by those he serves.

Phenomenal achievement in this role has brought us to the crest of yesterday's horizons. We now view new towering peaks ahead. We are haunted by the question of how to best meet these new challenges. As I see it, our role must continue to be first and foremost—educational leadership. If we succumb to pressures and temptations, and depart from this primary role, we will find ourselves stranded by the wayside. Our basic objectives should remain the same, but we must raise our sights, broaden our scope, and adopt new techniques to fill our role in a changing educational environment. We must so believe in our destiny and high calling that they demand our wholehearted allegiance. We must have vision and be able to foresee what our programs will do to the next generation. Our vision must be characterized by hope and optimism. The past must push us—never pull us. The old experience and faith must drive us to new accomplishments. The past is to work from, not necessarily to be imitated.

We will still be teachers, but our more sophisticated audience requires that we dig deeper into subject matter. We must be concerned with understanding as well as knowledge. This means professional competency of the highest order.

We will still be a source of information, not as mere dispensers of facts, but as authoritative interpreters. This will call for closer contact than ever with research and other information sources. It will require more active participation in applied research studies.

We will still be consultants, but will deal with increasingly complex problems. This will necessitate greater interdisciplinary cooperation and coordination as well as a wider diversity of technical support from many government agencies, schools, and departments of the university.

Our greatest opportunity for expanded educational leadership lies in the field of program development. The future will demand broader-based programs to meet the people's needs in a more complex society. It will require able and dynamic local leadership to solve the many difficult problems ahead. This leadership can best be developed in a learning situation. With a rich background of helping people develop skills in technology, organization, and management, and translating them into action programs, Extension workers are in a unique position to fill this role. This role will not be an easy one, as many new fields of competency will be required to augment the traditional. It will require a high level of objectivity and professional integrity and intensification of the attributes which have long characterized the successful Extension worker. *Charles E. Bell, Jr., Acting Deputy Administrator, FES.*

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE • NOVEMBER 1960

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

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

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EXTENSION SERVICE
REVIEW

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

CONTENTS

The Marketing Bridge

From the beginning, Extension was concerned with efficiency of production and the problems of the homemaker.

This was 1914. Our society and economy were less complex. We had just arrived at the threshold of the transportation system we know today. Farm commodities were used closer to home. Processed and manufactured items were less sophisticated.

Technology improved. The exodus from the farm to the city accelerated. The people became more affluent. They demanded more luxuries, which included built-in "maid service." These luxuries became necessities. The supply line from producer to consumer became longer.

All of this created an ever-widening chasm between the producer and the consumer. The chasm was bridged through the marketing process which includes transportation, processing, manufacturing, wholesaling, and retailing. As the chasm widened, the cost of maintaining and operating the bridge increased. Now, marketing costs far exceed farm value for most commodities.

Passage of the Agricultural Marketing Act of 1946 recognized this phenomenon. Programs ensuing from this Act, including Extension Marketing and Utilization programs, were designed to increase the efficiency of this bridging process. This increased efficiency serves the interests of producers, consumers, and the economy in general.

The importance of these programs grew as the chasm widened. Their importance will become greater yet. Herein lies the challenge to Extension — designing and conducting educational marketing programs that will keep abreast of technological, sociological, and economic changes of the future. — WJW

'This New Extension Management Idea'

a unique system for a unique organization . . .

by
N. P. Ralston
Deputy Director
of Science and Education, USDA
(former Deputy Administrator, FES)

The energy, efforts, and resources of the Cooperative Extension Service are dedicated to improving the well-being and progress of people. Our effectiveness in meeting these needs depends to a great degree on the adequacy of management information available to each of us and our ability to use it.

Management information is the basis on which we plan and operate our programs and record and evaluate our results. It provides us a basis for selecting appropriate inputs and combining them effectively. It helps us decide on technology and/or subject-matter to use. It helps us establish criteria for measuring and evaluating what happens.

Management information helps us provide the county, State, and Federal decisionmakers that appropriate our funds information on number of people served, quality of programs offered, and adjustments made because of them.

These are vital functions. We are competing for the time, energy, and physical and mental resources of people. Improved ways of collecting and evaluating our feedback to answer these needs and questions need our serious attention so we can move ahead with confidence and support.

These are the needs "This New Extension Management Idea" is designed to fill. Implementing it is an important job for all. Here Extension's professional communicators and information people will have an especially important role.

Cornerstone of "This Idea"

"This New Extension Management Idea" applies the scientific problem-solving techniques to Extension decisions. It updates functions of Extension's management system by combining new bodies of knowledge in unique ways to meet Extension's unique needs.

"This New Extension Management Idea" captures and relates several current important aspects of management. It combines selected principles of business, public, and education administration. It establishes a set of ways to increase the rate, accuracy, and evaluation of management decisions.

This scientific system's features are distinctive because Extension's admin-

complex problems call for precise analysis . . .

istration must accommodate to a heterogeneous and shifting environment. This approach is the means whereby rational and cause-effect sequences can be formulated, followed, and measured in a changing situation.

Updating

Extension has followed a system for years. The system included situational analyses, carefully designed steps in program planning, carefully developed strategies to achieve previously stated goals, specific program reporting procedures, and a variety of techniques for program evaluation.

But the increasing body of knowledge, coupled with the increasing complexity of our problems, calls for a system that permits greater preciseness in all phases of Extension's work.

These are new bodies of knowledge about: (1) organizations and their behavior; (2) electronic data processing; (3) systems approaches — "Planning, Programing, and Budgeting System" (PPBS) — and (4) new disciplines. The "Idea" relates these bodies of knowledge in unique ways to solve critical national issues and problems challenging the ingenuity and creativeness of each Extension worker.

EMIS/SEMIS Emergence

The Extension Management Information System (EMIS) and the State Extension Management Information System (SEMIS) grew out of the new ideas of organizational management. EMIS is the Extension Management Information System for nationwide concerns. SEMIS is the EMIS counterpart for State goals and concerns.

The EMIS/SEMIS concept is a tripartite mix between: (1) program purposes and missions, (2) subject-matter applicable to the process and/or missions, and (3) identification and characterization of the people we serve.

Components of the "Idea"

This overall Extension management "Idea" is an interlocking sequence of components that make up the total system of Extension. The chart on page 5 shows the four major components, their relationships to the others, and the elements within each.

The components are: (A) the organization, its programs and activities, (B) our relationships to organizations which provide us current information and scientific knowledge, (C) the "feedback" system which furnishes us key information from our clients and others, and (D) the decisionmaking sequence needed for our program adjustment and decisions.

Each component is essential for building an effective program. Each one makes a precise complementary contribution for the operation of all Extension administrative units.

Component A — Extension's Work

The basic organization, its programs and its activities, are central to Extension's life. They are represented in the rectangle lettered "A" in the chart. The elements are inputs, operations, results, and evaluation.

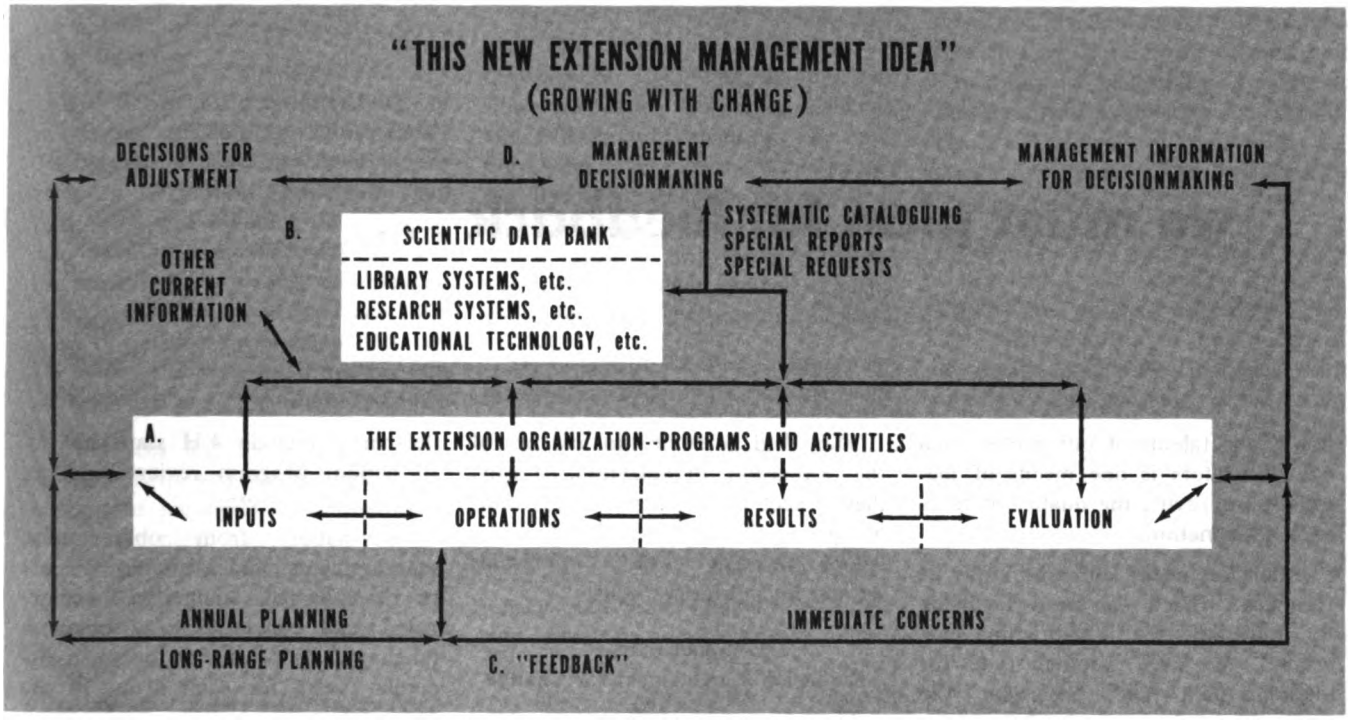
Inputs include money, manpower, material, and machines. Effective use and combination of inputs require planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Inputs become the denominator of our productivity formula ($\frac{\text{outputs}}{\text{inputs}}$ = productivity.)

Operations include technology, activities, strategy of presentation, interaction with clientele, and hopefully, positive audience identification. This positive audience identificaton is reflected by the degree of absorption, retention, reasoning, and creative use of knowledge and experiences provided by Extension.

Observing and measuring results requires skill, persistence, and great insightfulness. Results can be useful, moderately useful, or of little use. The accuracy of measuring and reporting the results of our work is the breath for future program plans, designs, strategies, etc.

Those who make accurate and quantifiable judgments of what has happened, or will happen, are the real professionals of Extension. This skill enables them to plan precisely to strengthen programs.

The only valid evaluation is that which is conducted systematically and in answer to previously stated program purposes and/or missions. "By-products" of your effort, often quite valuable, provide little legitimation of your work methods. Both qualitative and quantitative measures are required for evaluation of results. These



measures are the output, or the enumerator of the productivity formula.

Organizations and corporations who are thriving in modern competition use the "systems concept" of managing information for decisions. FES calls its systems group the "Program Evaluation and Development" staff.

Such units work closely with all staff and other units of the organization in developing and using the "Management Information System." A "Management Information System" is the label for a method of displaying business and scientific data in a format that best supports decisionmaking.

Component B — Handling Knowledge

Component B contains elements of our relationships to those organizations which provide us with information and scientific data for the planning, conduct, and evaluation of our programs.

A major fundamentalism of Extension is the fact that its programs are based on a broad understanding derived through an analysis of current situations and problems. Data and information relevant to the analysis comes through reading and study of current publications, mass media, scientific and association newsletters, personal contacts, and working relationships.

A second fundamentalism is that programs are designed, implemented, and evaluated with the people for whom the programs are intended.

A third fundamentalism is that Extension's programs grow out of past experience and use all relevant scientific knowledge. Our library system is currently updating its operations to make knowledge more readily available.

A fourth fundamentalism is Extension's day-to-day association with research counterparts in our university experiment stations and USDA laboratories. This relationship provides us a continuing source of new research findings. It also helps us better relate to researchers in private laboratories.

Since Extension is unique, it has developed its own unique educational technology. This technology draws heavily on findings of all formal and informal educational research. Indeed, much of our past success can be credited to and much of our future success will be attributable to our ability to combine the relevant educational techniques developed through research in all the broad areas of educational technology.

Component C — Feedback

Feedback, Component C in the chart, is shown at the bottom of the diagram. Feedback is the development, flow, and rate of transmission of information that indicates the response, reaction, and/or consequences of people to Extension programs.

All of us know that feedback is a high priority product. Feedback, to be highly useful, must be designed precisely — it cannot be caught purely by chance. It's my judgment that

we must plan for feedback . . .

use of the talents of our professional communicators is one means of materially improving the quality of feedback information.

Extension needs different kinds of feedback. Often we need feedback for immediate use in redirecting programs. We need another type for planning next year's programs. We need still another type for long range planning and operations. Obviously, different channels are needed for the different types of feedback, and different criteria are needed for evaluating the feedback.

Feedback flows throughout the Extension organization. It is developed through observations of Extension workers; use of the productivity formula; and from the people we serve, their association with others, and their institutions.

The most valuable feedback is that from our audiences. Of course, the best feedback is the rate and amount of adoption of Extension's programs. The rate and enthusiasm of recipient response is also an excellent indicator.

Staff enthusiasm is another important type of feedback. It is a subjective measure of Extension success. If Extension programs are effective in meeting high priority needs, the staff gets recognition. They have a positive expectation for getting fair and equitable treatment. They exude success. They delight in belonging.

They find autonomy in and out of the Extension organization. Lastly, they reflect the tremendous reservoir of "good will' for Extension that develops through effective programs serving high priority needs.

Component D —
Extension Management for Change

The management decisionmaking sequence, Component D, is shown at the top of the chart. Management decisionmaking involves three significant areas of Extension's work — the technical area, the organizational area, and the institutional area.

Decisionmaking in each of these areas can be little better than the quality and quantity of information that we have to work with.

EMIS/SEMIS provides the required information when it is properly summarized and organized to facilitate comparative analyses and to make significant choices or alternatives. EMIS/SEMIS is a routinized procedure that gives basic information for precise planning of inputs, operations, results, and evaluations.

There are also information needs beyond those which are provided by EMIS/SEMIS. For example, data which is collected over long periods of time, or at irregular intervals, or to meet unforeseen contingencies, generally are too costly for this routinized procedure. These types of data may include 4-H statistical information, program review findings, special surveys, etc.

Information from observations, measurements, and evaluations needs to be collected, summarized, aggregated, and converted to a common language. This information then becomes useful for each of us in the organization.

Management decisionmaking, whether technical, or organizational, or interorganizational, or institutional, deals with the following:

(1) Statement of goals.

(2) The degree of goal achievement.

(3) How to include and/or associate with other organizations.

(4) The establishment of new claims or domains.

(5) Imperative changes required in organizational design.

(6) Organization structural changes.

(7) New processes and techniques for getting coordination and interdependence.

(8) Reconciling organizational authority and knowledge and expertise.

(9) Using more effective tools for organizational solidarity.

(10) Program development and activity assessment.

(11) The enunciation and dissemination of policies and procedures for organizational adjustments.

(12) Developing and improving Extension's "corporate image."

(13) Many others depending upon the specific needs required at a given point in time.

The finale to decisionmaking, of course, is "decisions for adjustments." This means keeping out front by developing Extension leadership and continuing our unique role in American development. To carry this out we must develop strong, competitive, and daring programs that meet and solve the critical problems of the day. These are the kinds of programs that attract resources and public support.

Resources are the key to Extension's growth and development. Important as money is, it is not necessarily the most significant resource. In my judgment, the truly great resource is that of ideas which will attract manpower with other good resources.

Ideas and money used in conjunction with the "power concept" of our economic, social, and political system are powerful tools. Thus, this concentration brings dollars in support of these outstanding programs.

Strategy for Adjustment

Some people believe that when knowledge is right, the program should change immediately. Sometimes they think the attitude, etc., of the organization is right and ready for immediate change. Sometimes they think it is politically wise and right for a major change.

Experience shows that it's not one, but the appropriate coordination and meshing of all three before the programs of an organization can make major, significant changes that have broad and generally good acceptance.

The Cooperative Extension staff at all levels, the people we serve, and the people who support us believe the time is right for change. An important factor in considering change is to evaluate the present management system and then decide if we need more effective management systems to help guide future change.

Extensive discussions were held with the Extension Committee on Organization and Policy, State Extension Directors, university officials, and USDA administrators. The reactions were favorable and consequently the Federal Extension Service made the decision to reallocate some of its scarce resources for developing these analytical and management concepts and specific tools to implement them.

Development of the management information system was the first phase of the total process. To develop this phase, the following steps have been taken:

(1) FES established a Program Evaluation and Development staff.

(2) Four State Cooperative Extension Services — California, Iowa, Massachusetts, and North Carolina — agreed to work with the Federal Extension Service. All of us owe them a great deal for their ideas and dedication to this project.

(3) Employed an outside consulting firm. The firm has designed a management information model, identified the components of a system, and established the flow of information within it. This first phase was completed a year ago this past July. During the past year the four pilot States have been implementing and refining the management information system. Other States are studying the system and are developing a system to meet their specific management needs. This will provide them with information they need for decisionmaking and at the same time information available from their systems will make a contribution to the nationwide Extension Management Information System.

Complementary Systems

Extension's Management Information System is being reinforced and complemented by parallel developments by and for our research and knowledge centers.

The Research Program Development and Evaluation Staff of the Office of the Director of Science and Education is developing a Current Research Information Service (CRIS). The CRIS system will include the research programs of all the various USDA agencies.

The National Agricultural Library is developing and adapting a system. This system involves recording, trailing, and retrieving of knowledge in its stack; maintaining contacts with suppliers and ordering publications, etc.; and evolving a new system of services to the users of knowledge.

It becomes quite clear, therefore, that Extension is on the threshold of an entirely new set of systems relationships. These parallel systems will give Extension workers access to much enlarged sources of information to use in helping the people of this Nation.

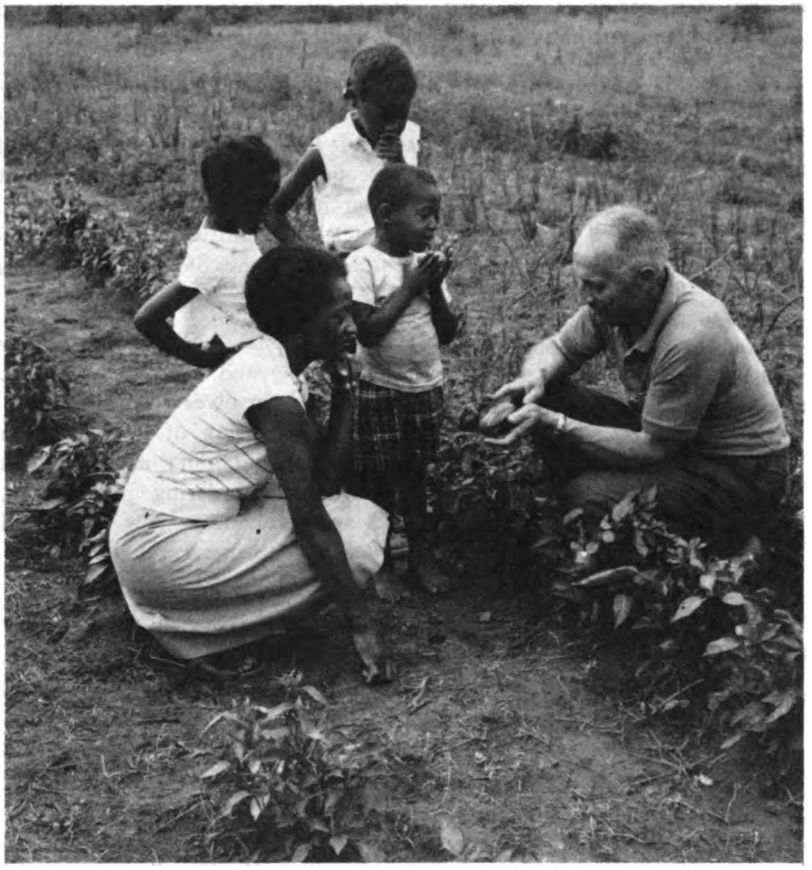
The Payoff

I honestly believe that when all components of "This New Extension Management Idea" become operative, you can more readily feel the heartthrob of the organization as it grapples with some of the greatest problems with which our Nation has been confronted for many a decade. I base this judgment on several reasons:

"This New Extension Management Idea" brings together basic knowledge and information that is needed for making key decisions by Extension.

The entire concept — "Idea" — will not make decisionmaking more comfortable, nor will it carry any readymade management decisions. It will give you and me a broader background for making our work more effective.

We can select and combine those elements of the idea which fit our own specific and unique position within the organization. □



Examining the progress of green peppers grown as a result of the low-income gardening project are County Agent Edgar Kidd, Mrs. Jacob Perkins, and three of her 11 children.

Better Gardens in Suburbia

for over 300 low-income families

by
Edgar C. Kidd
Extension Agricultural Agent
Wayne County, Michigan

Over 300 low-income families in the suburban Detroit area have enjoyed better home vegetable gardens in 1968 because of a fast-moving, quickly-arranged Extension Service program in Wayne County, Michigan.

There was little preliminary planning for this program, it was almost totally unexpected, and it had to move quickly to be effective. It required very little total agent time, it received a minimum of followup attention, it cost very little in governmental or private funds, but it was a very effective program.

Sumpter Township lies within commuting distance of industrial Detroit. It has no incorporated municipalities and very little business or industrial development. The 10,000 citizens are about evenly biracial and most of them live on small acreages "in the country." Most of them usually plant a home vegetable garden. They are not traditional cooperators with the Extension Service.

Early in 1968 County Agent Ed Kidd contacted several large vegetable seed houses, suggesting that perhaps they might have a small supply of unsalable vegetable seeds which he could use in connection with a 15-family, loosely organized low-income biracial group in Sumpter Township.

Response was overwhelming: a total of 11 large cartons of a fine variety of garden seeds, from four different firms. As a climax, a local hardware-garden store was closing and offered its entire stock of year-old (and therefore unsalable) seeds.

So what to do with about a ton of vegetable seeds, of nearly 100 different varieties and species, in early May, which is planting time in this Michigan locality? Fortunately, the supply included large amounts of the type of vegetables preferred by the people with whom Kidd was to work in this mixed ethnic and mixed racial area: okra, turnip and mustard greens, collards, Kentucky Wonder beans, blackeyed peas, limas, sweet corn, melons, and squashes.

One seed house sent over 1,500

small packets of trial-test seeds of several species which they had sampled, and which they were ready to discard. The closed store sent along 60 spouted glass dispensing containers such as are seen on garden store shelves.

When everything was assembled, Kidd found himself with an almost complete assortment of practically all of the traditional vegetables for Michigan home gardens.

He contacted a fellow agent, Mrs. Kathy Bufton, who works with low-income groups in the county, received mailing lists of clients of the Office of Economic Opportunity in five suburban areas, and set up local "Garden Clinics." These people were invited to attend the meetings and, incidentally, receive supplies of garden seeds without cost.

About 350 persons attended the four sessions. They sat through a "county agent" meeting during which Kidd discussed gardens and gardening procedures, and answered questions. Gardening bulletins were distributed.

At the close of each meeting those attending were invited to take a supply of paper bags, mark species and variety of seed on the container, and help themselves to as much seed of any kind which they thought they might use.

Altogether over 3,500 separate packages were dispensed in this manner. Seldom did anyone seem to take more than he needed, even though it was free-choice selection.

Two followup sessions were held in July, after the gardens were underway. Turnout at these meetings was only fair, but those who attended were still very enthusiastic.

The seed stock also contained a good supply of late cabbage seed. Kidd planted two rows of cabbage in his own garden, dug the plants, and distributed them at these meetings.

A few home visits during the summer, as time permitted, showed that most of the seeds were put to good use.

Some of the seeds, of course, were never planted. Some of the gardens were never weeded and were complete losses. An extremely wet growing season harmed other crops. But a vast majority of those who received seeds at the clinics have contacted Kidd, his office, or their local OEO offices and have been grateful and enthusiastic about the program.

They have grown crops with which they were not previously acquainted, and they have had newer varieties. Some have used fertilizer for the first time, and most of them have had their growing techniques improved because of their first contacts with an Extension agent and the literature he passes out.

Extension Service in Wayne County, through these clinics and seed programs and the resulting contacts, has a new group of friends in a previously uncontacted area, and communication with a group of people who are usually not identified with county agent work.

The gardening project is already slated to be continued in 1969 but with some other method of financing. A recent contact resulted in a request for a women's flower garden club. There is a fine potential for future 4-H Club work in the area. Semi-commercial production for roadside stand sales are a real potential.

The Sumpter project also poses a number of problems. How does Extension find manpower to enlarge this type of activity to cover even a very small percentage of the some 100,000 low-income families in the county, or even the many thousands of low-income families in Detroit's suburbia? Can the present program continue without the distribution of free seeds each year?

Should an appropriation for these seeds be a part of the OEO budget each year in each locality? Might a full-time Extension agent be assigned to this activity for areas with large numbers of low-income suburban citizens? What, actually, is Extension's responsibility to this type of non-farm citizen?

The most important accomplishment, however, is the basic Extension method of procedure which identified an opportunity to very quickly move in on a situation, find a job to do, carry it out, and finalize it — all with a very minimum of planning, expense, manpower, and fanfare. □

Edgar Kidd, Wayne County agent, discusses corn production with Mack Dyer, a 78-year-old retiree who participated in the gardening project.

Marketing Goal Quickly Reached

when people work together

by
Duane Rosenkrans
Extension Editor
Mississippi State University

Here's how a county Extension staff in a busy center of agricultural and industrial growth led in developing a market that will benefit all of agriculture with emphasis on helping families who make their living from small farms.

Briefly, the larger farmers are helping the smaller ones, and local leaders in all fields of activity are backing the effort.

This development is in Lee County, Mississippi. It is the site of the "Tupelo Story," nationally publicized several years ago because of outstanding successes resulting from rural community clubs and urban leaders working together.

Tupelo, population 24,000, continues to attract substantial industries and to improve public services; and the majority of the people who work in these plants live on small farms nearby.

Indeed, some of the manufacturing plants are located in rural communities. The pattern has spread to other towns and communities in this busy northeast corner of Mississippi.

Many persons visited the Tupelo, Miss., farmers' market on its opening day.

A homemaker discusses an Extension publication with Mrs. Margaret H. Nichols, Lee County Extension home economist, right, who was at the market to replenish the supply of bulletins.

Agriculture, as well as manufacturing, is "big business" in Lee County. The annual value of its farm production has exceeded $11 million for the past 2 years. Soybean production brings the most income, followed by poultry, meat animals, cotton, and dairying.

Commercial horticulture is just entering the picture. The opportunities it offers, understood and acted upon by local leaders, resulted in the new farmers' market that was opened last July.

This market was a goal of the Lee County Development Plan (OEDP) which Extension had an important role in developing. The plan stated that farm income would increase by adding vegetable crops, and that these would be particularly important to low-income families. The proposed market would provide an outlet for handling contract crops.

Resource development studies further show that in Lee County alone there were 800 full-time farmers who had cotton allotments of less than 10 acres each. Cotton can no longer be grown profitably on such small operations. The average size farm in the county is about 111 acres. Many part-time farmers also welcome an additional source of farm income.

The need for a horticultural marketing facility became increasingly apparent when local farmers contracted to grow 70 acres of cucumbers and 100 acres of okra in 1968.

A fast-moving development was all set to take place. County Agent Charles Twitty and leading farmers believe, however, that it would not have occurred without the Lee County Farmers Club.

Twitty led in organizing this club in March 1967. It has about 100 members and meets each month. Fellowship is one of its objectives, but as one farmer explained, "We needed this club to show us what we could do working together." The club supplied the key farmer-leaders who made the market a reality.

The first meeting concerning the market was of 26 farmers, bankers, and agricultural workers in November 1967. They enthusiastically agreed to "develop a market for all of our products."

At the next meeting last January, they appointed a temporary board of directors and employed an attorney. In March they formed the Farmers' Marketing Association, a non-profit organization.

Shares, sold to farmers only, were $10 each to encourage the small farmers as well as the larger ones to become stockholders. Most large farmers invested $100 to $1,000. The total stock of about $23,000 is held by some 90 farmers who represent six counties. The three banks in Tupelo readily agreed to jointly finance the market at $10,000 each.

The seven acres of land belonging to the market were made available at cost by the Lee County Community Development Foundation (County Chamber of Commerce), which has actively supported the area's vegetable program in several ways. The Lee County Board of Supervisors graded the site.

This typical scene in the wholesale section of the farmers' market shows corn, cucumbers, and watermelons being readied for sale to area homemakers and grocery stores.

The manager of the market began his duties May 1 and now has 7 to 10 employees.

The market itself is a 30 by 125 foot brick and concrete structure. Retail sales are conducted in the front of the building, this part having large windows and air conditioning. The rear "shed" portion is primarily for wholesale operations. Facilities include cold storage and an office.

A year-round operation, the market offers a good variety of fresh vegetables and fruits, both grown locally and brought from other areas. Many homemakers in Tupelo soon began trading there. Grocery stores in the area also buy through the market.

Plans include greens and other winter crops, tomatoes for packing, 400 acres of field peas next year, and other vegetable crops. Area Extension Agent Charles W. Shannon works with County Agent Twitty and others to advise vegetable growers on the latest methods. Another phase is consumer information work by the county Extension home economist, Mrs. Margaret H. Nichols.

Longer range plans include expanding this market to handle cotton, soybeans, swine, and even live fish for commercial fish growers of the area.

Speaker at the formal opening of the market was Dr. Lloyd Davis, Administrator, Federal Extension Service.

"The way that you made this market a reality by local people working together is an inspiration to many agricultural groups in this and other areas," Dr. Davis declared. He commended leaders of the market for meeting the needs of those who make their living on small farms as well as on larger ones. □

YOUTHELP

Leader Training Program Spurs Kentucky 4-H Growth

by
Jerome Klement
Area 4-H Youth Specialist
Kentucky Extension Service

"For the first time, we have an organized and systematic approach to leadership recruitment and development," remarked a Kentucky 4-H agent.

"I didn't realize 4-H had so much to offer," said a newly recruited leader. "And I certainly didn't know my children could join 4-H, since we live in the city."

The comment from an experienced Kentucky 4-H leader was, "We, as 4-H leaders, have needed this kind of information for so many years and haven't been able to get it."

What was the subject of these enthusiastic comments from Kentucky youth workers? YOUTHELP — Youth, Onward, Upward Through Head, Heart, Hands, and Health with an Expanded Leadership Program. The objectives of the program, simply stated, are to recruit, train, and service 4-H organizational leaders.

YOUTHELP was developed by area Extension agents from 24 north-central Kentucky counties. A committee of Extension agents was organized in 1966 to assess the 4-H situation and to propose a plan to expand the 4-H program. Up to this time, 4-H had been primarily conducted by Extension agents through school 4-H Clubs in most of the counties.

The number of 4-H Club members and voluntary leaders had remained relatively constant for the 5 preceding years. With the potential participants increasing, 4-H leaders, agents, and administrators agreed that a serious assessment of the 4-H program was demanded.

The committee divided into two groups and toured five States to analyze and observe methods of expanding 4-H participation. They concluded that a more effective leadership recruitment, training, servicing, and recognition program — YOUTHELP — was a desirable means for expanding the program.

The program included a series of coordinated step-by-step procedures that were carried out in each county. The recruitment phase of YOUTHELP was conducted by a county 4-H leader recruitment committee. The first step in committee selection was appointment of a key leader to serve as recruitment committee chairman.

In many counties, they were influential persons who had not had any previous personal contact with the 4-H Club program. They included county judges, ministers, county 4-H Council officers, PTA presidents, businessmen, and other lay people who were interested in youth.

In March 1967, the recruitment committee chairmen attended a training session at the University of Kentucky to learn YOUTHELP program details and how they could employ proven recruitment techniques in their role as 4-H YOUTHELP committee chairmen.

These chairmen then organized the county committees. Membership in most counties consisted of five to nine members and represented the population centers. In some cases, the committee members were not 4-H Club leaders — they represented the schools, churches, civic clubs, and others who were interested in the community and in youth.

Each member of the county 4-H recruitment committees attended a county training session conducted by the county recruitment chairman and an area Extension agent. The content included an overall picture of 4-H Club work, the need for organizational leaders, methods of leader recruitment, and other 4-H Club program phases.

Following the training, the committee members were urged to recruit the 4-H organization leaders. The recruitment campaign began in April and continued through the summer months.

"YOUTHELP Week," at the beginning of the recruitment period, was a promotional campaign telling of the need for leaders, the types of leaders needed, and the duties of leaders. The publicity was released to local newspapers, radio and television stations, and to churches.

A member of the Nicholas County YOUTHELP Leader Recruitment Committee, right, "signs up" a volunteer 4-H leader with the help of the area 4-H youth agent, center.

U.S. Senators and Representatives and the Governor taped special YOUTHELP spots for the local radio and television stations. The 4-H YOUTHELP program procedures were synchronized in all of the counties to take advantage of the publicity and training opportunities.

A training program for the newly recruited organizational leaders was the next phase of YOUTHELP. The course, conducted by area Extension agents, was designed to give the leaders an insight into the job.

The training included the philosophy of 4-H Club work, how to work with young people, how to organize a 4-H Club, techniques of leadership, opportunities available through club activities and projects, and awards and recognitions available to leaders and members.

The training course, known as the "YOUTHELP School of Leadership," was structured with an analogy of building a house. As each new idea or concept was introduced into the training program, a new dimension was added to the house.

The school began with the drawing of a blueprint for the clubhouse and 4-H Club work. The blueprint included the framework of Extension, the history of 4-H Club work, the modern philosophy and objectives of 4-H Club work, and place of volunteer leaders. An understanding of these four topics forms the base from which effective leadership is begun and is the basis for 4-H Club work.

As the responsibilities for different types of leaders were introduced, integral parts of the framework of the clubhouse were added: organization leaders — foundation; project leaders — corner posts; activity leaders — hallway; and parents and junior leaders — additional upright posts in the framework.

Projects and activities in 4-H Club work represented the tools for constructing the house and, at the final session, the roof and trim were added as awards and recognitions in 4-H. This completed a sturdy house.

Each leader was given a looseleaf binder with dividers for each major segment of the training course. Throughout the leadership course, printed handouts, bulletins, handbooks, and leaflets were given to the leaders for these notebooks.

The leadership school ended with a graduation banquet. Each participant received a diploma declaring him a certified YOUTHELP leader.

The YOUTHELP Planning Committee outlined a followup plan for service and support of the newly trained leaders. "Kitchen Konferences" and frequent YOUTHELP newsletters were used to assist and maintain contact with leaders.

A reunion is planned with the group after they have completed their first year as leaders. It will include evaluation of the YOUTHELP program, and additional training.

The YOUTHELP program was funded with a grant from the Sears-Roebuck Foundation. These funds were used to provide training and recognition for the county chairmen, to develop visuals and instructional materials, to provide the leaders' notebooks, and to pay for the graduation banquet.

The response to the program has exceeded all expectations. Three hundred and eighty 4-H leaders in the 24 counties have been trained. About 75 percent were adults who had no previous leadership experience. Communities and schools are organizing new clubs with the guidance of these trained YOUTHELP leaders.

Many leaders have organized school 4-H Clubs, which had always been organized by agents in the past. They have recruited new leaders in areas where agents had not been able to get leaders. Many of the large school clubs of 50 and more members have been divided into two or three smaller, more effective clubs.

YOUTHELP has provided new impetus for the Kentucky 4-H program. As one agent said, "YOUTHELP has given us something concrete to sell to the public." □

Financing the Future

Texas youth learn to plan now for their 'life goals'

by
Mrs. Wanda Meyer
Home Management Specialist
Texas Extension Service

Joel Williams, an honor student who holds county and district 4-H offices, helped set up the money management program. Joel understands the need for managing money—since neither of his parents is living, his earnings as grocery store cashier and church typist must support both himself and his grandmother.

More than 5,500 teenagers in a seven-county area near Waco, Texas, can now solve their money management problems better — they took part in in-depth money management programs planned specifically for them.

Average annual income for families in this area ranges from about $2,000 in Falls County to a little more than $4,500 in McLennan County. In Falls and Limestone Counties, where a large number of participants were Negro, the average annual income for non-white families is about $1,400.

Our youth want more education, better job opportunities and incomes. They want the "good things of life" without realizing that if meager resources are used for day-to-day living, rather than for gaining ability to earn a more satisfactory income, they may face a lifetime of need.

The programs were planned by committees of teenagers and a few interested adults with an Extension agent giving leadership. In all seven counties, planning committees surveyed teenage youth to determine major problems in money management.

In Coryell County, the survey included the entire high school student body — nearly 1,400 boys and girls. More than 1,000 teenagers in Falls County responded to questionnaires regarding their money management problems, and about 800 teenage youth participated in a similar survey in Limestone County.

Program topics probed many facets of money management. The most popular was "The Cost and Value of Education Beyond High School." Some groups studied costs of college; others, vocational and technical training. Deciding which college to attend, when to enroll, and how to finance it were included in some programs. The Bell County program consisted of four symposiums on this subject alone.

Falls, Limestone, and Hill County programs reflected the youths' interest in improving income potentials. "Job Opportunities for Youth," "How to Hold a Job," and "Dress and Grooming on the Job" were included.

A major ambition of many young people is to own an automobile. Six of the seven counties included "Cost

of Owning and Operating an Automobile" in their series. The boys and girls were surprised to learn that owning an automobile might influence their grades and possibly interfere with more important life goals.

Concern about teenage marriage failures was shown by the fact that variations of this topic were included in three programs. McLennan County included "Cost of a Pretty Wedding." The approach was that teenagers may not have the resources to establish homes, support families, and gain income-producing skills all at the same time. Coryell County had sessions on "Dating Etiquette," "Teenage Marriages," and "How to Get Along With Parents." The topic in Falls County was "Responsibility of Marriage and Causes of Teenage Marriage Failures."

A session on "What Will It Cost You To Live?" followed the one on marriages in all three counties. Two disturbing facts came out of these sessions: (1) Most youth assume they can get a job — and earn about twice what they actually can earn, and (2) Their estimates of the amount of money it would take in all categories of spending run about 1½ times the amount of money they *think* they can earn! Their concept of cost of living was completely unreal.

Because of the involvement of people in planning there was little similarity in the programs. A wide variety of teaching methods was used with a number of different teenage audiences. McLennan County had a series of open meetings, one each month for 6 months. All 4-H Clubs in the county had one program. Youth from families in a low-income housing unit had a separate series. A 4-H subject-matter group completed a 4-H money management unit. They had one result demonstrator in money management, and the 4-H Council had a tour.

The first program of the series in Coryell County was given in the five high schools with about 1,400 teenagers participating. This not only gave subject matter, but helped create awareness and stimulate attendance for the rest of the series which were countywide meetings.

The Hill County program began in the Aquilla community, but soon there were requests from three other groups for a similar series.

Mrs. Florine Hardin, associate home demonstration agent in Limestone County, appointed special committees in three high schools in the county. These committees kept a lively educational and publicity program going through surveys, exhibits, home room announcements, and assembly programs prior to their countywide series. English teachers cooperated by assigning essays on money management.

Because teenagers were involved in the planning, another feature that kept recurring on programs was music "teenage style," provided by local bands.

Most counties used exhibits and circular letters. All used mass media along with their series.

A strong feature of the programs was the quality of resource people who assisted with the teaching. Agents were pleasantly surprised to learn that the people best qualified to teach were willing to do so without remuneration.

Resource persons assisting with the program included the director of the Governor's Youth Conference; a social psychiatrist; marriage counselors; ministers; college presidents, deans, and professors; safety officers of the Texas Department of Public Safety; bank presidents; and Texas Employment Commission personnel.

Local people enthusiastically supported the programs. Banks paid for lunches, insurance, and printed programs. Merchants gave door prizes. Newspapers gave the events front page coverage, including pictures and feature stories.

Chambers of Commerce paid the rental fee for use of buildings. Bottling companies donated soft drinks for breaks. Churches furnished their facilities. Radio stations provided tapes to record sessions. School officials encouraged youth to attend the meetings and provided bus transportation.

In some areas, high school dropout rates plummeted to less than 1 percent after the money management programs. At the same time, the number of boys and girls seeking training beyond high school jumped from less than one-fourth to nearly one-half of a graduating class.

Wilber Cooper was one of the would-be dropouts who graduated from high school. Wilber sold a 4-H Club calf for $200. He and his parents were at odds because he wanted to use the money to buy a car and they wanted him to use it to finish high school.

During the program and the discussion that followed, Wilber saw that he might be able to buy a car with $100, but he would have no money to operate it and no money for graduation expense. He didn't buy the car. He graduated from high school last spring, the first member of the family to achieve that distinction.

A junior college opened last September on the Bell-Coryell County line. A survey made 3 years ago indicated that 155 students might be expected. The number was expected to reach 750 by 1972. When the doors opened for enrolling, more than 2,000 trooped in! We can't prove it, but we think the Extension money management series had something to do with this unexpected response.

Editor's Note: As Mrs. Meyer pointed out in her June 1967 Extension Service Review article ("The 'Teen Scene' — and Extension home economists"), money management programs for youth are being emphasized throughout Texas. That article also gave details of a 1-day money management event in Eastland County, one of the pilot counties for such programs in the seven-county area referred to in this month's article. □

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A "New-Fangled" Idea Succeeds!

It was little more than 10 years ago that rural development was the latest "new-fangled" idea to make the Extension scene. It was initiated on a pilot basis in selected counties. Extension workers throughout the country watched it closely and liked what they saw.

The most recent compilation of activities reported by States shows just how much they liked it. The idea is now firmly implanted throughout the country. The original concept has been broadened to include development of human resources and community facilities and services. The State Extension Services have assigned 427 workers to devote full time to this work. The name has been changed to Community Resource Development to reflect the added breadth.

The following highlights taken from the summary of the State work in CRD for the period January 1, 1968 to June 30, 1968, show just how Extension activities to carry out this responsibility have multiplied:

* Assisted in arranging job training programs that benefited more than 38,000 persons.

* Assisted in making 1,500 analyses of opportunities for community resource development.

* Assisted more than 16,000 local and county groups involved in community and economic development.

* Assisted more than 1,100 multi-county groups involved in development programs.

* Conducted 4,661 training meetings in resource development for more than 90,000 county and local government officials and community leaders.

* Assisted in planning or operating nearly 6,400 natural resource conservation and development projects.

* Assisted in planning or developing more than 5,800 projects to establish public facilities and/or services.

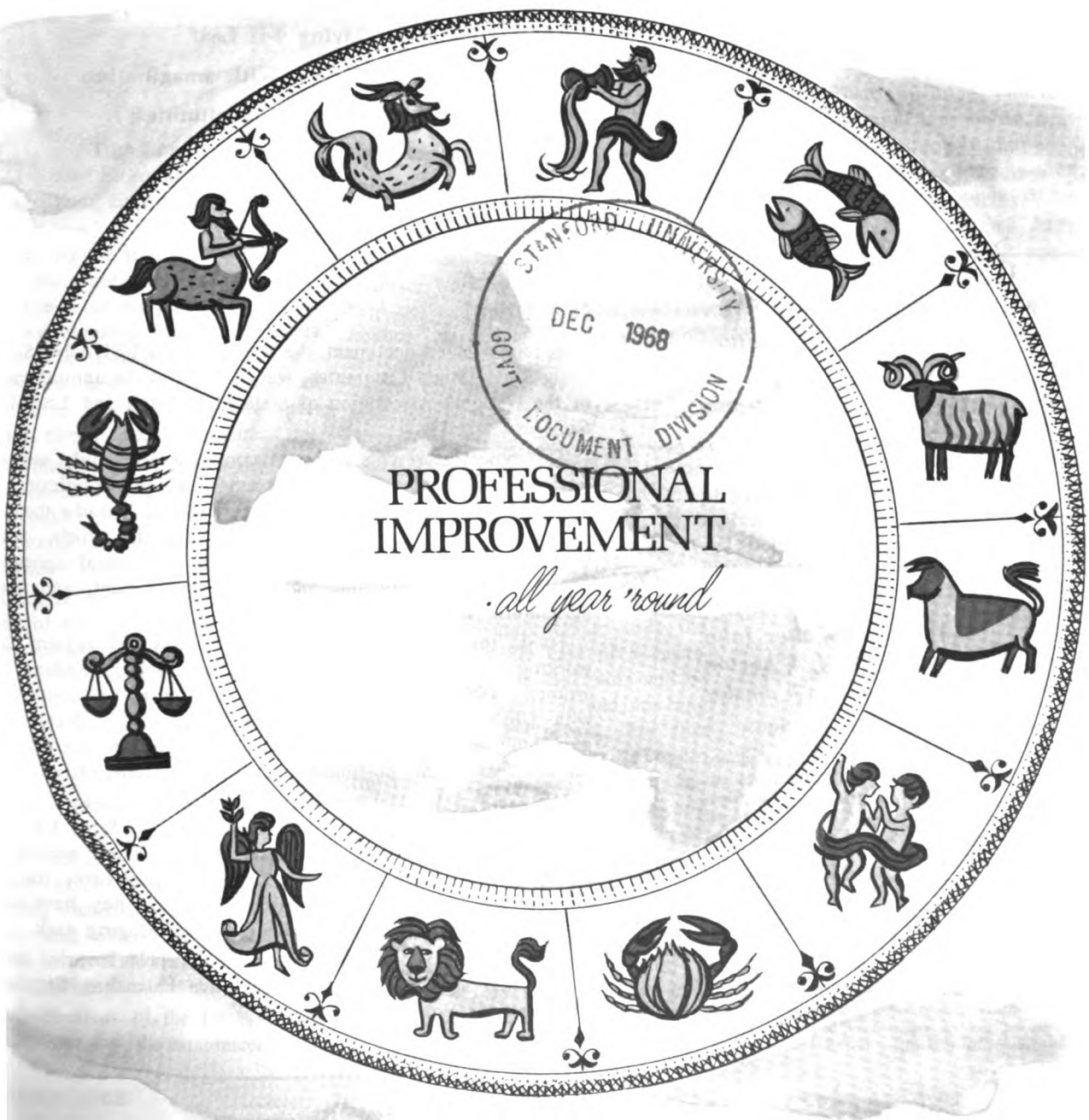
* Supervised work for more than 2,900 NYC enrollees, work-study students, and VISTA personnel financed by OEO, and supervised 756 CAP-financed personnel.

* Assisted in developing or revising 429 Overall Economic Development Plans.

* Assisted in the planning and implementation of economic development projects by the private sector in the period July 1, 1967, to June 30, 1968, that created an estimated 53,000 new jobs.

A review of these highlights shows just how much impetus Extension workers throughout the country are contributing to this whole movement aimed at making our rural communities better places to live in terms of economic, cultural, and human development opportunity. — WJW

EXTENSION SERVICE
REVIEW
U.S. DEPARTMENT OF AGRICULTURE ✳ DECEMBER 1968



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

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

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, *Administrator*
Federal Extension Service

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EXTENSION SERVICE
REVIEW

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

CONTENTS

It's Here!

That long-awaited document, the Report of the USDA-NASULGC Long Range Study Committee, was released at the annual meeting of the National Association of State Universities and Land-Grant Colleges.

This report represents the most comprehensive study ever conducted of the Cooperative Extension Service. The conclusions and recommendations are based on the analysis of literally thousands of pieces of data gathered specifically for this study. Special attention was devoted to the sections on commercial agriculture, quality of living, economic and social development, and foreign agriculture. It was 2 years in the making.

To do the job the committee recommends will require closer working relationships with other departments of the Federal Government, with other colleges in the land-grant universities, and with USDA. Private industry, the predominantly Negro land-grant colleges, and non-land-grant universities are mentioned in the study report for possible cooperative arrangements.

Dr. George L. Mehren, former Assistant Secretary of Agriculture, and Dr. W. Robert Parks, president, Iowa State University, co-chaired the committee of 15 that developed the report. The members represented the Department of Agriculture, the land-grant colleges and universities, and the public. They have earned a vote of appreciation for a difficult and challenging task.

This report no doubt will leave an indelible imprint on the growth and evolution of the Cooperative Extension Service. It deserves your closest attention.—WJW

HURRICANE MESSAGES

a new informational tool

The farm news director for a Louisiana radio station prepares to read a hurricane preparedness spot. The format of the Extension-provided kit is already familiar to him, since it is similar to that of many commercials he uses.

by
Tom Boyd
Assistant Editorial Specialist
Louisiana Extension Service

The less trouble it is for a radio station to use a public service announcement, the more frequently it will be used. Recognizing this, the Louisiana Cooperative Extension Service developed a new informational tool designed to fit into the routine operation of the broadcast medium.

The messages in this program deal with hurricane preparedness, but the form could be adapted to any subject that would benefit from long term exposure.

The tool is simple in design, consisting of 47 messages typed on 8- by 5-inch cards and bound with 1-inch rings. Back and front covers of hard pressboard give the package durability. There are several special messages for use in each month from May through October, the range of high hurricane frequency for the Gulf Coast.

Also included are specific messages for use after "hurricane watch" or "warning" announcements have been issued, and after-the-storm information on immediate relief and rehabilitation activities.

Each section of the kit is tabbed for easy use by the announcer. It is designed to be kept in the control room on the console board next to the announcer's work sheets.

The kit is small enough not to be in the way and fits into the announcer's ordinary work system. An "extra" to help popularize the kit with the announcer is a section of interesting facts about hurricanes. He can use this to brighten his format with conversational information.

The "Hurricane Messages" packet was developed by Tom Boyd, assistant specialist in civil defense, and John Leinhardt, assistant specialist in radio and television.

One difficulty of providing disaster information is trying to disseminate it during or immediately after the emergency. In the case of a hurricane, it is probable that radio will be the only media working and reaching people during this period. For that reason, it was decided to use radio for the Extension Service communication efforts until more normal and complete informational flows can be established.

"For Use in Emergency" kits furnished to radio stations are not always successful. It is likely that station personnel will forget to use them, be unable to locate them, or even may forget their existence if they have not been used for some time.

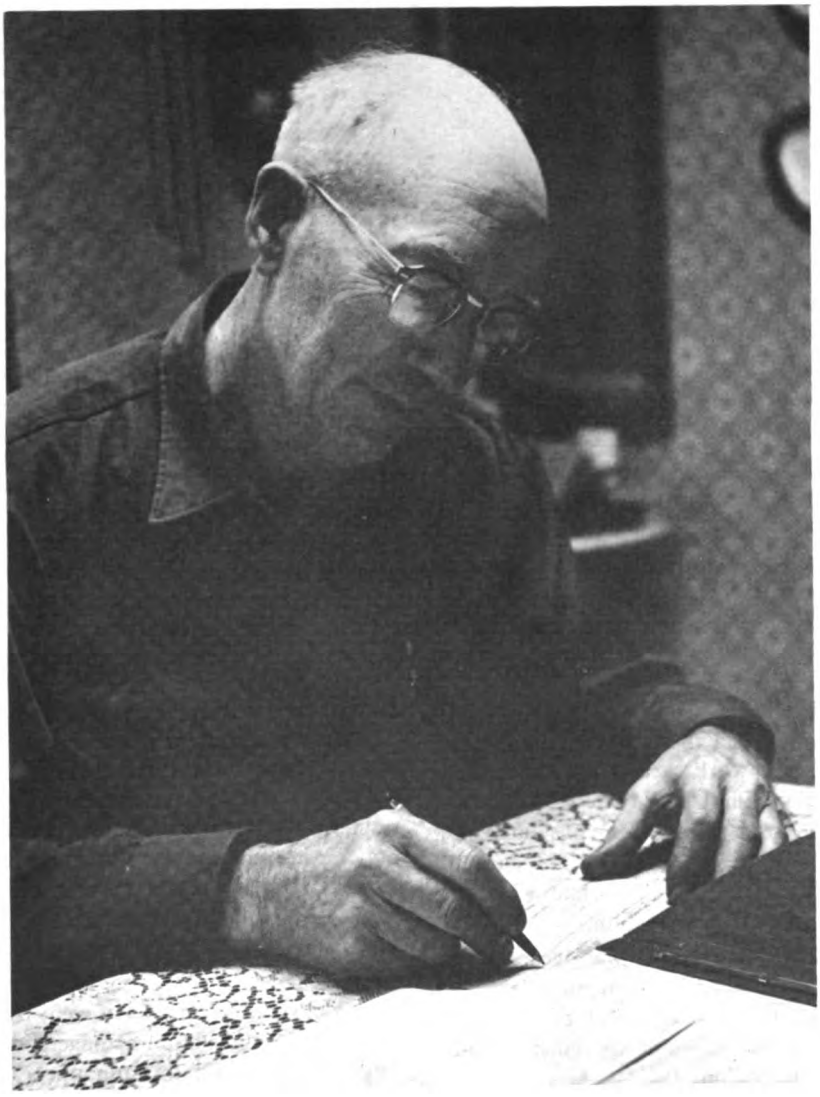
The purpose of this kit is to include not only emergency information but also other messages on general hurrican preparedness to be used during a 6-month period. If the kit can be established as a regular part of the operation, the announcer on duty will be more likely to turn to it at the first notice of an approaching hurricane.

The key to the success of the whole plan was the method of distribution. Mailing the kits directly to stations seemed undesirable, so county agents hand delivered them. They went over the kits with the station managers, and talked briefly with the announcer on duty.

Letters explaining the agent's visit were sent in advance to station managers.

The next step was to encourage use of the kit. One of the most important people at the station is the "traffic girl," who makes up the daily schedule of programing for the announcer. A special "Dear Girl Friday" letter was sent to each station asking the traffic girl to help.

Initial response from radio stations and county agents has been good. The project will be evaluated further, and if it has obtained the objective of increasing radio use of Extension Service messages, new projects of similar format will be developed. □



Earl Moore of Moore Orchards, Inc., prepares farm management data for processing at the computer center.

Don't Call It a Farm Record Project!

by
Frederick J. Smith
Farm Management Specialist
Oregon State University

It's difficult to imagine a group of farmers, who are notorious for keeping records on the backs of envelopes and barn doors, sitting in class for 30 hours, listening to lectures on economics, budgeting, simulation and computer programing, and paying an average of $600 for the privilege.

But that's what is happening in Oregon, where some 50 farmers are involved in Oregon State University's Farm Management Technology Project. Both instructors and students get a little huffy if it's referred to as a farm record project.

Although centered on the concept of using a computer to tabulate farm expenses and receipts, it's much more than that. The project is primarily designed to teach farmers and ranchers about new farm management technology, with special emphasis on the application and use of that new technology.

Nearly all of the 1968 cooperators bring their wives to the classes, and some bring sons, daughters, or hired help. This totals as many as six "managers" for one cooperator. The 50 cooperators enrolled represent about 1 percent of Oregon's total farm income for 1967. They have an average gross income of $131,356 and a range of over $1 million. In the aggregate, the 1968 cooperators employ some 370 people and farm more than 80,000 acres.

Sometimes the payoff to cooperators comes as early as the first or second class. In the process of enrolling his farm, one cooperator discovered an error in his depreciation schedule. After corrections and adjustments, he saved enough to pay the enrollment fee with a little extra for spending money.

"The farmer who doesn't use the computer in managing his business will be as bad off financially as the farmer who doesn't use fertilizer on his crops," commented one cooperator in the project.

He's not alone. Most experts agree that farmers must upgrade their management input to stay in business.

The technology is already here. Many private firms, as well as universities, are offering new management tools made possible by the computer revolution — tools that can help upgrade the farm management input.

Three years of experience in cooperatively developing and testing new management technology with other universities and private firms has demonstrated to us that farmers will find it difficult to adopt and utilize this new technology without a great deal of corresponding education.

Out of this concept, the Oregon Farm Management Technology Project was born. Cooperating farmers and ranchers enroll in the project and attend six classes over a 14-month period. Farm management specialists teach basic economic principles and decisionmaking as well as new management technology.

Among the most important parts of the project are the individual consultations with specialists and county agents (who are trained along with farmers,) and the cooperators' homework.

Using their personal copy of an OSU-developed Farm Management Technology Notebook as a guide and reference, cooperating farmers report detailed financial and physical information to the computer center for processing. A private firm under contract to Oregon State University processes all the farm record information.

Neither the county agents nor the specialists, therefore, become involved in the mechanics of farm record processing. By using one of the most complete commercial electronic record systems, we give them a "ride" in the Rolls Royce of record systems before they go out shopping on their own.

Stanley Miles, right, farm management technologist, consults with a cooperator about his electronic records.

As important as the electronic farm records are in the Farm Management Technology Project, it is only one of five new types of management technologies they experience.

Each cooperator has his farm business, and each enterprise within the farm business, analyzed on the computer. Results are compared with other cooperators' farms with respect to efficiency and economic success. This is akin to a physical checkup and diagnosis at the doctor's office with the computer performing the busywork.

Each cooperating farm is then "linear programed" to test alternative uses of such resources as land, labor, and capital.

Perhaps the most exciting part of the project is the Oregon Farm Management Simulation. Cooperators break up into teams to make a series of decisions regarding a hypothetical farm. They decide upon crops, fertilizer, water, land purchase, and machinery use and acquisition.

Team decisions are processed on the computer in a matter of seconds and the results of one year's farming are provided to each respective team for more decisionmaking. In this way, economic principles and decision tools are learned, tested, and evaluated.

County agents who have cooperators enrolled in the Farm Management Technology Project also participate in a series of training sessions emphasizing new farm management technology. The agents take part in the Oregon Farm Management Simulation, and the results of their team decisions are quickly compared with the farmer-cooperators' decisions (to the delight of some and consternation of others).

The county agent's primary role in the Farm Management Technology Project is in selecting potential cooperators and assisting cooperators in utilizing their computer reports. The county agent training sessions are therefore designed to keep the agents "tooled up" for this job.

Several financial success stories can be told, both by county agents and farmers involved in the Farm Management Technology Project, but perhaps the greatest reward is in the personal growth and achievement attained by the individual. As one cooperator testified, "I haven't made any changes in my farm yet, but I'm sure a different person than when I started this project." □

HEALTH

can be a living 4-H leaf

by
Beatrice Cleveland
Assistant State 4-H Leader
Ohio Cooperative Extension Service

"Why don't you be honest and call it 3-H Club work?" was the question that caused Ohio to actively promote a 4-H Health Program in 1967. The question shook the staff.

An objective look showed that the fourth H — health — was a neglected area. That look also convinced the staff that definite action should be taken.

A State committee was appointed. Members included Albert Pugh, Extension specialist, community resource development; Ivan Archer, area Extension agent, 4-H; Helen Massengale, chief, Division of Health Education, Ohio Department of Health; and Beatrice Cleveland, assistant State leader, 4-H.

The committee reviewed what was being done. Action programs were few, evidences of tangible results were hard to find, resource materials for local clubs were not being provided. Some local clubs and a few counties were doing an excellent job in spite of limited assistance.

The committee decided to move. Subsequent major health program emphases and accomplishments can be divided into several categories.

Dental Hygiene Camp Programs

The committee suggested to Dr. Ernest J. Fedor, chief, Division of Dental Hygiene, Ohio Department of Health, that a dental hygienist be added to permanent 4-H camp staffs. Dr. Fedor liked the idea, and so did county Extension agents and camp boards. Participating in 1967 were 2,567 campers in two camps.

Donna Horton, dental hygienist at Camp Piedmont, said about her experience: "I was anxious for some practical experience in teaching, so I accepted the challenge of doing a summer program of dental hygiene education at Camp Piedmont. The Ohio Department of Health provided films, literature, toothbrushes, teaching aids, and my salary. The camp provided my maintenance and some materials."

Besides teaching, she conducted a written survey to ascertain the dental health care received by the children. The first night of each camp session she introduced her program to the campers and showed a film on dental care.

Each cabin visited with her at a designated time during the week for a 45- to 60-minute class. In the classes, campers discussed such subjects as the structure of the teeth, safety in regard to the teeth, the number and function of the teeth, the process of decay, the importance of professional dental care, nutrition in relation to teeth, and the proper method of brushing.

The last part of the class included practice in brushing teeth. All the campers were asked to bring their toothbrushes and toothpaste with them. If someone forgot his toothbrush, he was given a new one. Following brushing, the campers completed their surveys and then were dismissed.

Some of the visuals she used were plastic models of permanent and primary teeth, dental X-rays, dental instruments, natural teeth, posters to illustrate the anatomy of a tooth, and a large set of teeth and giant toothbrush to demonstrate brushing.

A dental care display was set up in the dining room, and signs in the washrooms reminded the campers to brush. Several thousand pamphlets on dental care and careers in dentistry were also distributed to the campers.

"Altogether, I taught 1,700 campers," Miss Horton said, "and I really think the program went well."

Some comments from the campers' evaluations of the program were: "It helped me to learn more about preventing cavities" . . . "I feel like brushing at least twice a day now" . . . "It sort of scared me when you talked about teeth dying" . . . "I liked the X-rays of the teeth."

Camper and agent response were so favorable that the program expanded to include over 7,500 campers in four camps in 1968. It is hoped to extend the program to six or more camps in 1969. A 2-year plan is evolving which might alternate with a 2-year physical fitness camp program.

Physical Fitness Camp Program

Physical fitness activities set up at Camp Ohio and Camp Palmer included a balance beam, rope climb, horizontal ladder, chinning bars, broad

Donna Horton, dental hygienist at Camp Piedmont, used a large set of teeth and giant toothbrush to show campers the right way to brush. Classes for three or four groups of campers were held each day.

jump, softball throw, 50-yard dash, and a "what's it" box in a tree.

Campers compete not against each other but against a set of standards for their age group. They practice during free time. When they are ready, they are tested to see if they can meet the standards.

Those who achieve are given an ID certificate. Stamina, appearance, strength, and coordination are the key words for this program. Additional emphasis is given to physical fitness through hikes, obstacle courses, optional classes, exercises, and other outdoor programs.

4-H Health Statement

Wide use has been made of a health card developed for use at overnight 4-H events. At Club Congress, for example, a possible tragedy was averted when a diabetic was given prompt medical attention because of information the nurse had readily available on the card.

Health emphasis just through use of this card has been tremendous. Some families have even established a family doctor because of the request for this information.

Local Club Activities

Every club has been encouraged to have a 4-H Health Committee. Committee members and local leaders have been given training in exploring possible health programs.

"Programs in Health," a 16-page guide, is available for club use. Emphasis is on Health Protection (including individual member health records); Clean Waters; Whatever You Do — Food Affects You; and Smiles and Frowns of Dental Health.

Information, suggested activities, and references are a part of each unit. Club committees determine the unit they want to pursue. Member leaflets are available for each unit.

Over 7,500 "Programs in Health," 33,000 health records, and 25,000 copies of each of the member leaflets have been requested by counties this year. Supplies were exhausted, and additional copies were reproduced.

These publications are attractive and well illustrated. They make health an action program with handles which clubs can grasp and use. Local leaders believe these tools will help them promote and carry out positive health programs of definite value.

"More Nutritious and Delicious" has been the theme of camp cooks' training classes and local club refreshment suggestions. The result — better food for campers and 4-H Club members. Even more important is the improvement of food habits among 4-H'ers and their families. Extension specialists and agents have served as classroom teachers in this area.

Cooperation and Creativity

The Ohio Department of Health has been extremely important in the development of the 4-H Health Program. Their cooperation in providing art, printed materials, and consultant services has been fantastic. The Ohio Medical Association has assisted by providing the individual member health records.

The 4-H staff has found that others have ideas and tangible assistance which they are ready and willing to share if given the opportunity. Members, leaders, agents, and other professional people are enthusiastic when given some inspiration and help. Once started, they go far beyond suggested programs.

"We are honest now when we call it *4-H* Club work!" say the members of the Ohio 4-H Health Committee. Health CAN be a dynamic part of 4-H — but it takes ideas, work, materials, and cooperation to make it go. □

A farm laborer mounted a large tractor tire vertically in the feedlot so steers could walk through and scratch contentedly all over.

A home gardener welded a crosspiece on his dandelion digger so he could use foot pressure instead of hand pressure in digging dandelions.

A beer truck driver found a better way to wheel barrels off delivery trucks. Result: less time per stop, more stops per day.

Were these people creative? You bet.

Yet, they're ordinary, unheralded people. They just found a way to express themselves creatively in monotonous, unlikely circumstances. They don't fit the stereotype of the creative person—which is part genius, part kook, eccentric, disorganized, impetuous, ego-centered, flamboyant, temperamental.

The Research Institute of America explodes the following myths about creative stereotypes:

— *Creative people are eccentric.* This misunderstanding results from the fact that creative people have ideas, suggestions, work habits, and problem-solving approaches that may be unconventional. Creative people may seem odd because they thrive on challenges. But they don't have to be wild-eyed at all.

— *Creative people are disorganized loners.* Truth is, they usually are well organized. They have an exceptionally strong need to find order where there is none. They usually like and get along well with others. But they may want or need isolation and privacy when turning on their creative, productive steam.

Editor's Note: This article is an adaptation of the speech Mr. Cech presented at the annual conference of the American Association of Agricultural College Editors at the University of Tennessee last July.

— *Creative people refuse to adjust to company rules.* Creative people may abhor red tape and resent it, but this merely is their reaction to trivia. They may find ways to cut the red tape while working on important assignments.

— *Creative people demand a lot of coddling.* It's usually just the opposite. Creative people place a great premium on independence. They can tolerate frustrating, ambiguous situations more easily than less creative people.

We can conclude that creative people are normal, well adjusted, well organized, gregarious, and productive. And that creativity springs more from that type than from the unbridled, undisciplined one.

Creativity is not reserved for a few inordinately talented individuals born under some lucky star. And there is no reason to doubt that anyone can increase and improve his creative output.

Even the most creative people show varying degrees of creativity in different situations. Could Picasso have conceived an Atlas missile? Could Jack Nicklaus have designed the Memorial Arch in St. Louis? Maybe, with special training and application. But the most creative people in one field are not likely to be the most creative in another.

Most simply stated, creativity is a "break" with the usual way of showing or saying something. It's doing, seeing, explaining the ordinary in an imaginatively different way.

A discussion of "creative" versus "non-creative" is academic, for creativity is relative. We are either more creative or less creative than others — at a given time, in given situations, in given professions.

Researchers tell us there are ways to identify the more creative. Here's a checklist:

—The more creative usually can generate a large number of ideas rapidly on a given subject in a given situation.

Approachin

by
Richard J. Cech
Advertising Manager
Farm Journal

—The more creative are more nimble mentally.

—The more creative are original.

—The more creative prefer to find more complex solutions to problems, mostly because this presents a challenge.

—The more creative are tenacious. They're more likely to stick to their guns in disagreements with others.

—The more creative think they're different from their peers — but not in a conceited or vain sense.

—The more creative are more impulsive.

—The more creative have a less dogmatic, more relativistic view of life.

—The more creative may view authority as conventional rather than absolute, depending on the situation.

—The more creative have a good sense of humor.

—The more creative have broader, more universal, more cosmopolitan interests.

—The more creative tend to be more mobile than less creative people.

—The more creative tend to spend more time muddling through problems. They broadly scan all the alternatives, methodically dispose of blind alleys, suspend judgment until they get the full picture, then confidently make a decision and stick to it. They don't just jump right in and start solving.

The Ordinary With Imagination

are you doing your job creatively?

One definition of creativity describes it as the blending of musical instruments into pleasing harmony, not the noise of musicians tuning their instruments.

But perhaps a better definition is this one: CREATIVITY IS THE ART OF MINING AND REFINING. This suggests there must be work associated with creativity.

How do you go about finding creativity? Don't expect it to develop or demonstrate itself automatically, or in the same way in everyone.

Some have to have the excitement of brainstorming — an electric environment, charged with group ideagetting. Some need to be behind closed doors — after hours or on weekends — away from phones, people, meetings. Some can plan for and structure their time for creative production — set aside a time when they must and do create.

Still others stew and fret, collect and sift for a long time. Then, when the clock's about to strike 12 on their commitment, furiously jump into a marathon of productive, creative activity that would kill a rhinoceros.

Creativity comes from hard, disciplined work. It boils up from a dissatisfaction with the pedestrian. Creativity often comes from burning midnight oil, filling wastebaskets with discarded attempts from a succession of failures, from trial and error, from not giving up.

Lazy, uninhibited, and undisciplined people seldom breed creativity. Energetic, disciplined people do. Often they are most creative and most productive when they have heavy workloads, or are up against tough deadlines. They are least creative — and most miserable — when they have time to waste.

Creativity comes from open, active, curious, challenged, fertile minds. It requires a full mental bank of information and experiences to exist and perpetuate itself — a reservoir of resource material that never runs dry, one constantly fed by new ideas and impressions.

You keep the reservoir full by watching, looking, listening, by being inquisitive. You go to an art gallery or a zoo, to a good play or a movie; listen to the lines, watch the scenery, the photography, the conflicts that develop. You drive out of your parochial environment into something different — someplace you haven't been to before or for a while.

You enroll in a class on architecture, cybernetics, psychology, or ancient history. Participate in a discussion group, dig into new hobbies.

You listen attentively to someone else's ideas without worrying about opportunities to get in your 2 cents worth.

How do you kill creativity?

—Use cliches, clever innuendoes that only your profession understands.

—Avoid criticism. Or if you want it, get it from your subordinates who'll be nice and considerate to the boss. Or you can take criticism lightly, figure it came from a bunch of jealous cranks.

—Prepare poorly for what you're going to create. Jump in without planning and thinking first. Get mired in trivia or irrelevant detail. Spend your energies evading the commitment you have.

—Get mentally lazy. Don't make waves. Let other chumps think, worry, create.

—Abandon ambition. Coast into retirement, physically and mentally. Just put in time on the job, and on whatever else you do. And don't do too much.

—Be a pushover for bizarre, seemingly clever ideas. Lose your objectivity in evaluating them. Forget about the soundness and usefulness of what you evaluate. Label anything different as creative.

We all thirst for creativity to produce great ideas. But great ideas aren't much good if they're not useful. And what's the need for any creativity, or more of it, except to find better, more useful solutions to problems?

Don't assume that once you have the incentive and have found the right environment, creativity will flow automatically and endlessly. Everyone gets tired, even creative people. Just don't take forever to recuperate — and don't get lazy! □

Professional Improvement Opportunities

. . . for Extension Home Economists

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 Chairman 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. Genevieve E. Lawrence, Box 698, Kearney, Nebraska 68847. □

Scholarships for Study of Extension Supervision

The Farm Foundation will offer 10 scholarships of $200 each to Extension supervisors enrolling in the 1969 summer supervisory course at Colorado State University. Scholarships will be awarded to no more than one supervisor per State.

Applications should be made through the State Director of Extension to Dr. Denzil O. Clegg, Education and Research Coordinator, Extension Service, Colorado State University, Fort Collins, Colorado 80521. □

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 Professional Improvement Chairman 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. Genevieve E. Lawrence, Box 698, Kearney, Nebraska 68847. □

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 master's or doctoral level.

Each State may nominate one candidate. Nominations, due May 1, are to be sent to the National Professional Improvement Committee Chairman. 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. Genevieve E. Lawrence, Box 698, Kearney, Nebraska 68847. □

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, 1969, to Miss Violet Higbee, P.O. Box 113, Kingston, Rhode Island 02881. □

Kenneth F. Warner Grant for Extension Secretaries

Mu Chapter of Epsilon Sigma Phi is again offering one or more awards, not to exceed $70 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, 1968, 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, 1969. □

National Defense Graduate Fellowships

Under Title IV of the National Defense Education Act of 1958 as amended, the Commissioner of Education is authorized to award 3,328 fellowships for study in approved graduate programs leading to the doctorate.

Institutions submit applications to the 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 3-year award providing a stipend of $2,000 for the first academic year of study, $2,400 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 will be made by the Commissioner of Education December 20. 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 United States. 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 learning.

For further information, applicants should write directly to university officials concerned with graduate school programs. □

. . . for Workers With 4-H and Youth

Washington State University

The Edward E. Graff Educational Grant of $1,100 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. □

National Association of Extension 4-H Agents

The National Association of Extension 4-H Agents offers $500 in scholarships to Extension youth agents from any State. The scholarships are for summer or winter Extension schools, travel study, or other graduate work.

For further information and application forms, contact Lowell Pierce, National Association of Extension 4-H Agents, Professional Improvement Committee Chairman, Courthouse, Waukesha, Wisconsin 53186. □

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, 1969.

For further information and application forms, contact Lowell Pierce, National Association of Extension 4-H Agents, Professional Improvement Committee Chairman, Courthouse, Waukesha, Wisconsin 53186. □

Postdoctoral Fellowships for Behavioral Scientists

The Center for Advanced Study in the Behavioral Sciences provides scholars free time (at their normal university salary) to devote to their own study and to associate with colleagues in the same or related disciplines. The Center requests nominations from certain graduate departments and research centers. Fields: the behavioral sciences. Write to the Director, Center for Advanced Study in the Behavioral Sciences, 202 Junipero Serra Boulevard, Stanford, California 94305. □

NSF Fellowships

The National Science Foundation Act of 1950 authorizes 2,300 graduate fellowships for the 1969-70 academic year. Half will be renewals or continuations of fellowships now held. The remainder will be awarded to unusually able applicants for study leading to master's or doctoral degrees in the physical, social, agricultural, biological, engineering, mathematical, and other sciences.

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 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 Research Council, 2101 Constitution Avenue, N.W., Washington, D. C. 20418. Applications must be received not later than December 6, 1968. □

NSF Graduate Traineeships

National Science Foundation will support an estimated 5,260 graduate students in 1969-1970 through its graduate traineeship program. Institutions in the United States conferring a Ph.D.-level degree in at least one of the sciences may apply for traineeship grants. The selection of individuals to hold traineeships is the sole responsibility of the grantee institutions. The names of these institutions will be announced by the National Science Foundation in January 1969. All inquiries about traineeships should be directed to the institutions. □

Scholarships in Extension Education, Related Fields

Farm Foundation Fellowships

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. □

Cornell University

The Department of Rural Sociology provides Extension, research, and teaching assistantships paying $2,942 and up annually plus full waiver of 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. □

The University of Chicago

Extension staff members seeking to earn the M.A. or Ph.D. degrees in adult education are encouraged to write to William S. Griffith, Chairman, Adult Education Committee, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637, setting forth their academic background, their experience, and their career aspirations. From this information a determination will be made of the possible sources of financial assistance.

A number of $6,000 fellowships supported by the Carnegie Corporation may be awarded to individuals who seek to follow a career in the administration of university adult education.

Special funds have been earmarked for the support of an outstanding applicant from the field of home economics.

A number of staff associateships, research assistantships, and tuition scholarships are also available.

The closing date for the acceptance of applications for the 1969-70 awards is February 1. Detailed information regarding the M.A. and the Ph.D. programs is available on request. □

Ohio State University

The Ohio State University offers one research assistantship of $3,600 and a number of university fellowships on a competitive basis — about $2,400 each. All assistantships and fellowships include waiver of fees.

Application deadline is February 1. Contact Dr. C. J. Cunningham, Ohio Extension Service, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210. □

University of Wisconsin

The University of Wisconsin offers a limited number of assistantships in the Division of Staff Development consisting of $275 per month for 12 months plus a waiver of out-of-State tuition. Contact Jerold W. Apps, Acting Director, Division of Staff Development, 432 North Lake Street, Madison, Wisconsin 53706. □

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 1969 Regional Extension Summer School courses in public agricultural policy. Fifty-five scholarships of $100 each are available for the 1969 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. □

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 $2,600 for doctoral candidates are available.

Students devote half their time to departmental research or teaching assignments for 9 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, Room 323 Natural Resources Building, Michigan State University, East Lansing, Michigan 48823. □

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 — $2,000 for 9 months; for doctoral students — $3,000 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 $6,000.

For further information contact Dr. George Aker, Head, Department of Adult and Continuing Education, College of Education, Florida State University, Tallahassee, Florida 32306. □

North Carolina State

The Departments of Economics, Sociology, and Psychology of North Carolina State University will award approximately 15 special Kellogg Fellowships to qualified employees of public agencies for graduate study in the social sciences during the academic year 1969-70.

Fellowships will be awarded mainly to people working in Southern States, 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, 1969. 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, after nomination by their chief administrative officer. □

University of Kentucky Assistantships

The Center for Developmental Change will award assistantships to outstanding M.A. and Ph.D. candidates desiring to concentrate on the developmental change aspects of their disciplines. The Center correlates certain domestic and international research, action, and training programs. Domestic projects are focused on Kentucky and Appalachia, with regional studies of urban and rural problems. The international projects include technical assistance and educational support programs.

Applicants must meet the standards of the Graduate School and their department as well as of the Center. Selected candidates will work under Center supervision on research projects or action programs in which the Center has a special interest; supervision of a student's academic program remains in the department in which he seeks a degree.

Assistantships are for a period of 10 months and include an out-of-State tuition waiver. Awards are $2,400 for students working for the master's degree; $3,000 for students with a master's working on a doctorate, and $3,600 for students who have successfully completed pre-thesis examinations for the Ph.D.

For information write Walter A. Graham, Administrative Officer, Center for Developmental Change, University of Kentucky, Lexington, Kentucky 40506. □

Kenneth F. Warner Scholarship

Mu Chapter of Epsilon Sigma Phi will award one scholarship of $100 to a county Extension agent enrolled in a 3-week Extension teaching methods course.

Application should be made on the prescribed form available from the Staff Development Office, Federal Extension Service, and returned by March 1 preceding the course. □

University of Maryland

Two graduate assistantships in the Department of Agricultural and Extension Education are available to Extension workers interested in pursuing the M.S. or Ph.D. degree in Extension education.

Additional assistantships may become available. Assistantships are for 12 months and pay $270 per month or $3,240 for the 12-month period, plus remission of fees which amount to $936. Application deadline is April 1.

Contact Dr. V. R. Cardozier, Head, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland 20742. □

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The $100,000,000,000 Bridge!

Each year consumers spend about $140 billion for the food and fiber produced on U.S. farms. Only about $42 billion of this finds its way to the Nation's farmers. The difference, roughly $98 billion, represents the value added by processing and distribution.

There's yet another marketing cost. It is the $15 billion farmers pay to commercial suppliers of goods and services needed in the production of farm commodities. This comes out of the $42 billion that reaches farmers.

The overall goal of the food and fiber marketing system is simple. It is to achieve an efficient and competitive system that provides an equitable return to the participants and a wide range of consumer choices for food and fiber products at reasonable prices. Improving the performance of this system is what the Extension Marketing and Utilization program is all about.

Start with the characteristics of the system:

(1) It is a vast system — about $115 billion a year including costs of supplies and services.

(2) Literally thousands of independent units make up the system. They range in size from one man owned and operated to the multi-million dollar giants. Each makes a whole set of decisions that affect efficiency of the whole system.

(3) The system includes every type of business organization known in the modern business world.

(4) It employs, in one way or another, most of the known skills.

The Marketing Subcommittee of the Extension Committee on Organization and Policy recently completed a report outlining the educational needs of improving the performance of the system. The report also outlines opportunities and responsibilities of Extension to meet these needs. ECOP accepted the report at its August 1968 meeting.

Opportunities for improving the effectiveness of the system begin with the planting decisions of the farmers and end with the consumer. And there are opportunities at every step in between. Extension workers at all levels have opportunities to make educational inputs to improve efficiency of the system. The following areas of educational needs listed in the ECOP approved report make the opportunities for education at your particular level obvious:

(1) To improve the marketing decisions of individual producers and producer groups on all points affecting what, when, where, and how to sell.

(2) To develop new and improved systems for marketing and processing through better understanding of market requirements, better coordination, and helping appraise opportunities for improving the system.

(3) To improve the efficiency of supply, marketing, and processing firms.

(4) To expand both domestic and foreign markets for farm products.

(5) To develop new and improved processes and products.

(6) To aid development of new farm supply and marketing enterprises through feasibility studies.

(7) To improve the purchasing decisions of household consumers through better understanding of prices and supplies, quality factors, and grading standards.

Meeting these educational needs will require a well coordinated approach of the many disciplines of Extension and between Extension and research. The benefits to the entire society of increased efficiency in the marketing system are as unlimited as is the potential for increasing efficiency.

The challenge is before us at every level—county, State, region, and Nation.—WJW