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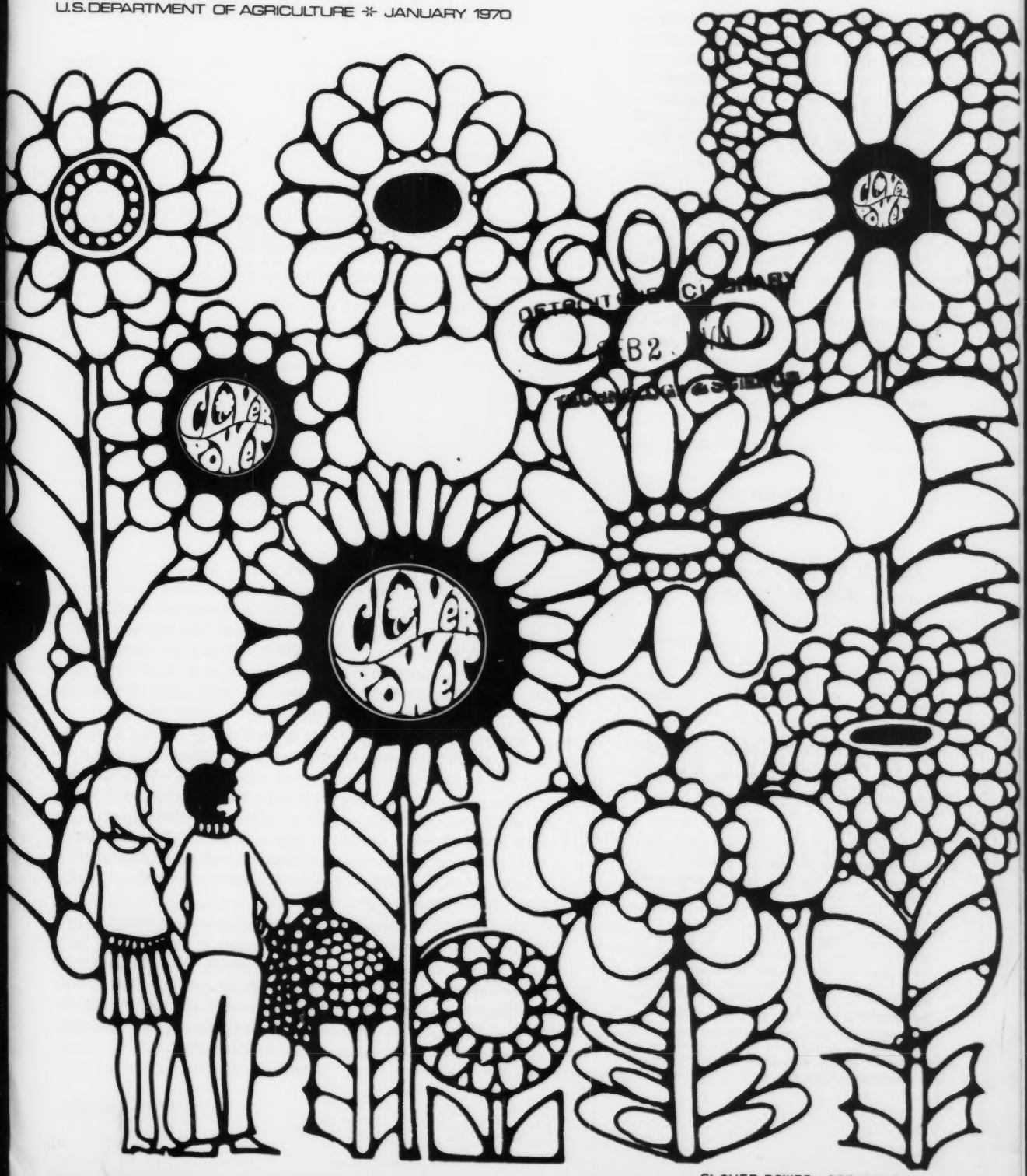

CLOVER POWER - SEE PAGE 3

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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.

CLIFFORD M. HARDIN
Secretary of Agriculture

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EXTENSION SERVICE
REVIEW

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

CONTENTS

A growing audience

When the Smith-Lever Act first charged Extension with giving information to "the people of the United States" about agriculture and home economics, the potential audience was mostly rural. As the years pass and the profile of the American population changes, Extension's services reach people in different walks of life. While not neglecting our rural obligations, we are finding that our expertise is equally beneficial to suburban and urban dwellers.

Congress has recognized this in its funding for the Expanded Food and Nutrition Education Program, which from the beginning has served rural and urban clientele in proportion to the numbers in which they occur in each State. In the 1970 appropriation bill, $7.5 million of the program's $30 million appropriation was authorized for use in teaching nutrition to urban youth. States already have found many ways to reach urban and suburban youth with the 4-H idea—in fact, 31.8 percent of today's 4-H'ers come from these areas.

Leading Extension home economists met recently to explore other ways of implementing their programs in urban areas. Even in the field of rural development, for which Extension has been given expanded responsibility (see page 8), we find that "rural" includes all areas except cities of more than 100,000 population.

There is a thin line between farm and city today. Extension has much to offer on both sides of that line.—MAW

by
Don Wishart
Assistant Extension Editor
Iowa State University

'Clover Power' invades Iowa

National 4-H Conference delegates introduced Clover Power to Iowa last spring. Nearly everyone asked "What is it?" Early in Iowa's Clover Power experience there were no easy answers.

Besides the slogan, staff at the National 4-H Foundation had designed a colorful pink and green button to serve as the visual carrier of Clover Power. The new button "grabbed" Iowa 4-H'ers at the Iowa 4-H Conference in June. In 2 days they bought 1,500.

During the summer, Clover Power appeared on 4-H floats, in window displays, and even on the side of a barn—anywhere that members could give people a fresh look at 4-H.

But the answers to "What is it?" were still not clear. Everyone had his own thing with Clover Power; that was part of the "magic." Members weren't really looking for a standard definition, just their own.

Iowa 4-H staff members saw the central exhibit in the 4-H building at the Iowa State Fair as the place to feature the "new look" of the 4-H program.

"We'd had success with the central exhibit before, so we decided to give it a Clover Power face and let it sell the idea," said C. J. Gauger, State 4-H leader. The plan was to use the "walk through" feature of the exhibit and highlight some Clover Power ideas. The first problem was how to communicate to different age levels.

4-H'ers concentrate on a few of the Clover Power posters painted during the fair. The exhibit also featured a "peephole" section to tell the 4-H story.

Glenn Connor, Ames elementary art teacher, and Glen Thompson, Extension recreation specialist, tackled that problem and came up with a very simple solution.

"No one tells a story to a 10-year-old as well as another 10-year-old," said Connor. The two staff members then set up an art session with 4-H'ers 10-13 years old and one with young people 16 years and older. The only direction the 4-H'ers got was: "Paint what Clover Power means to you." The sessions confirmed the theory that young people did the best job of telling other young people about Clover Power.

"Most of the success we saw in the lab sessions was because kids could express their own ideas," Gauger said. "How could we 'turn on' young people walking through a display?" So he proposed setting up a "do your own thing" art table where members and other fairgoers could put their hand to the canvas and let their ideas come alive.

It worked. The painters had fun, but the results showed some serious thinking as their ideas came through. Some were outstanding:

"Clover Power's a growing thing."

"4-H creates opportunity."

"Clover Power is a look into myself."

"Clover Power is telling it like it is."

"Clover Power is awareness."

"Communication and togetherness and friends and fun and learning and you and me are 4-H."

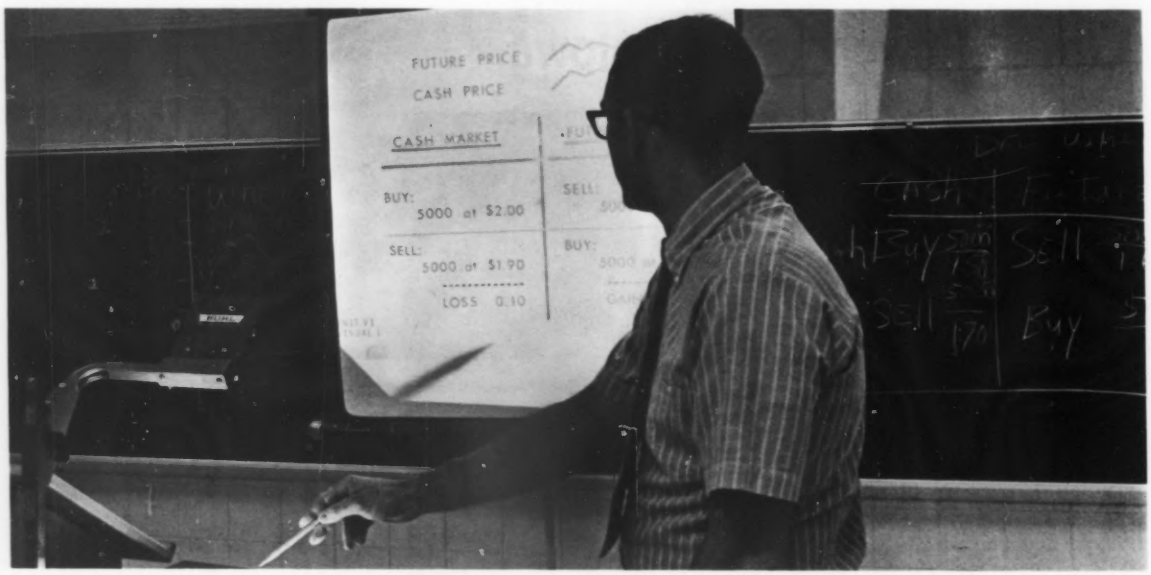
And one on the exhibit itself:

"I always thought 4-H was plastic, but this booth is REAL."

C. J. Gauger summed it up. "We really didn't know what to expect, but after one day we could see the kids grab the idea and go with it. The meaning of Clover Power is still vague, and should be. No one has to accept someone else's definition. It's interesting, though, to see how quickly kids communicate Clover Power to each other.

"It takes a little longer for adults to catch on, and they nearly always have to get the message from a 4-H'er. Clover Power's given Iowa 4-H'ers a rallying point; something that really helps them identify with the new feelings and ideas of today's thinking young person." □

Wheat producers study futures market



During the second session of the wheat marketing short course, William Spencer, Colorado State University Extension economist, discusses the basis—the difference in price between a country point and the nearest terminal price-determining market.

by
Louis E. Stephenson
Extension Editor
Colorado State University

Drought, hailstorms, a longshoremen's strike, or any of a hundred acts of nature or man can affect the wheat market.

Recognizing their vulnerability to the whims of fate, Colorado wheat producers wanted a way to take some of the risk out of the market.

A clue on how to do this was furnished by others in the industry. The more progressive county and terminal elevator operators and the millers use all the tools of marketing, especially the futures market, to give them a marketing edge.

The producers' need for more information about the futures market and hedging became increasingly apparent after a 2-day national wheat pricing seminar at Colorado State University.

This program concentrated on how the price of wheat is determined in the open market. The seminar focused attention on the wheat producer's lack of control over the price of his product.

The national seminar, plus the fact that others were successfully using the futures market to help stabilize

pricing fluctuations, set in motion events leading to a CSU Extension short course on wheat hedging.

Almost before the wheat pricing seminar ended, producers were after Donald G. Knott, Extension agent in Larimer County, for help in using the futures market. And, within the week, Knott was beating on the door of Extension wheat marketing specialist, William P. Spencer, for help in planning and conducting a hedging workshop.

"In setting up our lesson outline," Spencer says, "we decided to teach futures trading from the risk reduction point of view rather than from the speculator's viewpoint."

The short course was divided into three sessions, each a week apart. The first session was devoted to explaining the origin of the Chicago Board of Trade and other boards of trade and the development of futures trading.

The second session included a discussion of the futures contract and how trades in the futures market are conducted. The final session emphasized the farmer's use of the futures market.

Knott accepted the responsibility for promoting the workshop. A newcomer to the county at that time, his first source of interested producers came from a list of names found while cleaning out some files. This list plus the names of those attending the wheat pricing seminar made up the futures workshop mailing list.

Each person on the mailing list received a letter explaining the workshop, inviting him to take part in it, and giving details as to date, time, place, and cost. A small charge was made to cover the cost of materials.

Included in the letter was a self-addressed post card to be returned to the Larimer County Extension office. This pre-enrollment card gave the workshop staff an idea of the number of participants to expect and the amount of materials needed.

The task of preparing materials and teaching the course fell to Spencer and to J. Hugh Winn, Extension marketing economist. At about this time, wheat producers in other States were having the same problem. In response to the need, the Federal Extension Service started a program with the Chicago Board of Trade to develop material for teaching futures trading. The CSU specialists relied on this material and also used slides, charts, and handouts they had prepared.

Homework assignments were made at the first session. Each producer was given a commodity to chart during the 3 weeks of the workshop. At the second session the students had their own graphs for the fluctuations and movements of the various prices in the commodity market.

During the second session the concepts of the basis—the difference in price between a country point and the nearest terminal price-determining market—were introduced. Homework for the week included preparing a basis chart from the local country point to the nearest price-determining terminal market.

By the final session producers were ready to consider how they could use the futures market. It was pointed out that futures trading could fix the price of the crop before harvest; fix the price of grain stored for late delivery; fix the cost of feed without having to take immediate delivery; and provide a way to speculate on the price of the crop that was produced but for which storage was not available.

The workshop provided an in-depth look at the futures market. Spencer points out that some of the top producers in a three-State area took advantage of the course. "They were knowledgeable about marketing, they were large producers, and they were looking for better ways to market their crop," he says.

The workshop was followed by an evaluation questionnaire. The questionnaire sought the participants' opinion of the workshop and whether they used the hedging information.

Feedback indicated that the producers valued the information from the short course but were hesitant to try the market. Knott says several of the men continued to keep charts on the market in preparation for deciding whether they would use it as a risk reducing tool.

One producer summed up the feelings of most when he wrote, "I've been keeping a chart on the market and only wish I had used the futures market. I would have saved some money. I just didn't have the guts to try it." □

- **cooperation**
- **planning**
- **publicity**

Keys to a successful demonstration

by
John E. Rydel
County Extension Director
and
J. Clayton Herman
Assistant Extension Editor
Iowa State University

Combined efforts of the Cooperative Extension Service, community leaders, and industry personnel attracted 15,000 visitors to a minimum tillage planting and harvesting demonstration in southwestern Iowa.

Community leader Joe O'Hara provided the host farm for the demonstration. Shenandoah area businessmen and farmers, Page County USDA agencies, local farm equipment companies, material suppliers, and area news media all pitched in to help make the program successful.

The program goal was simple: to demonstrate various minimum tillage methods of growing corn.

The object of minimum tillage is to cut production costs and to reduce erosion. But there is much confusion throughout the Corn Belt as to what minimum tillage practices work best in a given area. It was reasoned that a demonstration of available minimum tillage machines might resolve some of the confusion.

The planting demonstration was April 24, a warm spring day. Seventeen equipment companies planted 87 acres of corn by 21 different methods in 3-acre plots. Area oldtimers said we were planting corn a month ahead of time, but 2,000 persons watched the demonstration.

Another 10,000 observed growth and development of the corn during the growing season. Grassed driveways around all plots let visitors drive through the entire demonstration field without leaving the car. The driveways were so heavily traveled, the grass never grew. Signs at each plot identified the planting method.

Corn harvest day on October 9 brought in 3,000 spectators who witnessed nine harvesting machines and five grain driers handle 11,000 bushels of corn.

Ample subsoil moisture at planting plus nearly 30 inches of rainfall from planting to maturity produced an average yield of 127 bushels an acre.

No minimum tillage method proved superior. The demonstration showed that any corn planting method can produce profitable yields if the system is used as it is designed to be used.

Yield results gave a 7-bushel advantage for plowing compared with minimum tillage planting methods. But there was more erosion with plowing, and higher costs of ground preparation offset the yield advantage. Regardless of planting method, 30-inch rows yielded 3 bushels more than 36-, 38-, or 40-inch rows.

This story does not end with the harvest. Sets of 2x2 slides record the field day preparation, planting, growing, harvesting, and storing of the corn. Who knows what the total audience contact will be when you add those who will see the slides?

Only time will tell how soon farmers switch from conventional corn planting methods to minimum tillage methods. But we know that at least 15,000 have been exposed to minimum tillage methods.

Exactly what made this demonstration so successful?

For one thing, the topic was vitally interesting to a large number of people. The cooperative effort of all

At right, the sign goes up at the Joe O'Hara farm to mark the spot of the minimum tillage demonstration which attracted 15,000 persons.

Seeing is believing. An FFA member, left, checks to see where the kernels were dropped. Above, Harvey Hirning, Iowa State University Extension agricultural engineer, reports results to the 3,000 persons at the minimum tillage harvest day.

involved capitalized on this interest. Probably more important, long range planning began 16 months before the event.

The idea of conducting the demonstration was born in January 1968 at a southwest Iowa area Extension program planning conference. Because of soil erosion losses and machine cost of conventional corn production practices, the staff believed such a demonstration was needed.

Contacts with Jack Gowing, farm director of the local radio station, KMA, confirmed his interest in such a program and his willing assistance.

Gowing and Extension staff members attended a minimum tillage demonstration in northwestern Iowa in the spring of 1968 to get ideas.

Dale Hull, Iowa State University Extension agricultural engineer, contacted minimum tillage equipment companies to alert them to the interest in a proposed minimum tillage demonstration in 1969 in southwestern Iowa.

A central planning committee for the event was named in September 1968. This committee was composed of Shenandoah businessmen and farmers, with the Page County Extension Director as chairman.

Committee members assumed responsibility for fuel, insecticides, herbicides, fertilizer, registration, plot layout, public relations, electrical needs, restrooms, crowd management, police and traffic control, airport taxi service, food, sign construction, telephone service, finances, and publicity. The committee also selected the farm for the event.

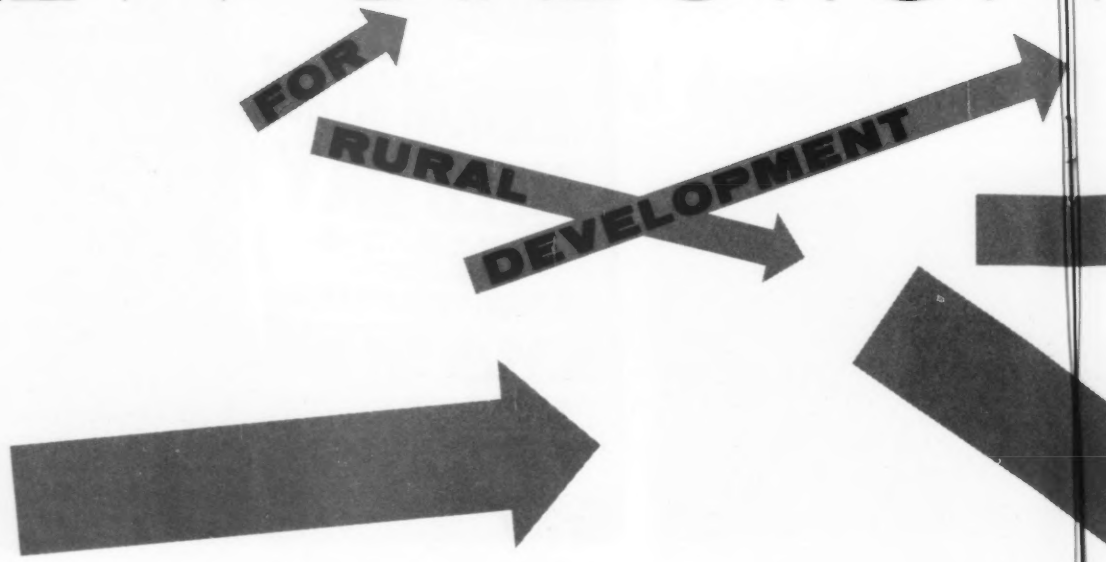
In December 1968 the central committee met with local equipment company representatives and with Iowa State University Extension personnel to plan for the field day.

Each equipment company selected its own planting system. But all used a uniform rate of fertilization. Application rates for insecticides and herbicides were based on Iowa State University suggestions. An aerial application during the growing season controlled first-brood corn borers. The corn was cultivated once in mid-June when knee high.

Gowing made weekly radio reports on the crop's progress. Area newspaper reporting also maintained interest in the demonstration. And area people were just plain anxious to find out the results of early planting at a high population, adequate fertilization, use of herbicides and insecticides, and of the various tillage methods.

This success story is a result of industry and Extension working and planning together with a common goal. And as a result of this success, two nearby States are interested in sponsoring minimum tillage demonstrations in 1970. □

NEW DIRECTIONS



by
William V. Neely
Program Leader, Resource Development
Federal Extension Service

Recent policy announcements by President Nixon and Secretary of Agriculture Hardin have an impact on Extension's future program direction.

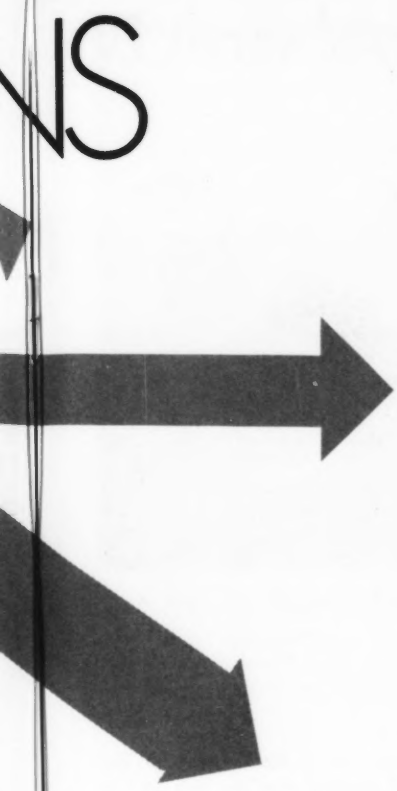
The creation of the Rural Affairs Council at the Cabinet level is an indication of the high priority the President puts on the problems and opportunities of rural America. At the first meeting of the council, rural development and rural America were defined. "Rural development" is not to be identified as a farm program but as a concerted effort in making rural America a better place to live. "Rural" was defined as those areas outside of metropolitan places of 100,000 or more in population.

Problems of rural America were pin-pointed by the council as being: (1) the bewildering dilemma in overlapping district jurisdictions in rural areas, (2) the great need for housing and facilities in rural areas, (3) the special needs rural settings give to various family maintenance and assistance programs, and (4) the particular needs rural communities have in education, manpower development, and industrial development.

Secretary Hardin's memorandum No. 1667 spells out the goals of the Department and some steps in the implementation of actions to meet those goals. The goals as stated are: "to utilize our existing authorities to provide more jobs and income opportunities, improve rural living conditions, and enrich the cultural life of rural America."

The Secretary's memorandum further states that "most details of the process should be left to local determination. The approach of the Department is to assist people to help themselves. For those activities in which the Department has expertise and responsibility, it will provide direct services to communities and individuals. For activities beyond the Department's purview, the Department can serve as communicator and catalyst. However, development is the primary responsibility of the local people."

In setting guides to implementation of the policy to reach the stated



goals, the Secretary has established a Departmental Rural Development Committee. This committee is charged with developing Departmental policies, programs, and priorities and will coordinate agency action on matters pertaining to rural development.

The Assistant Secretary for Rural Development and Conservation will chair this committee. The membership consists of Administrators and Deputies of the Forest Service, Soil Conservation Service, Farmers Home Administration, Federal Extension Service, Rural Electrification Administration, and other members as the Secretary may designate.

Among the charges of the committee will be suggested training which will help the Department and Extension personnel more effectively carry out their rural development responsibilities.

At the State level there is to be a USDA committee for Rural Development. The basic agencies at the State level will also include representatives from the Farmers Home Administration, Rural Electrification Administration, Soil Conservation Service, Forest Service, and the State Cooperative Extension Service.

This group will initially be convened by the Cooperative Extension Service. However, it will elect its own officers, develop its own operating procedures, and enlarge its membership as it sees fit. This committee will work closely with State governments and local people in support of State and local comprehensive planning and development.

The full range of the land-grant university expertise is expected to be brought to bear in providing technical and educational assistance to State and local groups. The State Cooperative Extension Service will extend the university and other available resources through its educational and planning programs with governmental and private organizations.

The State Committee will develop an annual plan of operation. However, reporting will be done by each agency's representative through his own agency Administrator.

The State Committee will decide on the kind of rural development organization to be established at the local level. Regardless of the organizational structure the State determines, local USDA professional personnel, including Extension, are expected to support, guide, and provide technical and other assistance to local individuals and groups in carrying out their development plans.

Development is recognized to be the responsibility of local organizational groups and leaders. Governmental agencies only provide programs and services that can implement such development.

Secretary Hardin, in his remarks at the recent meeting of the National Association of State Universities and Land-Grant Colleges, said of the State universities and especially the Cooperative Extension Service:

"The institutions represented here have long experience in working effectively with people in the private sector and with people in Government at all levels. You have great competence in many areas, and you enjoy the well-earned confidence of the public. And this is why we call on you now to accept a position of leadership and to lend your efforts and know-how toward a mobilization of the people and the resources of rural America."

This is the policy concerning rural development. The Extension Service is being looked upon to take the leadership in educational and technical coordination at the State and local levels. The emphasis is being put on development from these levels rather than from the Federal Government.

This policy and program direction is unique in that there are no new Federal programs, there are no new administrative agencies, and there will be only a few additional resources.

When the Rural Affairs Council met, it was confronted with the question "How can the problems of rural America be solved using our present programs and resources?"

This is the challenge. Since Extension has long enjoyed the position of educational leadership in rural areas, and since there will be no major reorganization or added resources, it is only natural that the local people turn to Extension and the land-grant university for educational and technical assistance in rural development.

Will this policy cause a change in Extension organization or its role in the community? The answer to this question lies in each State Extension and county Extension office. However, it does call for renewed effort in involvement in rural affairs above and beyond agricultural programs. □

Leaders learn by closed circuit TV

by
Arland R. Meade
Extension Editor
University of Connecticut

"Elsie, do you really mean that I can cancel a signed contract?"

This question came from a neighborhood leader in a classroom 100 miles from Extension Family Economics Specialist Dr. Elsie Fetterman, who was in front of a TV camera at the University of Connecticut.

The question and answer were heard by 166 others at six locations.

Such invited "interruptions" were typical during an eight-session leadership training series in consumer credit and Connecticut consumer laws. The medium was closed circuit television with "talk back" facilities.

The participants represented 40 agencies. The only requirement was a willingness to teach others—formally or informally—what they learned.

The 167 neighborhood leaders indicated they would reach 15,000 families in Connecticut: 11,000 English speaking, 4,000 Spanish speaking. Of the leaders, 71 were black, 24 were Puerto Rican, and 72 were white.

The stimulus for the series was a pilot closed circuit TV program in 1968 for paraprofessional leaders in low-income neighborhoods. Evaluation of that program indicated the need for programs on credit and consumer laws.

Extension home economists from the county staffs agreed to help with the new series at each University branch.

In spring 1968, tentative arrangements were made with the University branches and the campus Radio-TV Center. Early scheduling is vital.

Neighborhood leaders at a University branch classroom give rapt attention to Elsie Fetterman on the TV screen.

An exploratory meeting in November 1968 included representatives from Extension, the Connecticut Council on Human Rights and Opportunities, Community Action Agencies, Homemaker Health Care Aides, and neighborhood workers.

The series, they decided, should have four sessions on Connecticut consumer laws and four on basic concepts of consumer credit. The closed circuit TV lessons would be beamed from the main University campus to classrooms at six locations, including all five University branches.

The group urged that materials also be prepared in Spanish, since Connecticut has more than 100,000 Spanish-speaking people.

The Connecticut Commission on Aid to Higher Education awarded the project a grant of $12,179.50 from funds under Title I of the Higher Education Act of 1965 and the System of State-Supported Community Service Programs. Total cost of the series was about $40,000-$50,000.

During the 6 weeks between the date of funding and the date of the first lesson (March 6, 1969), plans were feverishly completed for program content, visuals, written materials, and securing personnel.

Preliminary preparation for the series actually had begun long before. In spite of this, the final 6-week period did not allow enough time to prepare and print materials for the community leaders to use as each segment was presented.

Recruiting participants was not easy, because some of the University branches are not conveniently located for people of inner-city areas. One branch, however, had twice as many applicants as it had room for.

The social agencies involved in the planning were enthusiastic about the series, as were other groups contacted. Extension home economists sent letters to agencies with whom they worked, contacted new ones, received suggestions from the University, and also resorted to the telephone book.

Dr. Fetterman has a relaxed "on-camera" talk with George Foster-Bey, director of consumer education and protection with Hartford's Community Renewal Team.

All the agencies which had sent neighborhood leaders to the 1968 pilot program received letters.

Followup letters with return registration cards were sent as the program dates approached. The county agents, Dr. Fetterman, and a specially hired part-time coordinator spent many hours on the telephone.

News releases went to all daily and weekly papers in Connecticut. Attendance was open to the public, as long as the participants agreed to teach others.

For each program, every participant received a bound, illustrated flip chart as a teaching aid. Illustrations on these and other materials depicted various ethnic groups. All materials were printed in Spanish as well as English.

The material on the flip cards was mimeographed for distribution at the appropriate sessions. The printed chart sets were not ready until later —a case for much more lead time in preparation of materials.

Handout leaflets for the four lessons on basic concepts of consumer credit were Federal Extension Service publications on credit. The TV presentations and flip charts coordinated closely with these.

The leaflets for the program on credit cards and the programs on Connecticut consumer laws (Door to Door Selling, Garnishment, Truth in Lending, and Debt Pooling) were written by Dr. Fetterman.

The publications were a key factor in the program's success. They were demonstrated as a teaching device to be used with families. Participants' evaluations reveal that the leaflets are being used and are written satisfactorily for inner-city consumption.

Participants felt at home with learning via TV. They expressed their views and asked questions without hesitation. The questions indicated that the audience had a vital acquaintance with the credit problems of low-income families.

Dr. Fetterman felt that the participants in the closed circuit TV program would benefit immensely from a wrap-up and recognition day at the main campus.

Guests invited to this on-campus completion session included all the resource people who had been part of the TV presentations. On display were exhibits of all the publications used and the content of each lesson. The pupils toured the TV Center.

Perhaps the most significant part of the event was the presentation of completion certificates by University President Homer D. Babbidge, Jr., with Dr. Fetterman at his side.

The participants' unabashed comments to Dr. Babbidge showed heartfelt enthusiasm and gratitude; Dr. Fetterman ("Elsie" to all her pupils) often received a hug and show of emotion with the thank-you.

The support of other University departments and divisions made the project possible, since Extension alone lacked money and staff for all activities. Although the program was clearly Extension-originated, due credit was given at various times to the others involved.

Valuable help also came from the field coordinator, Mrs. Marilyn Gunther. She contacted agencies throughout the State, helped the county coordinators get necessary materials, acted as general trouble shooter, was responsible for some evaluations of the program, and prepared the pretest and the participant evaluation form. She also conducted one branch meeting, visited five of the branches during the program, and taught one session via TV.

One conclusion from this project surely is that no one should expect to have Extension TV shows on top of regular duties. A tired but gratified Elsie Fetterman concurs. □

OBJECTIVES

For Families

—to learn to use credit wisely.

—to know the laws protecting users of credit.

For Community Leaders

—to learn more about credit in order to help families use it better.

—to learn to use visuals and other teaching aids.

—to learn about local sources of information about credit.

—to exchange ideas with other community leaders.

For Home Economics Extension

—to explore the use of closed-circuit TV in reaching community leaders.

—to increase communications between community leaders and Extension home economists.

4-H'ers improve communications skills

A week of summer 4-H camp devoted to better communications techniques has found a home. At least that's the story from the 4-H staff at the University of Georgia.

For a number of years, the Southern Bell Telephone and Telegraph Company sponsored a week-long 4-H forestry camp each summer. Three years ago, telephone company officials asked the 4-H staff to consider developing a camping program in which boys and girls could improve their communications skills.

Now, after two successful communications camps, the 4-H'ers, the 4-H staff, and the telephone company officials agree—the 4-H communications camp plays a vital role in helping boys and girls develop into better and more articulate citizens.

Operating one week in 1968 and one week in 1969, the camp program has already reached nearly 300 boys and girls directly. Those reached indirectly may represent an even greater number.

Harold Darden, associate State 4-H leader, explained the purpose of the camp: "For participants to become aware of the importance of communications in the development of peoples and to better understand themselves and other people in order to become effective in bringing about desirable change."

Some of the specific objectives of the workshop-type camp are:

—To examine how people learn and respond to new ideas and to explore ways of attracting and holding the attention of listeners, readers, and audiences.

—To examine reasons why people often resist new ideas and to learn some approaches that stimulate desire for change.

—To examine the processes of joint action by groups to achieve objectives and ways of using these understandings in work situations.

Darden called on the information, education, and supervisory departments of the Extension Service to teach the eight major class topics. Special instruction sessions were designed to stimulate the campers to investigate the more advanced communications techniques. These were taught by representatives from the telephone company.

Through group recreation, above, campers put some of the communications theories into action. At right, James B. Harris, Extension training specialist, talks about group processes, human motivation, and blocks to communications.

Class topics offer some insight into the methods used to accomplish the objectives of the camp. They included the learning process, the communications process, oral communications, written communications, group process, human motivation, blocks to communication, visual communications, and the "tuned out generation".

In addition to these classroom sessions, the teen communicators saw

by
Donald J. Johnson
Extension Editor—News
University of Georgia

film productions such as "Beyond All Barriers," "Production 5118" and "Gateways to the Mind." "Sounds of Yesterday and Today" and "Communications with Computers" were special presentations by employees of the telephone company.

Not all the camp was class oriented, of course. Plenty of time was built into the schedule for recreation, visiting, good food, and just having fun.

Participants for the special camp were selected on an application basis. They came from each of the six Extension districts in the State.

The first communications camp in Georgia was held at the Rock Eagle 4-H Club Center near Eatonton. Last year's camp was conducted at one of the smaller 4-H camp sites in the North Georgia Mountains near Dahlonega.

Darden said evaluation forms were mailed to the camp participants soon after they returned home from the week-long experience. They were asked to be frank in their responses. And since no signature was required, most of the teen communicators told it like it is.

Among other things, the 4-H'ers were asked to rate each session according to its value to the campers. An excellent-good-fair-poor scale was used. In addition, the campers were asked to give their opinions on which sessions should be eliminated.

Response to these and other evaluation questions is helping the 4-H staff to see the camp through the eyes of the campers and to decide what topics to offer next year.

In general the campers were receptive to the subject matter offered. Every topic had its following. Request for more time on a given class topic ranged from three on one topic to 51 on another.

Topics which the campers indicated they wanted to see added to the communications workshop sessions include: job interviews, social graces related to communications, conversation topics, and current events.

Additional evidence of the success of the camp can be seen in the letters some of the 4-H'ers sent to the instructors and the camp sponsor. One girl had this to say. "Each and every class had something to offer us and to help us in our 4-H work. I especially enjoyed the time we talked with the computer. I was amazed."

In her letter to the general manager of the telephone company, another girl had this to say, "Many adults don't realize how much 4-H Club work means to us. If I can ever help you explain more about 4-H work, please feel free to call on me."

From talking to computers and seeing communications movies, to learning how to write and speak clearly, the 4-H'ers had a crack at becoming better communicators.

"It will be interesting for us to follow these boys and girls as they continue to grow and mature and see if we can see how they put into practice the communications techniques they learned at 4-H communications camp," Darden said. □

Cooperation for better housing

by
Tom Byrd
Associate Extension Editor
North Carolina State University

"It's wonderful, just wonderful. I never thought I could have a house this nice."

These were the words of James Raeford as he showed visitors through his neat, 3-bedroom home in Davidson, North Carolina.

The Raefords and 30 other families now have homes of their own because of a unique local effort to help families with a modest income obtain better housing.

Civic and business leaders in this college town of 1,700 have formed a non-profit corporation, which provides homesites at cost for poorly housed families. Motivating the poorly housed and helping them take advantage of the program is the job of the Extension Service. So successful and so practical is this effort that several other Tar Heel communities are thinking of something similar.

The idea of providing homesites for local families originated with the Mayor's Community Relations Committee, headed by H. B. Naramore, president of a fabric company.

"Many of our citizens, especially our Negro citizens, needed better houses," Naramore explained. "Financing, which had not been available to them in the past, was becoming available through new lending programs of the Farmers Home Administration.

"The big problem," Naramore continued, "was homesites."

Thus, a non-profit corporation was formed to tackle the problem. The corporation purchased a 31-acre farm for $19,100 and divided the land into 70 lots of 75 by 150 feet each.

"We figure that the land cost us about $300 per lot," Naramore explained. "We spent another $700 per lot for streets, utilities, and rough grading."

The total cost, therefore, was $1,000 per lot, which was also the price to purchasers.

The 30 homes built so far—many others are planned—range in price from $9,000 to $13,000. All were financed by the Farmers Home Administration.

The annual income of these 30 families ranges from $4,000 to $7,500, and "only two of them had previously lived in a decent house," according to Mecklenburg County FHA Supervisor Ira Raper.

Naramore credits the success of the Davidson project to "a dedicated organizing group and serious home purchasers."

"A lot of people will go for pie in the sky," he commented. "Getting people to put their money on the line is what counts."

Motivating eligible people and getting them to "put their money on the line" has been the job of the Cooperative Extension Service. Extension agents, especially David Waymer, are helping convince needy families that they can live in something better than a rented shanty.

Extension agents have also worked with families in selecting the best house plan for their needs and pocketbook. Twenty-seven of the 30 families have selected plans developed at North Carolina State University by Extension Engineer W. C. Warrick.

Educational meetings on housing were held by Extension agent David B. Waymer to teach the following housing objectives. They range, Waymer says, "from house plan selection to landscaping the homesite."

—*Plot Planning.* To provide for (a) convenient access to and circulation around the dwelling (b) adequate natural light and ventilation of rooms (c) reasonable privacy for each living unit, (d) utilization of plot for laundry, drying, gardens, landscaping, and outdoor living.

—*Building Planning.* To provide for healthful environment and complete living facilities arranged and equipped to assure suitable and desirable living conditions commensurate with the type and quality of the property under consideration.

—*Space Standards.* To help home builders become aware of the living unit space necessary to assure suitable living, sleeping, cooking, and dining accommodations; and adequate storage, laundry, and sanitary facilities. To help them plan space to permit placement of furniture and essential equipment.

—*Materials and Products.* To insure that material installed will provide the dwelling (a) adequate structure strength, (b) adequate resistance to weather and moisture, and (c) reasonable durability and economy of maintenance.

—*Construction.* To assure that the dwelling will provide (a) adequate structure strength and rigidity, (b) adequate protection from corrosion, decay, insects, and other destructive forces, (c) reasonable durability and economy of maintenance and (d) an acceptable quality of workmanship.

—*Exterior and Interior Finishes.* To insure that the dwelling will pro-

vide construction which will prevent entrance or penetration of moisture and weather.

—*Mechanical Equipment.* To provide equipment to insure (a) safety of operation, (b) protection from moisture and corrosion, (c) reasonable durability and economy of maintenance, and (d) adequate capacity for its intended use.

—*Lot Improvements.* To assure lot improvements which provide (a) suitable access from the street, (b) immediate diversion of water away from the buildings and assured disposal of water from lot, and (c) convenient arrangement of trees and shrubbery and the establishment of a lawn.

—*Home Economics.* Homemakers of the Lakeside area have been involved in many areas of homemaking education. Three workshops were held in which homemakers learned how to make draperies for their homes. These leaders then assisted other homemakers in selecting and constructing window accessories. The home economics agent assisted and trained homemakers in selecting suitable color schemes and hanging pictures. Homemakers also learned to select and make craft items.

Monthly demonstrations on general homemaking interests are conducted by the home economics agent or by trained Extension homemaker club leaders. These lessons often result in further requests by residents to the Extension home economist and often lead to practical application of the lessons in the new homes.

Naramore calls the success of the development "heartwarming." "It now looks as if all 70 lots will be purchased sooner than we expected," he added.

Davidson College, the town's main business, has purchased several of the lots for employees. Most of the people who now live in the development do service work at the college.

"Three or four more communities in Mecklenburg are interested in similar developments," Waymer said. "But we need 10 more," he added. □

Several homeowners, including James Raeford, above right, are conducting landscaping demonstrations with the help of County Agent David Waymer. At left, 2-year-old Everette Reid plays in front of the Reid home, which was built from an Extension plan.

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A time of building

The decade just ended was often referred to as the "Turbulent Sixties". This term invariably cropped up in reference to controversial events and actions—student unrest, civil rights, U.S. involvement in Vietnam, and others.

Other turbulence didn't catch the headlines, however, because it was less controversial. It centered on identification of needs, opportunities, and priorities; development of new methods to deal with these opportunities; and a search for ways to acquire, combine, and use resources for the greatest public good.

This quieter turbulence provided Extension with a broader base of support and confidence and a better equipped tool chest to deal with its opportunities than ever before. As a result, there is a growing interest in and dependence on Extension to help meet critical national needs. This broader base of confidence and support is derived from public agencies, private industry, and institutions of education.

Many cooperative efforts with other Government agencies got underway in the sixties. Many efforts initiated earlier were strengthened. Some of the major cooperative ventures include the sea grant program with the National Science Foundation; fish and wildlife education and work with Indians through the Interior Department; manpower training through the Labor Department; education for tenants of public housing with the Department of Housing and Urban Development; various contracts with the Office of Economic Opportunity; Title I projects with the Department of Health, Education, and Welfare; technical services with Commerce; and cooperation with the Bureau of Narcotics.

Groundwork laid over many years culminated in significant actions and cooperation from private industry. Perhaps one of the most significant achievements occurred with one of our primary audiences—commercial farmers. Initiation of major programs and program improvements in the beef, sheep, swine, and dairy industries is a result of improved cooperation between various segments of the industries, and between the industries and Extension.

Extension ended the decade with a greatly expanded responsibility in the Agriculture Department's rural development efforts. The total rural development effort received new impetus from the recognition that many of the problems of rural people and of people in urban ghettos are just two aspects of the same problem.

Extension's expanded food and nutrition effort largely grew out of the recognition that the Nation has a responsibility to see that the malnourished receive a more adequate supply of food, and that malnutrition often is related to a lack of knowledge as well as to a lack of food.

The 1960's also witnessed a growing cooperation between Extension and other agencies of the Department of Agriculture, such as the Regional Utilization laboratories, USDA research staff, and the Economic Research Service. Programs involved in this cooperation included plant pest control and regulation, the emerging field of pollution in its broadest aspects, and national and regional outlook conferences.

Land-grant universities are looking more and more to Extension to help them meet their total off-campus responsibilities. Also, cooperative endeavors between Extension and other colleges and universities are becoming more common.

Significant progress was noted during the 1960's in identifying audiences and developing programs for their special needs. One of the most important achievements in this area was the adoption of the area agent and specialist concept.

In addition, we gave a new twist to the demonstration. The demonstration to show value of a single practice on a single enterprise is an old tool. Now greater and greater use is made of the whole farm demonstration and the all-practice demonstration. They're catching on rapidly and are applicable to both commercial farms and to low-income farms with the potential for becoming profitable commercial operations.

Extension drew on its successful use of volunteer leaders to develop a new level of Extension worker—the nonprofessional aide. Most aides work with the Expanded Food and Nutrition Education Program, but they also have proven effective in pilot projects with low-income farmers and with youth from low-income homes.

The effectiveness of television as an educational medium was also proven in the 1960's along with new techniques for older forms of electronic communications. The potential for extending the capabilities of Extension in this manner is great, and plans for much wider use are already well advanced.

We enter the 1970's with more resources and support, more cooperation, more effective techniques, and more opportunity to serve than ever before. What more can we ask? WJW

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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.

CLIFFORD M. HARDIN
Secretary of Agriculture

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CONTENTS

Two-way communication

"Confrontation," "dialogue," "rapport," and "relevance" are words which many feel are being used to the point of being worn out. But the fact that they are used so often by people in so many roles is an indication of how important the concept of two-way communication is becoming. The idea is no longer simply "tell it like it is"; the clue to effective communications is *feedback*. Listening to an audience's needs and reactions should be of primary concern.

Government agencies, realizing the need to keep people involved in the democratic process, attempt to incorporate the public's attitudes and ideas into programs and policies. With some kind of feedback from the State and local levels, Federal legislators and administrators can have a much better idea of how effective their programs will be for the people they are intended to reach.

Few agencies are as fortunate as Extension in their facilities for receiving feedback. County Extension staffs are an ideal mechanism for discerning the wants and needs of local people, and listening to the people has always been a key to successful county Extension programs. Extension will surely remain "relevant" if at all levels of the organization we emphasize listening to the voice of the people as interpreted by the staff members closest to them—the county workers.—MAW

Oregon aides help families

by
Dave Turner
Agricultural Information Staff
Oregon Extension Service

A project in Polk County, Oregon, is attacking poverty on a very personal level. It is geared toward education and training to help low-income families help themselves.

The backbone of the program is nonprofessional program aides—the same concept which is proving so successful in Extension's Expanded Food and Nutrition Education Program.

Through home visits by the aides, and through classes in child development, home management, cooking, canning, sewing, and other domestic skills, the program promotes better family living.

The 2-year-old program recently won an award for excellence from the Office of Economic Opportunity. It is funded under OEO and the Mid-Willamette Valley Community Action Program. The Oregon Cooperative Extension Service is the administering agency.

The theory behind the program is that poverty is composed of individual problems involving individual people who need individual help.

For example, an unskilled young mother whose husband is in prison was about to have her children taken away by the court. At the court's request, the Polk County project helped her manage her resources better. She kept the children and is attending business college.

Another mother took housekeeping training through the program and now works for four families.

Mrs. Frances Horton administers the project, and it is coordinated by Polk County Extension home economists Elsie Clark and Dorothy Christensen.

The six educational aides are from low-income families themselves, and they relate well to the families in their areas. They visit the homes, explain the program and its many classes, and chat about the agencies and help available.

A major aspect of the aides' effectiveness, Mrs. Horton said, is that they represent what other low-income women can be. The aides are well groomed and well informed. They are concerned about poverty, and they feel that the struggle to help is worthwhile.

"In almost every home, the aides have been well received and invited to visit," Mrs. Horton said. They have made over 8,000 visits.

Most people are referred to established agencies who can solve specific problems such as bad teeth and poor health. The many elderly who have special problems are referred to the county's program for the elderly. Many are helped with housing, jobs, and food. The Department of Vocational Rehabilitation helps solve the formal education problems.

Most people have been served through referrals and individual help, but 355 women have attended the homemaking classes.

Mrs. Christensen explained that many low-income mothers are not employable. This is not only because they must care for their children, she said, but also because they lack marketable skills. They are, however, able to gain some prevocational experience through the project to prepare them for gainful employment.

About 81 men and women have been encouraged to participate in high school equivalency classes. Others are taking advantage of Manpower Development Training. In January 1970, 15 were enrolled in an office procedures class offered for the first time under the Mid-Willamette CAP.

To help families have adequate clothing, two clothing exchanges are operating in the county. Low-income families bring garments their families can no longer use and exchange them for usable sizes. If they have nothing to exchange, they spend time sorting and mending to earn clothing for their families. The aides supervise and coordinate the low-income volunteers in the clothing exchange.

The project has generated good cooperation, not only between Extension and the CAP, but also among many other State and local groups—employment, health, and welfare agencies; migrant league; schools; and donated foods centers. □

Looking over reports of progress are the administering trio of the Polk County Self-Help Program, Extension staff members (left to right) Elsie Clark, Frances Horton, and Dorothy Christensen.

by
Roland P. Richards
Assistant Professor
and Farm Management Agent
Waukesha County, Wisconsin

Farming—a sound investment

Most security analysts would rate a company with a 7.3 percent compound annual growth rate in gross sales over an 11-year period as successful. Most investment counselors would not hesitate to recommend for a long term investment a firm with a 117 percent increase in gross sales over such a time span.

This is not a story about a glamour company in electronics or a giant conglomerate. It's about a Wisconsin dairy farm.

It is also a story of the strength of American agriculture, the stability of the family-owned farm, and Extension's contributions to these phenomena.

The Salentine brothers cash rent their mother's 326 crop acre, 115 cow dairy farm in Waukesha County, Wisconsin, once known as "Cow County, U.S.A."

In the years that Anthony and Jerome Salentine have cooperated with Extension, they have found themselves farming in the fastest growing county in the State. Waukesha County is a part of the Milwaukee metropolitan area—the fourth fastest growing area in the Nation.

The Salentines were not only burdened with all the well-known national agricultural maladies of this period—adjustment to excessive resources in agriculture, the technological revolution, and the cost-price squeeze—but they also faced a phenomenal increase in local land values and the resultant rise in property taxes.

Rising land values meant the exodus of many of the county's dairy farmers. The number of dairy farms decreased from 907 in 1957 to under 400 in 1968.

While others left dairying, Anthony and Jerome increased their net operating income from $23,000 in 1957 to $34,000 in 1967. Their depreciated investment climbed from $61,880 in 1957 to $115,050 at the end of 1968.

Their success did not just happen. They are as familiar with modern business accounting as many farmers are with a fork. In 1957 they began to participate in an Extension Farm Management Program, which in those days involved hand records. They hand-computed a farm business analysis involving 81 factors. They used this information to work out partial budgets to help them decide how to allocate their resources.

When Extension offered a training program in the use of an electronic records system in 1965, they were first to avail themselves. This system not only assembles data for State and Federal income tax and depreciation schedules, but also provides a 132-factor farm business analysis and a detailed crop production report.

In 1968 they began to keep a detailed enterprise account, charging all receipts and expenses to either the crops, which are Anthony's responsibility, or to the dairy enterprise, which Jerome handles. This provides them with more reliable data on costs and profits and thus improves and speeds up the evaluation phase of the decisionmaking process.

Both brothers are frequent visitors at Extension educational meetings, including farm management and income tax clinics. They soon became proficient at evaluating the impact of income tax upon farm management decisions. Accelerated depreciation is used frequently to manage the amount of taxable income. Depreciation and investment credit are calculated before an investment is made in order to evaluate its tax implications.

Jerome was one of the first to accept electronically processed DHI records. These records have made possible Artificial Insemination Sire Evaluation reports which he uses to purchase an occasional replacement.

The Salentines test their soil periodically. The use of fertilizer is determined by evaluating the soil test recommendations and their record of crop yields.

Both like to discuss major decisions with the farm management agent before they form conclusions. Most consultation is done by telephone. Although these conversations may last nearly an hour, it is still a very efficient use of time for both parties.

Anthony may open the conversation by saying, "I just want to check if I'm on the right track." Jerome's opener frequently is, "Say, what do you think of . . .".

Both are generally well prepared and have given their problem considerable thought before calling. Most of the information they need to make a decision is generated from their own records, but they like to see their data reinforced with research results.

The two families have faced some adversities. After the third consecutive year of drought, it took 165 acres of first crop alfalfa-brome to fill the same silo that 3 years earlier had been filled with only 95 acres.

In addition, a nitrate problem in the feed caused a prohibitive number of abortions in the dairy herd. This resulted in loss of milk production. It also reduced the level of culling because of fewer replacements and increased the capital outlay for replacements.

Subclinical mastitis became a problem. A State Department of Agriculture pilot program requiring heavy culling of chronic animals and meticulous checking at milking time got the problem under control. Now, with some changes in the ration, production is well over 12,000 pounds.

Stanchion stalls became impractical as cows became bigger. Injuries and mastitis forced the Salentines to consider more comfortable and convenient housing. They thought of a free stall milking parlor combination. Jerome took his week of vacation and milked cows twice a day in a Minnesota installation to get the feel of such a system. He came back satisfied. Working with the Extension engineer, they developed a plan. They did most of the work themselves.

When other knotty problems arose, the farm management agent got the help of specialists from the College of Agriculture and Life Science. Specialists in agricultural engineering and economics, agronomy, entomology, dairy science, soil, and veterinary science have visited the farm and contributed to solving some of the problems.

With Extension's help, the Salentine brothers are attaining financial security from this 115-cow dairy farm located in an area of high land values in one of the country's fastest growing metropolitan regions.

But this has not been a one-way street. Several Extension-sponsored weed, insect, and fertility trials and demonstrations have taken place on the Salentine farm.

The brothers have been hosts to a county dairy building and management tour for farmers; a dairy management field laboratory for neighboring county Extension agents and college specialists; a 4-H dairy group from Indiana; delegations from foreign countries; and many individual farmers who came to see their operation.

Extension calls farmers such as the Salentines "innovators." Neighboring farmers have adapted many practices these brothers use. Among them are: all-year stored feeding system; corn insect and weed control; alfalfa fertilization; low moisture haylage; anhydrous ammonia on corn; and lower moisture corn silage.

And the Salentines do not hesitate to tell neighbors and friends that Extension has contributed to their progress.

Working with the Salentines over the years has been a pleasant and satisfying experience as well as a learning situation for both parties. Mutual respect and trust have benefited both sides.

Most satisfying is the fact that the Salentines have proved that dairy farming can provide the financial security that makes possible the attainment of the other goals that they, their wives, and their children have chosen for themselves. □

Agribusiness supervisors—eager students

Agribusiness men appreciate the materials Extension specialists bring to the management training meetings. Here, instructors John Williams, dairy specialist; and Julian Raburn, business management specialist (third and fourth from left) make certain these students understand the material before it goes into their notebooks.

Thanks to the Cooperative Extension Service, supervisors of agribusiness firms in Georgia are going back to school to learn how to do a better job of "getting things done through other people."

Approximately 700 of them have attended supervisors' workshops conducted by Extension's marketing department. It looks like the schools will be just as popular in the future as they have been in the past. The 700 who have already participated represent 25 companies in poultry processing, wood products, and dairy manufacturing. These companies employ nearly 10,000 people.

Julian A. Raburn, Extension business management specialist—agribusiness, University of Georgia, and others in Extension marketing have conducted the workshops. Involved have been Jerry Cox, poultry; John L. Williams, dairy; and Zeke Baxter, Oscar Fowler, and Jack Warren, forestry.

The workshops are presented in seven 2-hour sessions arranged at a time and place convenient for the participants. In most cases the classes are

by
Virgil E. Adams
Extension Editor—News
University of Georgia

held right in the plant. Supervisors who attend at least five sessions are awarded certificates.

The first 2-hour session is an introduction to supervision. This is followed by two sessions on the fundamentals of supervision. Others, in order, are communications, the art of listening, introducing change, and discipline.

Raburn and the other instructors use lectures, films, and case studies as their teaching methods. The case studies serve as a springboard to group discussion.

According to Raburn, "getting things done through other people" is the simplest definition of management he knows. He added that this definition applies to all levels of management—from chief executive to supervisor.

Many chief executives have been involved in the 25 workshops held so far. In fact, interest, support, and involvement of top management contribute much to the success of the undertaking.

It's not that top management needs the training so badly. Chairmen of boards, company presidents, and many vice presidents get their training through their trade associations, American Management Association, and other such groups.

But Raburn and his coworkers believe that middle management supervisors—those out there on the "firing line"—get very little training. In 1966, members of the marketing department began surveying the major needs of agribusiness firms. Supervisory training topped the list. The first workshop, in a poultry processing plant, was in January 1967. The sessions have been growing in popularity ever since, and the end is not yet in sight.

"In most agribusiness industries," according to Raburn, "technology is not a problem. We know how to process chicken, for example. In the final analysis, the problem is people.

"Usually we can get the most out of our machinery or a new piece of equipment if we know how to get maximum production out of people. There are many resources in any agri-industry. One of the most important is people. Unless people are motivated to do their best, machines won't do their job. The supervisor is responsible for motivating people and these are the ones we are trying to reach in our agribusiness workshops."

Raburn considers 20 to 30 supervisors an ideal class. However, classes have ranged from as small as 10 to as large as 59.

In setting up the classes the initial contact is made by the marketing department directly with the firm involved. In later planning meetings, during which final arrangements are made, the county agent accompanies the State staff personnel. In most cases the agent introduces the specialist at the first workshop, and he attends as many of the classes as he can.

Once the supervisors "graduate", they are put on the mailing list to receive the Extension marketing department's monthly agribusiness newsletter. This newsletter, never over two pages long, gives workshop participants additional information on subjects covered during the formal series. It also keeps their interest whetted in staying up-to-date on supervisory principles.

In addition, Raburn and the other instructors conduct followup sessions on request. These 2-hour class periods are devoted to topics of current interest in supervision. They are intended to reinforce basic concepts covered in the workshop.

Attendance at the workshop sessions is no problem. This is especially true when top management is involved. "The company president, if he is interested, sets the atmosphere for the entire learning period," says Raburn. "We found that this is one of the keys to success—having top management there and participating; not dominating, but participating."

Raburn says that 98 percent of those who attended the first session attended all seven sessions. Overall attendance is running 90 percent. Graduation certificates are awarded to those who attend five of the seven sessions.

"One of the strong points of our workshops is that we have all kinds of supervisors present—from production, sales, and office management," Raburn adds. "This gives people from various phases of the business an opportunity to come together and learn about problems their coworkers are having in other areas."

One area that concerns the instructors is the need to go back and meet with new supervisors. Turnover in most agribusinesses is rather high, and the fact that some supervisors have had the training while others have not sometimes creates a problem.

The Extension instructors spent nearly a year getting ready to teach before they conducted the first workshop. They have built a sizable library of training material. The American Management Association has been helpful in equipping these Extension workers to perform this new function.

Major U.S. corporations have their own training departments and conduct ongoing training programs for all their people. In fact, there has been a big push in management training in these large corporations in recent years. In agribusiness, however, the resources and the personnel to conduct supervisory training have not been available. Thanks to the marketing department of the Georgia Cooperative Extension Service, the resources and the personnel to get this job done are being provided. □

by
Dean Parris
Extension Farm Agent
Lawrence County, Alabama

Alabama's 'photo-journalism' agents

They told me I'd get a new camera, a good one. That sold me right then and there.

This promise came to me and 15 other farm agents who were attending a 2-day workshop at Auburn University 3 years ago. We were there to learn new skills in photography and news writing.

We had been invited to be members of a specially trained group that was soon to become well-known in Alabama as "photo-journalism" agents. The idea, as we learned during the 2-day meeting, was to give special training to selected agents who had demonstrated a little skill or a lot of interest in communications work.

Four agents from each of Extension's four districts were called in for the workshop.

Alabama agents normally receive general training in communications early in their Extension career. That is, they get the basics in news writing, radio, and TV.

The photo-journalism project was designed to expand this training to the point of making field specialists out of a few agents. We were trained to do quality work in photography and news writing. This placed us in a slightly prestigious position and gave us satisfaction for doing a specialized job.

We were to become the backbone of a grassroots communications network that would tell the story of Extension and its related activities.

Already a camera buff, and eager to try to do a better job with my local weekly and the two daily papers serving my county, I jumped at the chance to make "photo-journalism" a part of my regular work as an Extension farm agent.

After the first year, the project had worked so well, administration officials asked that 12 more agents be selected and trained. Immediately after they were picked, they went to Auburn for a 2-day workshop. These 2 days—the same as ours had been—were filled with the basics of news writing and photography.

Some of the topics covered were: What makes a story or picture newsworthy? What makes one picture better than another? Why are some articles carried in the local newspaper when others don't make the grade? How do you write a cutline? What is a good working relationship with your local editor? How do you compare a good picture for newspaper use? What are the basic rules for effectively operating a camera?

I well remember what a news editor said at the meeting: "The primary purpose of this project is to enable you to coordinate a better informational program in your county. Your local program should get top priority. If we can improve your local communications program, this project will be well worth all our efforts to train you."

Here's how we were told the photo-journalism project would work:

After this 2-day workshop, we were expected to go back to our county and begin, as quickly as we could, an information program that would improve our county's communication work.

Dean Parris, above left, and editor Mrs. Jewell Moore watch the printer lay out an edition of the Moulton Advertiser. At left, Parris has the rewarding experience of seeing a big spread about Extension in the local paper.

Since good equipment is a must for quality work, we were assigned a new camera that was a big improvement over the ones we had been using. However, a camera, no matter how good it is, is of no value unless it is put to effective use. We were told to use it often and study to correct mistakes.

We had total possession of this camera. This didn't mean that other staff members wouldn't share it, but it did mean we were fully responsible for its use. We were expected to make pictures for our coworkers where feasible and assist them with their information work when asked.

The Extension Information Office at Auburn gave top priority in processing our film. The State office supplied us with work forms and mailers for sending our film. The work order forms listed negative numbers so we could show our desired column size, and photographs were printed accordingly. Prints were returned with an evaluation form, pointing out our weaknesses and strong points.

We were asked to cover a couple of district or State events during the year. The Information Division at Auburn helped us prepare for these events. Also, some of us wrote feature stories and cutlines for area daily newspaper special farm editions and farm magazines. We kept in mind, however, that the primary purpose of the training was to help us do a better communications job in our own county.

I am thankful I was selected to participate in this pilot program. It has been some of the best training I have ever received in Extension. As a result, the Lawrence County Extension Service now has a prominent place each week in the Moulton Advertiser, the county's only weekly newspaper. It is most common to see a lengthy story about agriculture and its importance to the total county economy, or pictures of 4-H, Extension Homemakers, and adult work. Several times, full pages have been devoted to vegetables, cotton, the county fair, and 4-H Club programs.

In 1966, the year before this program began, we had 32 articles in our local newspaper. Last year the number had jumped to 261.

Statewide in 1966, papers printed 5,800 news articles by county Extension workers. By 1968, the number had jumped to 7,517. During this same period, the number of published photos jumped from 2,581 to 4,845. We feel these increases are a direct result of the photo-journalism effort.

I have received several favorable comments about this program. Jewell Moore, editor of my local weekly newspaper, said, "When I need pictures, information, or a complete story, I know where I can get this help—from the county Extension office."

A statement by S. P. McClendon, my county Extension chairman, reflects feelings of many county chairmen. He said, "I feel that photo-journalism training has improved the image of the Extension Service, not only in Lawrence County, but throughout Alabama."

Winford Turner, editor for the Decatur Daily, had this to say about pictures and a story of cotton failure in 1967. "I have never seen better quality pictures to tell the story of crop failure or more dramatic statements made by cotton farmers of their losses than those prepared for the Decatur Daily by the photo-journalism agent assigned to cover the story for Lawrence, Morgan, and Limestone Counties."

"We are highly pleased with the photo-journalism project," said John Parrott, chairman of the Auburn University Extension Information Division. "Proof of the agents' fine work are three scrapbooks of their newspaper clippings collected over the past 2 years which are on file in our office.

"Administration officials have been kept fully informed and they often refer favorably to the project. We have had no trouble scheduling workshops for the photo-journalism agents and we intend to continue working very closely with them to keep them up to date on communication trends and new techniques.

"Our photo-journalism agents have earned the respect of all their coworkers and the news media throughout the State. This is a big help to our organization, and the thorough coverage received in weekly and daily newspapers boosts Extension's total impact and effectiveness. Photo-journalism is a project we don't intend to give up." □

Arkansas communities choose district development

New community development concepts introduced by Extension education have paid off in the West Central Arkansas Economic Development District. Communities are joining forces for more effective development, and they are seeing the results in economic growth for their area.

In 1966 several Arkansas Extension staff members participated in a workshop on basic principles of economics as they apply to resource development. Dr. Eber Eldridge, Iowa State University economist, taught the course.

Attending were district agents; district resource development specialists; and area resource development agents, including Howard McCartney, whose area includes the West Central Arkansas Economic Development District.

During the workshop, Dr. Eldridge described the concept of the "larger community"—a group of smaller communities whose economic activity revolves around a larger city or growth center.

Early in 1967, McCartney began teaching this concept to a small group of key leaders in each county in his area. The material was presented in six sessions a week apart, each with an hour of lecture and 30 minutes for discussion. County agents attended with the leaders.

Attendance was by invitation only. The agents and McCartney agreed on the persons who would be invited. They contacted each person and gave him a brief explanation of the course, Extension's purpose in offering it, and a personal invitation to attend.

The subject matter was broken down into the following topics:

1) *Economic growth and how we measure it:* This included the fact that many people cringe from changes that are really growth and progress.

2) *The changing economic base of the community.* The changing base from primarily agriculture to maifily manufacturing and certain services was explored and explained.

3) *National trends as they affect the community.* It was pointed out that the most important factor affecting any community is what is happening nationally, and that community leaders should be concerned about national trends.

4) *Methods of expanding the economy.* Methods and limitations were thoroughly explored. It was pointed out that not every community is capable of becoming an industrial complex.

5) *Impediments to economic growth.* This section included discussion of cultural, social, political, and economic factors which impede community progress.

6) *The larger community concept.* McCartney says, "Here is where we sold them on the concept of economic development districts, with the natural growth centers as the focal point." Material presented was based on the work of Karl Fox, head of the agricultural economics department at Iowa State University, which showed that most economic activity occurs within a 50-mile radius of major cities or "growth centers."

When the Economic Development Administration began setting up the economic development districts, the key leaders had already accepted the basic idea of multicounty cooperation.

Extension helped the leaders set up the West Central Arkansas Economic Development District (WCAEDD). Because of limited funds, the EDA had to combine two natural districts, with a growth center in each, into one district. Extension helped the leaders to see, however, that this arrangement was better than nothing at all.

Another problem was the large number of multicounty organizations that were springing up. Each required matching money, and opposition was growing among the county judges.

Extension met with the judges and county development council chairmen to explain the specific role of each group. Once it was understood that each was set up for a specific action program, but that none was designed to do what the Economic Development District would do, they supported it.

The WCAEDD was funded in July 1967 and staffed soon after. The first job was to develop a district Overall Economic Development Plan. Extension workers, County Technical Action Panel, and County Development Council members all helped develop the plan.

Since then, these groups have helped the staff gather statistical materials and economic information to accompany applications for Federal funds for many projects.

McCartney gave three examples of successful projects in his area which show how community development is coming about through the economic development district.

The first example is the Kenner Boat Company in Knoxville in Johnson County. From a firm started in

by
Howard McCartney
Area Resource Development Agent
Arkansas Extension Service

Work at the poultry processing plant (above left) would have ceased, and the Kenner Boat Factory (below left) would have left the area if it had not been for the sewer treatment plant and the water system obtained as a result of having an organized development district.

1946 by two brothers who built boats in their garage, it has grown to a plant with national sales outlets and employment of 125 people.

The plant had planned further expansion in Knoxville, but because the little community had no water system, the fire insurance rates were too high. The city's application for an EDA grant and loan to extend the water lines to the community had been turned down.

The plant was about to be moved to another State when the WCAEDD staff moved in to help. With the assistance of Extension and local citizens, the application was resubmitted, and a grant of $87,000 was approved to get the needed water. This saved 125 existing jobs, and enabled the company to go ahead with expansion plans which will create 300 more jobs over the next 5 years.

The second example of the district's effectiveness is in Dardanelle. The State Board of Health had set deadlines for towns in the Arkansas River Navigation Project to install primary sewage treatment facilities. Dardanelle had taken care of primary treatment for domestic sewage, but raw sewage was still going into the river from the poultry processing plant which was leased from the city by Arkansas Valley Industries.

Employment in the plant was 750, making its operation critical to the area's economy. Poultry and poultry products accounted for 80 percent of the value of farm products sold and provided 65 percent of the total employment in the Pope-Yell County area.

Extension helped document these and other facts to accompany an application for EDA assistance in constructing a primary treatment plant. This was approved, and now Arkansas Valley Industries is retiring the bond issue, which the city sold, in increased monthly rental on its facilities.

The third example was a grant from EDA for technical assistance in locating industrial sites and determining the economic feasibility of constructing industrial ports along the Arkansas River. This was badly needed, McCartney said, because every town was concerned about whether it should have a port. They had questions about how elaborate a port was needed, whether it would be economically feasible, how it could be financed, where it should be located, and how much land would be needed.

A grant for areas in the WCAEDD, as well as for other sections of the river in Arkansas and Oklahoma, has provided for a study by an engineering firm. When this work is completed, the community leaders will have the information on which to base a decision concerning port development.

Persons involved in community development now recognize the advantages of joining forces on a larger community basis in order to bring about economic growth, McCartney says. But despite this knowledge, they occasionally revert to a protectionist attitude for their own community or area of influence. The educational process and new rewarding experiences must continue if basic behavior patterns are to be permanently changed. As long as this need exists, there will be a need for Extension's continuing education program. □

Extension personnel visit with property owners to help them decide how well their resources match those needed for a successful commercial campground.

Campgrounds sometimes are developed in conjunction with other forms of recreational activity. Extension forester Alex Dickson, right, discusses a sign with the owner of such an operation.

A rundown farm a decade ago; a new owner planning on opening a commercial campground 5 years ago; a rural residence today. This is the story of a number of New York State properties.

The story of Extension's work with commercial campgrounds is frequently told in terms of a different property: an ill-suited farm a decade ago to a successful recreation enterprise today.

But if Extension's role is education, and if it is to serve society "best," we should count as successes those who have been deterred from a calamitous course and directed to one more suited to that family.

New York Extension's involvement with commercial campground operators is a tale of change and development.

It began in 1962 when Fred E. Winch, Jr., Extension forester, discussed in several county meetings income potential and problems associ-

by
Bruce T. Wilkins
Assistant Professor of Conservation
Cornell University

Sometimes the answer is 'no'

ated with commercial recreation. This preceded the United States Department of Agriculture's vigorous information program to create an awareness of income possibilities from commercial recreation.

This initial involvement laid the groundwork for considered discussion of the opportunities and pitfalls common to these enterprises. And it's well that this was done. Shortly thereafter, Extension workers in New York, and doubtless most States, were deluged by those seeking more information on commercial campgrounds.

Studies in this field provided the basis for printed material suggesting some physical, economic, and social criteria to aid a family seeking information on the campground business.

Many were discouraged to learn that it was not an easy way to make money, that their particular competencies suggested a campground was not a reasonable business for them to enter, or that financial assistance was much less available than they had thought.

The high level of interest among a limited number of persons diffused throughout the State was considered by a committee of the New York State College of Agriculture. This committee was composed of faculty and staff from the Departments of Agricultural Economics, Agricultural Engineering, Agronomy, Conservation, and Rural Sociology.

They planned a one-day school in 1964 for New York campground operators and other interested parties. College staff, State health department personnel, and experienced campground operators were used as teachers.

The 180 persons in attendance heard information useful to the early adopters as well as to those simply seeking to learn more about opportunities in the campground business.

Since then, an annual 2-day school has covered items of interest to campground operators, including subject matter in engineering, recreation programs, economics, and management of natural resources.

Instructors have included State planning, commerce, and park personnel; industry spokesmen; and Extension workers from other States.

By 1966, the level of instruction was such that the conference mainly served the interest of the experienced operator. It was too advanced for those in the awareness stage seeking more information and for those just entering the business.

A half-day session preceding the main conference was designed for those persons. By 1968, 80 people were attending this "new operator" session.

By that time, however, the early adopters (now experienced operators) found much of the main conference of little personal value. They had previously solved many of the problems discussed. So in 1969 a special session for experienced operators was planned.

Publication of proceedings from these conferences and the associated publicity have been major factors in New York's Extension educational program for commercial campground operators.

The nearly 400 campground operators cover an array from those who established their business over 20 years ago to those opening within the past year. It has been a challenge to develop an educational program for a group which has expanded by about 600 percent in the past decade.

Many members of the potential audience are in an awareness stage, many are in a trial stage, and many are experienced in campground operations.

Interestingly, the adoption stage pertains to the entire business, not only to some elements within the business. This is somewhat unusual in Extension programing in agriculture, where typically a declining number of farmers has meant that the vast majority were experienced in most operations.

As new and expanded opportunities evolve for substantial numbers of enterprises such as campgrounds, or perhaps catfish farming in the Southern States, Extension will be faced with the situation of discouraging large numbers of ill-suited persons from entering the business. This certainly is equal in value to "positive" educational achievements.

Far more people in New York have been discouraged from entering the campground business than have been encouraged to try it. Many of those encouraged have been better prepared to make management decisions because of Extension's education program. Both are important educational achievements. □

4–H as a Britisher sees it

by
Josephine B. Nelson
Extension Information Specialist
University of Minnesota

The family-centered aspect of 4-H is both its strength and its weakness.

That's the conviction of Constance Sanders, a youth worker from Warwick, England, who recently spent a year as a visiting youth specialist at the University of Minnesota.

For 9 years, Miss Sanders had been research and education officer for the National Federation of Young Farmers' Clubs in England and Wales. She was responsible for staff training, leadership, recruitment, and research. She is also a former teacher of speech and drama.

In Minnesota, she was to conduct extensive 4-H program reviews, working with State 4-H staff and district supervisors. Among her other duties were to evaluate and improve certain 4-H speech and drama activities, to help develop the international phase of the citizenship program, and to strengthen work with older teenagers.

Miss Sanders said of the family-centered aspect of 4-H work: "Many 4-H Clubs are an extension of the family into the community. Where this is a complete family unit, the club can be a lively factor in the life of the community.

"A unique and wonderful characteristic of the 4-H program is its carryover into the home. The children learn project work and continue the learning process at home, sharing it with mother, father, sisters, and brothers."

However, when father and sons are not involved, 4-H becomes a female-child oriented program. A mother-with-children club is unlikely to attract boys or many teenagers, Miss Sanders adds.

In fact, the family-centered aspect of the program may be one reason the dropout rate in 4-H is so great in the early teens, Miss Sanders believes. Leadership responsibility is placed on the adult leaders, with little opportunity for members to show their responsibility.

Only a radical change in the structure of club leadership can reverse the high membership losses from the 13-plus age group, Miss Sanders is convinced.

The older teenager wants to establish his independence from adults. In some 4-H Clubs, opportunities to achieve peer relationships with the opposite sex, self-identity, and independence from parents cannot exist under present conditions.

There are too few teenage members—and most are girls—to provide real opportunities of association. Clubs function on parental leadership, and neither parents nor children are able to opt out of their roles, says Miss Sanders.

To the skeptic who would hesitate to give junior leaders more responsibility, Miss Sanders points to district junior leader workshops where the responses of the 14-year-olds to the older teenagers are remarkable.

At camping workshops and county committee meetings where the older teenagers were given real responsibility, Miss Sanders found they not only did an effective job, but also had excellent responses from younger members.

Miss Sanders sees the following benefits resulting from appointing older teenagers as leaders:

—They would be able to achieve independence from parents and other adults while building a helpful relationship with them.

—Boys and girls would have another reason for staying in the program.

—Younger members would have leaders more closely related to them in age and understanding.

—The standards of the basic project skills would be raised, since teenagers have learned these skills much more recently than have the adults.

Such a change in leadership would necessitate adjustments on the part of adults, volunteers, and professionals, Miss Sanders said. We would have to stop saying that older teenagers have no time to devote to 4-H. Like older people, young people can and

will make time to do what they wish to do.

Many 4-H'ers who do stay in the program until age 17 or 18 win recognition in a particular project and take responsibility for themselves and others. But often they are critical of the restraining hand of their elders.

One unique attribute of 4-H is its ability to attract volunteers. Hundreds of adults—almost all women—are deeply committed to 4-H. Thus the traditional parent-child pattern of 4-H is still strongly evident. Yet changes are occurring. Some clubs may already be aware that fewer mothers are available as leaders because they are working.

Miss Sanders got acquainted with all phases of the 4-H program. Here, she talks with a member of a club for the mentally retarded, which is a part of the special education program in the public schools.

But there are successful non-parent relationships—for example, the former 4-H'er, a young married woman with no children, or the older woman whose children have graduated from 4-H.

Miss Sanders had some specific observations about 4-H leaders:

Project leaders: Many project leaders—who are often mothers of 4-H'ers—do an outstanding job. Not so constructive, though, is the parent's desire to see his child win in competition rather than to raise his own previous standards. Such a parent may actually do some of the child's work instead of helping him produce the best he can. This can result in the 4-H'er developing some questionable ideas about honesty.

Some project teaching would be better taught by the outside expert—the keen amateur photographer, the enthusiastic member of the local drama group, the professional teacher. Often the asking is sufficient recognition of their worth, but a suitable yardstick for payment for their services would be to offer out-of-pocket expenses.

Junior leaders: A major responsibility of junior leaders is to help younger 4-H'ers with their projects, and thus themselves grow in understanding of the qualities of leadership. Yet, in practice, adults supervise or direct the project areas, often causing the junior leader to feel worthless and unsuccessful.

When junior leaders work with adults who are their parents, an almost insoluble problem is presented for both parent and child. To delegate responsibility to someone is one thing; to hand it over to one's child is quite another. Yet, as long as 4-H Clubs function on parental leadership, this must be done if the theory of junior leadership is to be practiced effectively.

All staff members agree that Miss Sanders' objective appraisal has been very helpful. The radio speaking program, for example, was completely revamped, largely as the result of her suggestions.

Miss Sanders saw many benefits in being a regular 4-H staff member. First and perhaps most important was that of coming into a small, closely related staff group and having a team of colleagues immediately available.

Leonard Harkness, Minnesota State leader, 4-H and Youth Development, said:

"Sandy's past experience in conducting field studies of program effectiveness in England fitted our needs perfectly. We were in the process of reorganizing the State 4-H staff. . . . We needed a better understanding of present program strength and weakness, and we needed to develop some tools to help staff members evaluate program effectiveness.

"Sandy possessed an impartial outside point of view as well as a keen understanding of youth programing. Her ability to observe and record her observations, coupled with her skill in communicating her ideas, has been particularly helpful to us.

"Her personal warmth and friendliness," he said, "have added much to her effectiveness as a member of the State staff." □

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Meet your new administrator

A new name appears in the masthead of the Extension Service Review this month—that of Administrator Edwin L. Kirby. He was appointed by Secretary Hardin on January 15 to succeed Dr. Lloyd H. Davis, who has accepted a new position as director of the Coordination Staff in USDA's Office of Science and Education.

Mr. Kirby is not a stranger either to Extension work or to the Federal Extension Service. He began his Extension career in Ohio in 1947 as an associate county agent in Clinton and Green Counties. He later became district supervisor, assistant State 4-H Club leader, assistant and associate State director. He had been Associate Administrator of FES since last September.

The new Administrator has a B.S. degree in agriculture from Ohio State University and an M.Ed. degree from Cornell University. He also has done graduate work at the Universities of Maryland and Wisconsin and at Ohio State University. He grew up on a farm near Springfield, Ohio, where he was a 4-H Club member. He served 3 years in the U.S. Army during World War II and was a vocational agriculture teacher in Ohio's Jamestown and Bowersville High Schools for 3 years. During his Extension career, Mr. Kirby has made many significant contributions to the progress of the agency. He has served as a member of the Extension Committee on Organization and Policy and was chairman of the ECOP Legislative Committee. He has also been chairman of the North Central Extension Directors, chairman of the National Task Force on Cooperative Extension In-Service Training, and a member of the Advisory Board for the National Project in Agricultural Communications.

Edwin L. Kirby

Mr. Kirby is a member of Epsilon Sigma Phi, Gamma Sigma Delta, Phi Delta Kappa, and the Adult Education Association of the United States of America. Mr. and Mrs. Kirby have two sons—William, 14, and Edwin L., Jr., 21. □

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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MARCH 1970

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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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Your agricultural library

The National Agricultural Library, after spending many years in USDA's South Building, moved in 1969 to a new 15-story building at the Agricultural Research Center at Beltsville, Maryland. (see cover). The USDA library was designated as the National Agricultural Library in 1962, on its 100th anniversary. It is the largest agricultural collection in the world, with more than 1 1/4 million volumes.

The NAL collection covers topics ranging from chemistry to rural sociology to economics. And through an interlibrary loan agreement, NAL has access to the libraries of other Federal Government Departments, the Library of Congress, and many others in the Washington area. The NAL is a clearinghouse for agricultural bibliographies, translations, and documentation projects.

All Extension workers, regardless of location, can benefit from the library's many services. If material you need is not available in your University library, relay your needs through your State Extension specialist. He can contact his FES counterpart, who will obtain the material through the liaison person which the NAL has assigned to the Federal Extension Service. Articles will be sent to you in photocopy or microfilm. Books generally are sent by surface mail.

The NAL is your library. It is anxious to serve you.—MAW

by
Arnold J. Heikkila
Area Extension Coordinator
and
John M. Sperbeck
Extension Information Specialist
University of Minnesota

Cartoons tell 4-H story

Can a cartoon contest create awareness of 4-H programs? Extension agents in the five-county "Arrowhead" area of northeastern Minnesota think so. They used a cartoon contest to help publicize National 4-H Week in 1969.

A five-member committee appointed by the agents in the area drew up a proposal for conducting the contest and publishing winning entries in area newspapers.

The contest included all 4-H members from the five-county area. Entries were in five categories: leadership, citizenship, 4-H opportunity for all, learning by doing (project work), and 4-H is fun (activity). Members could enter as many categories as they wished.

Each entry had to include a 4-H symbol—for example, a 4-H jacket or T-shirt, a 4-H flag, or 4-H member sign.

The agents consulted one of the newspapers and learned that a 5-inch-square cartoon drawn with black ink on white paper would work best.

The committee set up $5 awards for first place in each category, $3 for second place, and $2 for third place. Each county furnished $10 of the prize money, either through their 4-H leaders' council or private donors.

They composed a suggested letter for agents to send to all their members and prepared entry blanks and contest rules to go along with it.

All entries were due at the area coordinator's office 2 weeks before National 4-H Week to allow time for judging.

The five-county area produced 65 entries. They were mounted on 8 1/2- by 11-inch paper, coded, categorized, and made ready for the judges.

After the winners were selected, the next step was to publish them. There are 13 daily and weekly newspapers in the five-county area, so photographs of the cartoons were made. The University of Minnesota-Duluth photo shop made the prints.

Extension agents wanted to use entries from their counties in their local newspapers, even if they weren't winners, so all of the originals were returned to county offices.

The committee also developed a suggested news release about National 4-H Week for agents to use in local papers. The release explained the area approach and related the cartoons to National 4-H Week.

Each agent contacted the editor of his local newspaper and discussed ways the cartoons could be used. Some papers used all the cartoons in one edition; others used one each day during National 4-H Week. Some published one cartoon and a news article each week for 5 weeks, and one used the cartoons in its Sunday edition full-page ad sponsored by businesses and individual community supporters.

A followup letter went to all participants congratulating them, listing the winners, and emphasizing that 4-H members helped create awareness of the youth program.

Agents were pleased with the results. The cartoon contest proved to be a successful publicity tool, and it resulted in many new contacts with prospective members. □

by
Louis Daigger
Area Extension Soils Specialist
University of Nebraska

Nebraska farmers say 'show me'

"I'd rather see a lesson than hear one any day." Fertilizer demonstrations in a 12-county area in the Nebraska panhandle showed the truth of this statement. The 5-year program, sponsored by Extension and the Tennessee Valley Authority, increased crop yields and income. Farmers changed practices more rapidly when "shown" than when "told."

The program was initiated by county Extension boards to meet a need for the use of more fertilizer materials to increase crop yields. They identified some of the problems:

—Insufficient nitrogen was being used for corn,

—Excess phosphorus was intensifying zinc deficiency symptoms in corn and beans,

—Irrigation, fertilizer, and management practices were not being correlated to soil type,

—Clover was disappearing from wet native meadows because of limited use of phosphate fertilizer materials,

—Farmers were unable to identify profitable enterprises because of lack of farm records.

The Extension boards and Extension personnel determined that the best approach to a solution of the problems was to establish "show" or "model" farms illustrating the value of good farm management. A joint venture involving county Extension agents, TVA, Nebraska Extension specialists, and the county Extension boards was instituted in six western Nebraska counties.

County Extension agents in the respective counties handled administrative details. Extension specialists and TVA personnel were resource persons, and county Extension boards acted as advisors. Crops involved included corn, sugar beets, alfalfa, field beans, native dryland grass, lowland wet meadows, winter wheat, and potatoes.

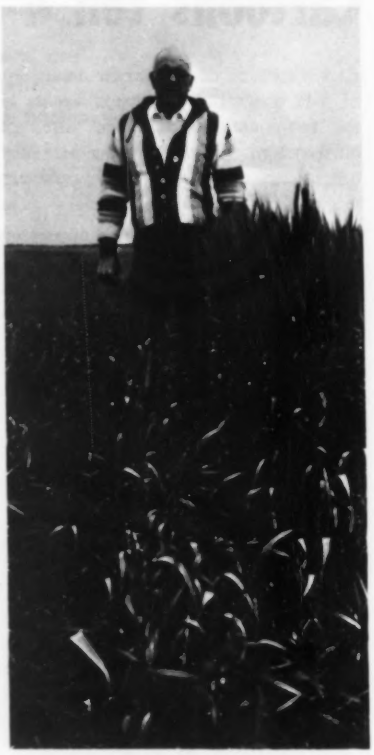
Cooperators were selected with care. Established leaders in the community who influenced other farmers received first preference. Only those who were anxious to adopt proven practices on their farms were considered. TVA furnished fertilizers at an incentive price to enable farmers to test the value of fertilizer in larger amounts than customary.

Cooperators agreed to soil test and apply fertilizers according to recommendations. Accurate records of fertilizer used were required, as was the use of unfertilized strips to measure the effectiveness of the practices.

Color and growth response to fertilizer the first year greatly impressed everyone who viewed the farms. Data in the accompanying table presents convincing evidence of fertilizer response on two Unit Test Demonstration Farms for the first year.

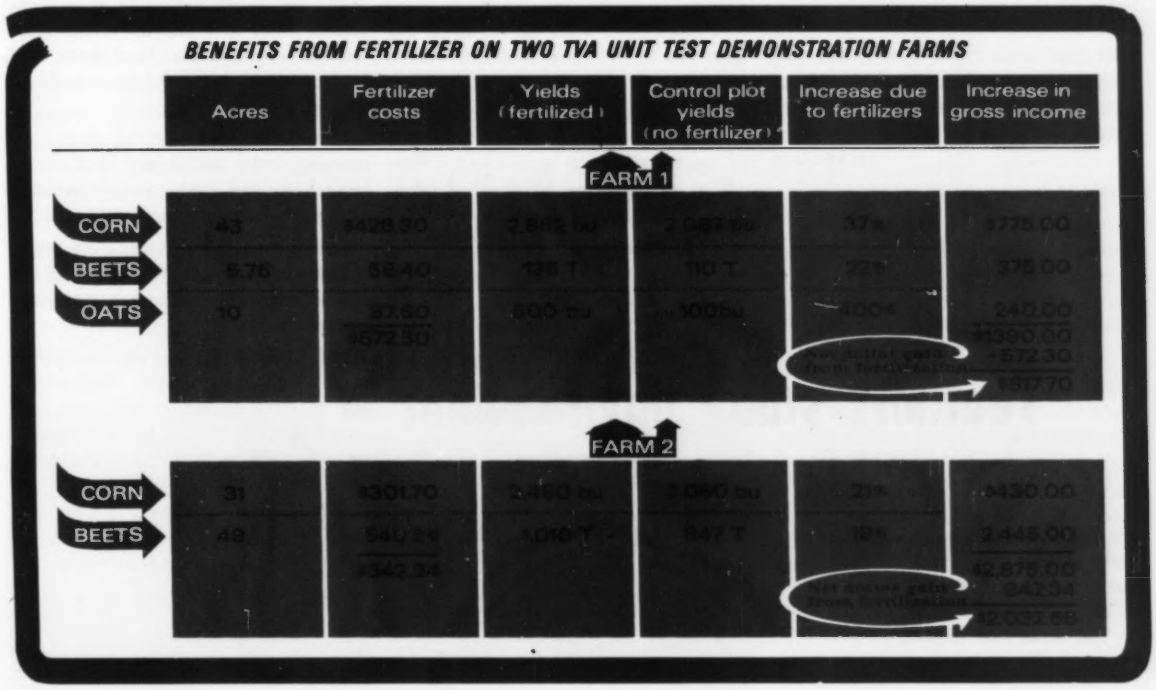
Native meadows in subirrigated areas responded to fertilizer applications. Phosphate fertilizers applied in the fall tended to give the most profitable response. Phosphate was applied to one meadow where alsike clover had previously grown. The clover had almost disappeared, but phosphate increased clover growth and yields.

Fertilizer use increased from the demonstrations. Over 30,000 acres of meadows are now being fertilized.



Louis Daigger, area Extension soils specialist, points out a demonstration plot where the properly fertilized wheat speaks for itself.

Short range programs were needed in some areas to point out needs for better management and fertilizer practices. In one area, yield of corn was too low to be profitable. Five farmers were enrolled in a 2-year enterprise demonstration program.



Soil tests and past cropping history determined fertilizer practices. Plant populations, varieties, and cultural practices were changed to encourage more efficient production. Per acre silage yields the first year were:

Fertilized area—28.5 tons
Unfertilized area—8.0 tons
Farmers' normal practice—19.5 tons

Twenty farmers in this area have requested special help as a result of this program.

Fertilizers were not entirely responsible for increased yields. Fertilizer response prompted farmers to upgrade all management practices. Tillage and planting operations were handled more carefully. Irrigation water was used more efficiently. Disease, insect, and weed control practices, as well as all other farming operations, were improved.

Extension specialists and agents capitalized on the opportunity to promote better fertility and crop management practices. Field tours and news releases showing yield data encouraged farmers to adopt profit-making practices. Information from the demonstrations provided more effective fertilizer recommendations for the area.

The program enabled Extension agents and specialists to "get their foot in the door" of many farmers who had been reluctant to accept Extension help. Farmers in the program and neighboring areas requested assistance in livestock production, crop production, and record-keeping.

At the end of the 5-year program, fertilizer use had increased 35 percent in the Nebraska panhandle. Farmers applied 33,490 tons of fertilizer to 315,000 acres in 1967. The fertilizer was used more effectively for more efficient crop production.

Alfalfa yields had increased 0.6 tons per acre and corn yields 10 bushels per acre over the entire Nebraska panhandle. Increased yields from these two crops account for about $1 million additional income per year. Larger yields account for $3 million in increased income per year from all crop production.

Even though this program cannot assume credit for all this increase, the publicity generated by the demonstrations has played an important role. For example, it is now almost impossible to find nitrogen-deficient corn during the growing season. The yields of crops on the farms in the program are higher now than at the start of the period.

Those participating are still looked upon by people in their neighborhoods as leaders. All of the cooperators have increased their holdings in capital assets. They have improved their farms and are more financially secure.

"I'd rather see a lesson than hear one any day." Demonstrations are the "show-me" way to encourage farmers to adopt profit-making practices. □

by
Carl M. Johnson
Extension Forest Science Specialist
and
Cleon M. Kotter
Extension Information Specialist
Utah State University

Teachers study environment

How can Extension help people understand that the way they treat their environment will influence how the earth and its biosphere will serve this generation and those that follow?

Conservation education programs in Utah have provided such an opportunity. Most of these involved in-service training for public school teachers. Working with teachers gives excellent "mileage," since they pass what they learn on to their students. And they are better qualified to teach their own classes than most of us are.

What they need, in most cases, is a better understanding of the interrelations, interdependence, and reactions within the natural world. They need a clearer picture of how man fits into these ecological processes.

Elementary teachers are eager to learn of their environment and to discover ways to use natural things to further their students' regular learning experiences. This became especially evident last summer in our environmental education courses for teachers.

Two week-long courses were at the Great Basin Forest and Range Experiment Station in Ephraim Canyon. Approximately 40 teachers participated in each. Harmonious living and learning periods extended from early morning until well into the night. Ample time was allowed for individual and group student activities.

Learning took place in the various life zones, from deserts in the lower valleys to the forest on the mountaintops. Many soil, plant, animal, and water interrelationships were studied.

In midsummer, about 30 teachers from the Granite School District participated in a resident center environmental educational experience. They first toured desert areas to observe the types of vegetation and animal life. Man's history in these areas and his dependence on his environment for livestock grazing, mining, and other land uses took on living meaning.

Then the group "took to the mountains" for five additional days and nights at the Mill Hollow Outdoor Center—a lodge and barracks built and operated by the school district.

The 5 days of outdoor experiences included soil, water, and plant problems; plant and animal identification; mountaintop studies well above timber line; examinations of fossil beds; star studies; and observation of wildlife habitats. Through group and individual projects, the teachers collected natural resource materials and prepared displays to be taken back to their individual classrooms.

Later, 30 teachers and administrators from the Alpine School District in American Fork, Utah, took part in an "ecological study of a canyon." This study emphasized ways that local areas may be used to enrich the regular school curriculum.

The participants met at 6:30 each morning at the American Fork Canyon. Instruction and explorations continued until 1 p.m. each day for 3 weeks.

The environmental instruction began on the flood plains near the mouth of the canyon and progressed to high, snow-covered areas.

The studies emphasized soil-plant-water interrelationships; topography and its influence on climate, soil, and plants; pristine area conditions; geology; watershed treatment for soil and plant stabilization; wildlife habitat on land and in water; primitive cultures; mining and minerals; and the multiple-use concept, including recreation and esthetics.

Perhaps the highest teacher enthusiasm for environmental understanding and awareness has been among the teachers and administrators of the Adams Elementary School in Logan,

Utah. At least 95 percent of the staff, along with other teachers in the area, participated in a formal evening course in conservation education.

Through a number of outdoors activities, these teachers learned how to recognize and appreciate their natural environment and use it to make their teaching more meaningful.

On one outing, one group collected evidences of all different stages of biotic succession; another made a color collection from nature; another collected seeds of many kinds; and yet another group made a collection of leaf shapes and sizes. From these they made displays and determined ways of using them in their classrooms.

Excursions for examining their renewable natural environment took them into high Alpine areas, to a bird refuge, to their own school grounds, and to the Utah State University campus.

The success of these educational programs can be attributed to the fact that objectives were well defined; student participation and reaction were encouraged; regular texts, library materials, and activity materials were made available; and we drew from a broad base for information and instructional help. Several Extension specialists, public school educators, resource managers, and public administrators gave their time and talents.

Objectives for the participating teachers have included the following:

—Understand the natural environment, its natural balances, and how man is a part of it by learning basic concepts of interrelationships between the living and nonliving.

—Recognize good and poor use practices of our natural world and be more aware of how man's actions affect the quality of life he will receive.

—Recognize and explore ways to incorporate conservation ideals into regular curricula for more effective community education programs.

—Become more aware that the real strength of any organized society is its store of natural resources and its ability to use them wisely to perpetuate the base from which man receives useful products and services.

Besides gaining a much greater appreciation for their own natural environment, these teachers have become more aware of dangers to that environment such as air and water pollution. They have determined to help awaken their students and others to the importance of maintaining healthy, desirable surroundings. Their learning is being multiplied many times as they pass these concepts and ideals on to their students. □

Extension Forester Carl Johnson, above, points out a closeup view revealing intricate interrelationships of living and nonliving parts of the environment. A group of teachers, at left, prepare a display of natural materials for use in their classrooms.

Generations cooperate for better 4-H

by
A. A. Smick
Community Organization Specialist
Washington State Extension Service

The generation gap is no problem in Grant County, Washington. The county's 4-H organization has turned age differences into an asset rather than a liability.

4-H project leaders and club leaders are perennially in short supply; the many retired persons living in any community often have a variety of unused skills. Mrs. Mary McKenzie, Grant County 4-H agent, and Mrs. Jessie Jackson, Extension agent for work with senior citizens, decided to tap this latent source of volunteer leadership.

When they made the first contacts, there was a hesitance on the part of the elderly in accepting the invitations. But once the "ice was broken" and reports of satisfying experiences spread, recruiting became much easier.

The satisfying experiences happen because the agents and leaders select senior citizens carefully and provide support to them in the initial stages.

An important supporter of the program is Lyle Daverin, director of a local senior citizens' center and also a member of the Washington State Council on Aging.

Grant County's senior citizens teach knitting, conduct singing classes and rhythm bands, cook at 4-H camps, teach tatting (fast becoming a lost art), serve as judges of 4-H demonstrations, teach

Above, a member of the 4-H Broomtail Horse Club delivers groceries to a partially blind woman. At right, senior citizen Lyle Daverin, one of the chief supporters of the program, is made an honorary 4-H member.

fly casting to potential fishermen, and teach entomology and conservation at county camps.

4-H members and clubs have responded in many ways in appreciation for the senior citizens' leadership. Daverin was tapped for honorary county 4-H membership. 4-H members in almost every county club took cookies to shut-ins and grandparents and visited nursing homes.

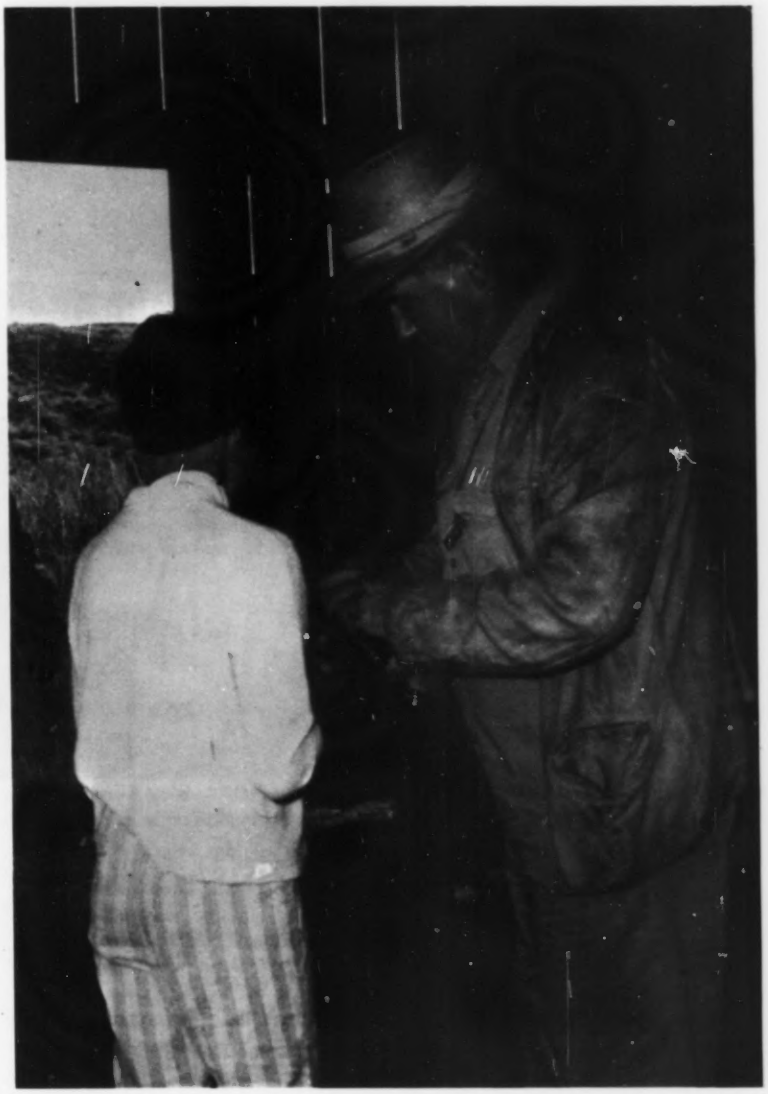
One club presented a program to the members of the Senior Citizens Club. Others presented programs on citizenship, showed travelogues, entertained at suppers, and recognized older leaders during Senior Citizens Month. May was designated "Grandparents Month," and most of the 55 Grant County clubs now have a recognized "Club Grandparent."

The 4-H Broomtail Horse Club expressed their appreciation by delivering groceries and medicine to the elderly during a period of especially cold winter weather.

These are just a few of the activities developed by senior citizens and 4-H Clubs which have resulted in a continuity of cooperation between generations. It has been a mutually beneficial and satisfying experience.

The senior citizens have provided really useful leadership to 4-H Clubs, and the 4-H'ers have gained a greater appreciation of age. The program has worked so well that about one fourth of the Grant County 4-H leaders are senior citizens (50 or older)—but many do not consider themselves as such.

What is the situation in your community? Are you involving senior citizens as leaders or resource persons? Are your 4-H Clubs benefiting from the services of the elderly? If not, take a tip from Grant County and consider adapting their plan to your county's needs. □



In her late 80's, Mrs. Duana Hickman, above, worked as 4-H knitting project leader. The girls made her their "adopted grandmother." At right, Dwight Wallis, 85, teaches entomology, singing, and rhythm band at a 4-H camp attended by 125 youngsters.

Sewing festival reaches suburban shoppers

by
Mary Szydlik
Extension Home Economist
Macomb County, Michigan

Interested shoppers, above, get tips on selecting and using pressing and sewing aids. At right, women gather around an Extension homemaker who is showing how to set in a sleeve.

Homemakers of all ages are eager for information on the latest techniques of sewing and clothing construction. New fabrics also excite the homemaker. And she is on the lookout for information and educational materials to better prepare her for her role in the home.

The Macomb County, Michigan, Extension Service provided clothing construction classes to Extension study groups and to 4-H leaders, but the phone was always ringing with questions from others about clothing construction techniques.

Even though the callers got answers to their questions, it wasn't as good as being *shown* how to do it. A "mass production" sewing demonstration, the Ex-

tension staff decided, was the only way to reach so many people with a minimum amount of effort.

The site chosen for the demonstration was Macomb Mall—a shopping center with 54 stores under one roof. Large aisles and garden courts connect all the stores. Parking for 5,000 cars surrounds the center. Visitors number about 10,000 daily—more on weekends.

The Sewing Festival was set up in one of the courts for a 3-day period in September. 4-H leaders and women from the Macomb County Extension study groups demonstrated sewing techniques. Each covered one technique—how to put in a collar, set in a sleeve, etc. The 15 tables were set up in a circle with one person at each table to talk with shoppers on a one-to-one basis. Each demonstrator talked to more than 1,000 persons per day.

The shopping center management was enthusiastic about the program and cooperated closely with Extension to promote it. Duties connected with the event were divided as follows:

The advertising and promotional director of the shopping center:

—Contacted all merchants in the Mall to announce the program.

—Got tables and chairs for the demonstrations and set them up in the court.

—Made signs announcing the program and set them up by the nine entrances.

—Advertised the Sewing Festival on the lighted outdoor marquee.

—Set up signs at each table describing the demonstrations.

—Provided electrical hookups for sewing machines and irons.

The Macomb County Extension home economist:

—Contacted commercial companies to invite their participation.

—Invited Extension homemakers who had taken clothing construction lessons to demonstrate at the Festival.

—Trained the women so that they would be more proficient in their demonstrations.

—Made a time schedule so that each table was attended to at all times.

—Wrote a newsletter for all Extension chairmen and 4-H leaders.

—Wrote to all home economics teachers and other professional home economists in the area.

—Appeared on radio to promote the Festival. (A Detroit station featured the Festival on its 3-hour homemaker program.)

—Arranged for one of the largest stores in the Mall to advertise the Sewing Festival in their regular ads.

—Provided articles and pictures to the daily papers.

—Took literature announcing the Sewing Festival to all yard good stores and laundromats in the county.

—Got fabric remnants for the demonstrations from fabric stores.

—Set up the demonstration equipment each morning and cleared it away for the night.

Women from the Cooperative Extension Service study groups presented demonstrations on:

Pressing—one of the most popular, because men and teenagers observed it more closely than others.

Darts—second in popularity; pattern alteration examples were at the same table.

Hems—Twenty-five fabrics, with hems appropriate to each.

Jackets—Three cotton and three wool jackets made with different clothing construction techniques.

Waistbands—One-fourth scale size skirts made of several fabrics showing different types of waistbands.

Collars—Full scale samples of collar types, and demonstrations on how to pin, trim, and layer.

Sleeves—How to set in a sleeve without a running stitch.

In addition, sample cards of stitches and seam finishes were on display.

The commercial people who were part of the program thought it was an excellent way of bringing educational information to the public.

Two zipper companies demonstrated invisible and conventional zippers. A pattern company measured the women and told them their correct pattern size. Other companies showed the use of linings and interlinings and how clothing construction can be made simpler by use of sewing aids and knowledge of techniques.

More than 1,000 pieces of literature per demonstration were distributed each day, including both Extension and commercial bulletins.

Women were waiting before set-up time to get information on their sewing problems. They received the information they needed and went away satisfied.

Women of all ages attended during the day, but the majority were young homemakers with young children. Evenings and Saturday drew more teenagers, who were very interested and asked many questions. Some returned to bring a garment they had a sewing problem with, and were delighted to have one of the women correct it.

Another feature of the Festival was an Extension promotion booth. It included a display board with many pictures of Extension programs in family living. An Extension Council member manned this table, talking to people who were interested in the Sewing Festival and other Extension programs.

Even though the county Extension programs had been widely publicized in the past, some people who visited the Festival said they had never heard of the Extension Service. The Sewing Festival was a drawing card for many to stop and inquire. Many names were added to the county's 4-H and Extension groups.

The Extension study group members were willing workers, cooperation from the shopping center and the commercial companies was excellent, and the topic was of great interest to a large percentage of shoppers. These ingredients combined to make the Festival not only a good way to inform women about sewing techniques, but also a good way to reach the public with information about the overall Extension program. □

Zoning to protect water quality

by
Willard Bosserman
County Extension Director
Crawford-Roscommon Counties, Michigan

Erosion of the bank above has been stopped with a log jam revetment. Extension refers property owners to the Michigan Department of Natural Resources for technical assistance on such projects.

Civic leaders in Crawford County, Michigan, firmly believe that action is the best policy when it comes to protecting the water quality of their scenic rivers.

Chief concern of the county leadership in recent years has been the steady deterioration of the beautiful Au Sable River, a stream nationally famous for its trout fishing.

The wilderness stream is rapidly being encroached by homes. Protective shade trees were being cut to make a view of the river for cottage owners. The sun then had a greater opportunity to warm the waters above the 70 degrees suitable for trout.

Enough nutrients were being added to cause rapid weed growth in the river. The primary source was the waste treatment plants at Grayling and the Village of Roscommon. Private septic systems along the river also were suspected of contributing nutrients.

The civic leaders recognized that land use has a direct bearing upon water quality. With this in mind, they believed that regulating land use by zoning was one way of accomplishing their goal.

Grayling Township is five times as large as most townships in Michigan, and 20 miles of the Au Sable River flow through it.

Bernard Fowler, township supervisor, did not believe the township zoning ordinance adopted in 1966 went far enough in protecting the river. He sought information about how to improve the ordinance.

One place he turned for information was the Cooperative Extension Service. Charles Kaufman, District Extension Leader, Resource Development, Michigan State University, provided information about the feasibility of green belt zoning. I got information from the Wisconsin Department of Natural Resources concerning their shoreland management program.

In the meantime, the Grayling Regional Chamber of Commerce organized the Au Sable River Watershed Study Council. This council has representatives from all townships in Crawford and Roscommon Counties through which the Au Sable River flows. Other groups, such as the Au Sable Property Owners Association, Canoe Livery Associations, and Trout Unlimited, are represented. I became president of this group.

The task of the study group was to develop a land use regulation to protect the river from over-development. After preparing a basic outline for a green belt zoning ordinance, I turned the job over to a subcommittee of the Au Sable River Watershed Study Council.

The subcommittee did a masterful job of supplying details for the ordinance. After a year's work, the ordinance was approved by the whole Council and was presented for consideration by the township board.

Minor changes were made by the Crawford-Grayling Regional Planning Commission, Grayling Township Zoning Board, and the Grayling Township Board.

Adopted August 12, 1968, the Grayling Township green belt ordinance became the first of its kind in Michigan.

Owner of the property pictured below has left little shade for the river along his shoreline. Erosion, however, has been checked with stone rip-rap.

The green belt zoning ordinance maintains low density population along the river by requiring a minimum lot width of 150 feet. The minimum lot area is 60,000 square feet.

Low density means fewer septic tanks. And the ordinance requires that septic tanks and disposal fields be at least 3 1/2 feet above the high ground water table so that very few nutrients reach the river.

Property owners must maintain a 25-foot-wide belt of native vegetation at the river's edge to prevent bank erosion. This also enhances the esthetics of the river. Owners may prune and trim the trees in a space 50 feet long for a view of the river.

The Crawford County Zoning Commission, also with help from Extension, developed a zoning ordinance providing for a green belt zone similar to the one in Grayling Township. The county board of supervisors adopted it in December 1968.

Green belt zoning ordinances are only one of the tools being used to protect the river from further pollution. Extension conducts an educational program in cooperation with the Au Sable River Watershed Study Council to encourage property owners to fight stream bank erosion. The Michigan Department of Natural Resources provides technical information when the property owner is ready to put in a revetment.

Since the Au Sable success, green belt zoning is being studied in other parts of northern Michigan. Townships in Roscommon, Kalkaska, and Lake Counties have already adopted regulations similar to the Crawford ordinance.

And study groups concerned with the Boardman, Big Sable, and Manistee Rivers are giving green belt zoning a long hard look.

Enforcement has presented no problem in Grayling Township. The court recently upheld the ordinance in the first case involving encroachment into the green belt zone along the Au Sable River.

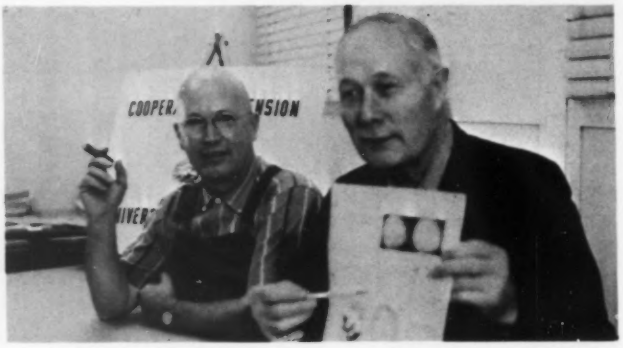
This type of zoning to protect the river is working in Crawford and Roscommon Counties where most of the watershed is State-owned, but most of the river property is privately owned. It is designed to guide the inevitable development along the river.

With adjustments for the individual characteristics and problems of each river, green belt zoning should prove equally useful along many other streams. □

by
Mrs. Ellen Ayotte
District Home Economist
and
Roland Kaven
District Agricultural Agent
Fairbanks District, Alaska

Helping newcomers adjust

An Extension homemaker from the Fairbanks District, right, applies reflective tape to a child's parka. Below, Bert Stimple, left, inspector for the Alaska Division of Agriculture, and R. H. Kaven, Extension agricultural agent, present a TV program on the marketing, care, and storage of vegetables.



People who move to any section of the country with a climate unfamiliar to them may have problems in adjusting to their new home. Newcomers to Alaska often have some particularly difficult problems to cope with during their first year, especially during their first winter in their new Alaskan home.

Some conditions which cause problems are: extreme cold and darkness during some of the winter months, relatively high cost of living, permafrost, and the lack of water and/or good water in some areas.

Questions newcomers often ask are, "How can I get my car to run at -50°?" "How can I dress my children warm enough to walk to school when the temperature is 'way below zero?" "When it is dark, will the motorists see my children as they walk to school or wait for the school bus?" And, "How can I stretch the budget to give my family the standard of living they have previously had?"

How well families adjust to the new environment and find the answers to their questions may, to a large degree, determine how long they stay in the area. It may determine whether a military tour of duty in the area is a pleasant one.

The Fairbanks District Extension staff decided to gear part of their program effort to newcomers because of the high mobility among both the military and the civilian population in the District.

Mrs. Ellen Ayotte and Roland Kaven, Extension agents in the Fairbanks District, have carried out a number of programs for newcomers in the past 2 years. These have included an 8-week television series entitled Alaskan Living; a weekly news column entitled Notes for Newcomers; programs presented to various groups composed mainly of newcomers; and a letter and list of Alaska Extension publications for the welcome packet given to new teachers and new military personnel.

Mrs. Ayotte's master's thesis on The Degree of Usefulness of Extension Publications showed that newcomers found Alaska Extension publications more useful than either USDA publications or Extension publications from other States. Newcomers said they wanted more publications to help them during their first year in Alaska.

As a result, Kaven has written a publication entitled Flower Growing in Interior Alaska, and Mrs. Ayotte has

Ellen Ayotte, district home economist, shows newcomer Pam Gassaway a bulletin on how to make a fur parka. Pam recently moved to Alaska from Maryland.

written three fact sheets entitled Your First Winter in Alaska: 1) Your Car, 2) Your House, and 3) Your Clothing.

The 8-week television series on Alaskan living was presented over one of the local Fairbanks stations. Kaven and Mrs. Ayotte planned the series and alternately hosted the programs.

Guests were local resource people from the State Cooperative Extension Service, personnel from the Alaska Department of Fish and Game, instructors from the University of Alaska Home Economics Department, the agricultural inspector with the Alaska Division of Agriculture, and a person from the U.S. Army Medical Research Laboratory at Fort Wainwright.

The topics covered were wild berry and mushroom identification, preservation, and use; game meat—care in the field after the kill, preservation, and methods of cooking; vegetable storage; and dressing children for cold weather.

News releases announcing the series went to all newspapers which would reach the viewing audience. A brief story was sent to each paper prior to each program. At the conclusion of each program, viewers were invited to write or call the Cooperative Extension Service office for an Extension publication.

As a result of the program on dressing children for cold weather, the district home economist was asked to speak on this topic to several groups on the Fort Wainwright army base, several local PTA groups, and a group of nursery school parents.

Several Extension homemaker clubs in the area undertook the project of sewing reflective tape on school children's parkas or jackets. This was done as a safety measure so that the children could be seen as they wait for the school bus or walk to school during the winter months.

Some of the topics covered in the Notes for Newcomers column have been: locating a place to live, obtaining an Alaska driver's license and vehicle license, using wild berries and game meat to stretch the food dollar, winterizing the house and car, dressing the family for cold weather, Alaska laws and regulations which protect the consumer, washday problems due to minerals in the water, and how to drive safely on ice and snow.

Many of Alaska's problems may be unique, but every area has peculiarities which may be confusing to newcomers. The Fairbanks agents think they have hit on a good way to help eliminate some of the confusion. □

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Speaking from experience

The goals of rural development, as well as its organizational and operations concepts, generate lively discussions wherever and whenever Extension workers get together. The broadened role in rural development delegated to Extension by the Secretary of Agriculture late last year has intensified this interest.

Writing in the 20th annual report of the Asheville Agricultural Development Council, President Frank L. Yarbrough touched all three in terms of the experience and results of 20 years of rural development activities. He says:

"A look at the record for the past 20 years shows that this development program tied closely to the farm and rural economy has gotten results. These 20 years have been marked by outstanding progress of the farm economy and by a widespread reawakening of those early leaders who visualized the opportunities for close cooperation and promotion on an area basis.

"Over these past 20 years, we have seen cash farm receipts in western North Carolina increased by 2 1/2 times, reaching a record $100 million in 1969. We have seen people join together in organized Community Development Clubs from one end of the area to the other, setting an example of cooperation and community action that few areas of the country can match.

"The economic impact of agricultural progress has not been limited to the confines of the farms. Progress on the farms has stimulated related industrial growth. New processing plants for farm products and additional marketing facilities such as the many new packing plants have arisen, resulting in expanded employment and greater income for the entire area.

"These results we have seen in western North Carolina have come about because of the work of the agricultural agencies, the farm and rural people themselves. The function of the Agricultural Development Council from the beginning has been that of helping lend support to the agricultural programs and agencies in the area. This has been made possible by the hundreds of interested leaders over the area, by cooperation of the agricultural agencies, and by the City of Asheville, the Buncombe County Commissioners and farmers and businesses of the area who have provided the essential financial support."

As an indication of the importance of the progress in the area, it should be noted that while the cash receipts for farm products increased by 1.8 times for the Nation in the 20-year period, cash farm receipts for the area increased by 2.5 times.

It should also be noted that this progress resulted from interdisciplinary, interagency cooperation between citizens and leaders within the area. The Asheville Agricultural Development Council is the first group on record in the Nation to develop a comprehensive development program for rural areas as we know them today.—WJW

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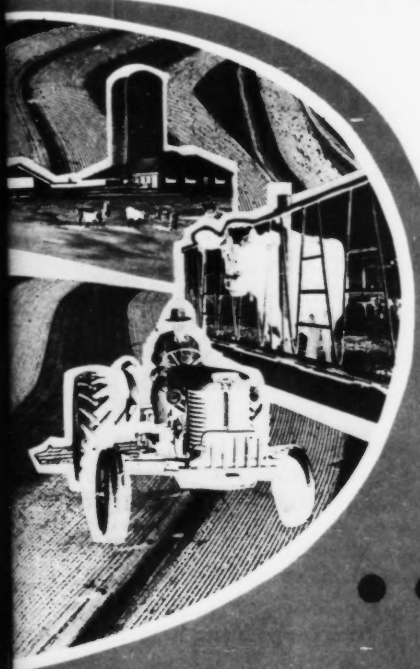
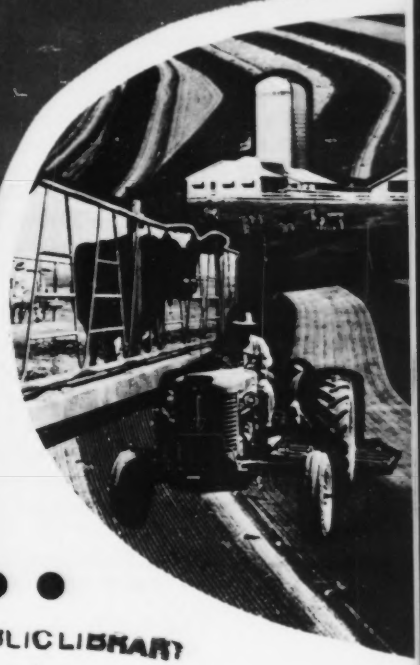
EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * APRIL 1970





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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
U.S. DEPARTMENT OF AGRICULTURE ✲ MARCH 1970

CONTENTS

Telling agriculture's story

Two instances of good public relations for agriculture have come to our attention recently. One is the exhibit in Macon County, Illinois, which is discussed in detail on page 3 of this issue of the Review. Another effort designed to achieve the same end is underway in Atlantic County, New Jersey. That county is displaying several attractive billboards reminding citizens that the State's agricultural industry is important to them. "Farmers help make New Jersey a good place to live," says one of the eye-catching messages.

The county's freeholders (commissioners) appropriated the money to Extension for agricultural promotion because, according to county agent John Brockett, "They believe that this county needs to continue to have a strong agriculture because of its importance to the economy here, and because in addition to producing food, farmers conserve open space and natural resources and make this a better place to live."

Other promotional events take place annually in connection with the well-established fall Farm-City Week, which keeps national and State planning committees busy year-round. Surveys of public attitudes toward agriculture, such as the one done last year by the University of Delaware, show that there is room for improvement. If these Illinois and New Jersey efforts are representative of what is going on around the country, perhaps we will begin to see some progress in this area.—MAW

Bringing the farm to town

by
W. E. Myers
Senior Extension Adviser, Agriculture
Macon County, Illinois

Farming seems less and less important to many of the residents of Macon County, Illinois. Of the county's 120,000 people, about 100,000 live in the urban and suburban area around the city of Decatur, which is the hub of the county.

The "Rurbal" Committee, which is made up of both rural and urban people, decided that someone should tell the farmers' story. "What can we do?" they asked. Warren Myers, senior Extension adviser in the county, suggested an exhibit of large machinery to show the city people that farming is big business.

Seventeen pieces of equipment were brought in by farmers and exhibited in Central Park, in the center of downtown Decatur. This is where people, young and old, mill about on Saturday morning.

"We don't want this to be a county fair exhibit," said one committee member. So the farmers accompanied their machinery and explained its operation to the onlookers. Machinery which did not present a safety hazard was operated. In other cases, the farmer simply explained how the machine worked.

Following the Extension principle that in order to teach, you must have people involved, the exhibiters invited people to do some guessing. Nelson Jackson, the farmer who was in charge of getting the machinery together, asked people to guess the value of the load of wheat on his wagon. Guesses varied widely, but a Decatur man guessed the value to be $395.40, which was only 23 cents high.

Another lesson taught by this visual was that the 20,440 1-pound loaves of bread which could be made from the load of wheat would bring $5,110. Farmers think they got across the point that they receive a small portion of the value of the loaf of bread in payment for the wheat.

Some oldtimers tried to measure the load of wheat by using the hand—a method used years ago when wagons had square boxes. The modern wagon box on exhibit was more of an octagonal shape, which the host farmers explained was to cut out the use of the scoop shovel. Grain is now unloaded largely by the gravity system.

Also on exhibit were things such as a team of horses and a plow compared to a 100- to 125-horsepower tractor that pulled a 6- to 7-bottom plow. It was pointed out that one man can now plow 40 to 80 acres, depending on the size of the tractor, in the time it formerly took him to plow 5 to 10 acres.

The big combine sitting in the middle of Central Park also drew considerable interest. A 75-cent shucking peg hung next to the $20,000 combine. One man could pick 100 bushels of corn per day with the peg, compared to 3,000 bushels with the combine.

Farming is big business, and comments from people who attended the exhibit indicated that they understood that fact. They departed with no question in their minds that agriculture today not only keeps a lot of people in jobs, but also is one of our biggest industries. Thanks to the exhibit, people in Decatur are better acquainted with the operations of a farm than they were before.

The Extension Council and the committee considered the exhibit an excellent communications tool. Articles can tell about agriculture being big business—but nothing takes the place of seeing it operate. □

The sign above was at the entrance to the farm equipment exhibit in Decatur's Central Park. Explanations from farmers helped make this event meaningful to city people. At left, a farmer explains the quality of silage made from corn.

Weevil control takes timing, teamwork

Much has been said lately about the diapause concept of controlling the boll weevil. Growers in two sections of Alabama involving five counties aren't just talking—they have already put the diapause program into action.

Basically, here's the theory behind diapause control. By making additional applications of insecticides in the fall, growers reduce the number of boll weevils going into hibernation; therefore, they have fewer "mamas and papas" the next spring.

Many people think that this may be the first step toward eradicating the boll weevil, a pest which costs growers throughout the South millions of dollars each year.

According to Dr. Roy Ledbetter, Auburn University Extension entomologist, under a diapause program all growers in an area continue their insect control program until frost. Beginning about September 15 at least three additional applications of an insecticide are made at 10-day intervals.

These applications prevent weevils from building up body fat needed to get them through the winter. Reducing the number of weevils which survive the winter means fewer adult weevils the next spring, delaying the hatchout of a large number of their "children." Growers can then wait until later in the season to start a control program.

Growers check their cotton in June. If they find enough overwintered weevils, they make one application of insecticide to wipe out the few which remain.

Growers in the Tennessee Valley area of Madison and Limestone Counties treated about 6,000 acres according to the diapause idea in 1968. The same plan was followed in 1969. And during the week of September 15 last year, 700 growers in the Coosa River Valley of Shelby, Talladega, and St. Clair counties made the first of three applications on 11,260 acres.

What did growers in the Tennessee Valley area think about diapause control after trying it the first year?

"I'm going to treat again," said Carl Allen Williams of Madison. "However, I'm not ready to sell my neighbor on the program until I try it more myself and until more research is conducted. Last year on my 375 acres I made three applications of insecticides. Cost of all three applications ran about $4.20 an acre. I figure that these applications saved me another three or more."

By not having to use insecticide in July, says R. O. Magnusson, Madison County Extension chairman, Williams sees another advantage—you don't kill off beneficial insects.

"It's possible," said Williams, "that it could get to where we will use only the diapause program to control the boll weevil."

Another Madison grower, Malcolm McDonald, who along with his brother, Albert, has 540 acres of cotton, said, "It's my opinion and strictly my opinion, but I believe by following the diapause program you can get by until the first of August before starting insect control. I believe the three applications last fall eliminated the need for six applications this year."

Joe Murphy, chairman of the Madison-Limestone diapause control program, said, "Some people think that everybody in an area must treat if the program is to be effective. This is not true. However, if everyone does cooperate, it will do a better job."

According to Limestone County chairman F. K. Agee, Murphy made three applications on his 640 acres last fall, and on June 27 he made one application to kill the few surviving overwintered weevils. Murphy figures this saved him five or six applications this year.

"For the last 3 years," he said, "I have averaged 12 applications of insecticide. This year I made anywhere from one to five applications per field."

Charles Leopard is also convinced that everybody doesn't have to participate for the program to be successful. His neighbor's cotton just across the fence line didn't receive the diapause treat-

Many hours of planning and hard work went into getting the diapause control program into operation. At right, an airplane is loaded with control materials.

by
Kenneth Copeland
Extension Magazine Editor
Auburn University Extension Service

ment. Once during the season Leopard's infestation was 2 percent. His neighbor, whose infestation was 20 percent, had used three applications of insecticide.

The Coosa River Valley area is a natural for a control program like this. Around the area there is a 5- to 20-mile band in which no cotton is grown. Some people say that this is a must for the program to be 100 percent effective.

Some people wonder how 700 growers could get together and 99 percent of them agree to cooperate in such a program. County Extension Chairmen Tom Bass of Talladega County and Buck Clark of Shelby County, and Extension Farm Agent W. D. Jackson of St. Clair County all agree that it wasn't easy.

They credit success to having outstanding local leadership. The group worked for 9 months getting the program off the ground. Committees were formed in every county.

The project in the three counties is supported by the Foundation of Cotton Research and Education of the National Cotton Council with a grant to assist Auburn University's Extension Service and Research staffs in conducting and evaluating the project.

After the committee in the Coosa River Valley area got commitments from growers, they accepted bids from companies to supply the insecticides and also to get airplanes to apply the materials. Materials were trucked in and four airplanes covered the entire 11,260 acres in 2 days. Growers figure they saved 50 or more cents an acre per application by banding together and collectively bidding to get the job done.

Bill Graham, committee chairman in Talladega County, said, "It hasn't been an easy job. Selling the program to the commercial cotton grower was no problem. But the job wasn't as easy with the small part-time farmers. Some would be for it one day and against it the next. But on August 15 when we started collecting the $4.50 an acre, growers latched onto the idea.

"We believe that we can, by following this program, cut out five to seven applications and lower our insecticide bill from $25 to $30 an acre to $12 to $16 an acre. We will increase yields and improve quality. This will also speed up maturity. By so doing we can grow cotton and compete with any area in the United States."

Graham, who had about 238 acres of cotton in 1969 and spent about $6,000 for insecticides, believes that a program like this is the only thing that can save cotton in the area. He admits that he was already beginning to look around for another crop when the diapause concept came along.

"I believe that this program is what we have been looking for," he said. "If I didn't believe this, I wouldn't spend $4.50 for each of my acres to participate in the program. Neither would I have traveled many a mile over this area trying to sell the program to cotton growers." □

by
Leon E. Thompson
Associate Extension Editor
Iowa State University

Iowa's meat science program proves—

4-H'ers like in-depth study

More 4-H livestock shows in recent years have included carcass classes, carcass evaluation of on-foot entries, or both. The goal is to relate carcass quality to live animal selection and production.

But one question bothered Bob Rust, Extension meats specialist at Iowa State University: How much learning actually takes place?

"Not very much," Rust suspected.

Carcass shows and carcass evaluation are not ends in themselves, he believes. Carcass evaluation gains its real significance when it is related both to consumer demand and to live animal production. This can become a fairly complex teaching assignment.

The usual carcass show did not provide 4-H members with any training in carcass evaluation before the show. And limited facilities often restricted the number of 4-H members who could enter the carcass shows.

In short, Rust felt that 4-H meat science programs must be strengthened to reach more 4-H members with in-depth education and experience.

An Iowa State University student, Dennis Olson, who worked part-time for Rust, had been much impressed with university courses in meat animal evaluation and meat science. As Rust and Olson discussed the problems of relating carcass quality to live animal production, they decided to adopt the approach used in the university meat animal evaluation course.

The approach Rust and Olson used involved three stages: education and training, experience or practice, and evaluation. The program was titled "4-H Meat Animal Evaluation Clinic."

To support their program required money to pay for meeting places and animals, slaughter and display facilities, and technically competent teachers.

The Marketing Division of the Iowa Department of Agriculture came up with financial support.

Meat packers in six Iowa cities agreed to slaughter the cattle used in live evaluation exercises and then make available the carcass data, the carcasses, and cooler facilities for carcass viewing.

The third requirement, teachers, was met by Extension specialists and personnel from USDA's Meat Grading Service.

The clinics were conducted on both 1-day and 2-day schedules. Rust strongly recommends 2 days of program separated by a day for gathering carcass data. In that format, the first day went like this:

First, Extension specialists conducted training sessions relating live hog, lamb, and beef cattle conformation to carcass yield, quality, cutability, and evaluation techniques. Lecturers used a series of slides showing cross-sectioned hog, lamb, and beef carcasses of various types.

The animals were photographed live, then killed, eviscerated, and frozen in a standing position. Carcasses were cross-sectioned at significant points with different type live animals showing striking carcass differences.

Next, the 4-H members gained practical experience by evaluating live beef and swine of various types. They used an evaluation score sheet developed especially for the 4-H clinics. On it, the members recorded for each of 4 to 10 beeves and hogs (and lambs where available) their estimates of the animals' live weight, dressing percent, carcass weight, loin eye area, fat cover, quality grade, and cutability. Rust and Olson also laid their judgment "on the line" by taking part in the judging exercise.

Finally, speakers from USDA's Meat Grading Service and from the cooperating packing plant explained grade standards, market price setting, and total packing plant operations.

The cattle and hogs were slaughtered that afternoon. On the next day, Rust and Olson worked in the meat packer's cooler measuring and recording carcass data.

The second program day began with the 4-H'ers reconvening at the packing plant for a session on meat identification. Then they checked their live or on-foot evaluation score sheets against "on the rail" measurements. Rust reports 4-H members also checked to see how well their teachers had done.

Clinic participants, above, evaluate live hogs during the first day's activities at the Fort Dodge Meat Animal Evaluation Clinic.

Careers and opportunities in the meat animal field also were discussed the second day. Finally, 4-H members were given a test to measure their knowledge of meat animal evaluation.

During 1969, 4-H Meat Animal Evaluation Clinics were held in six of Iowa's 12 Extension areas. About 300 4-H members and leaders from 37 counties were involved.

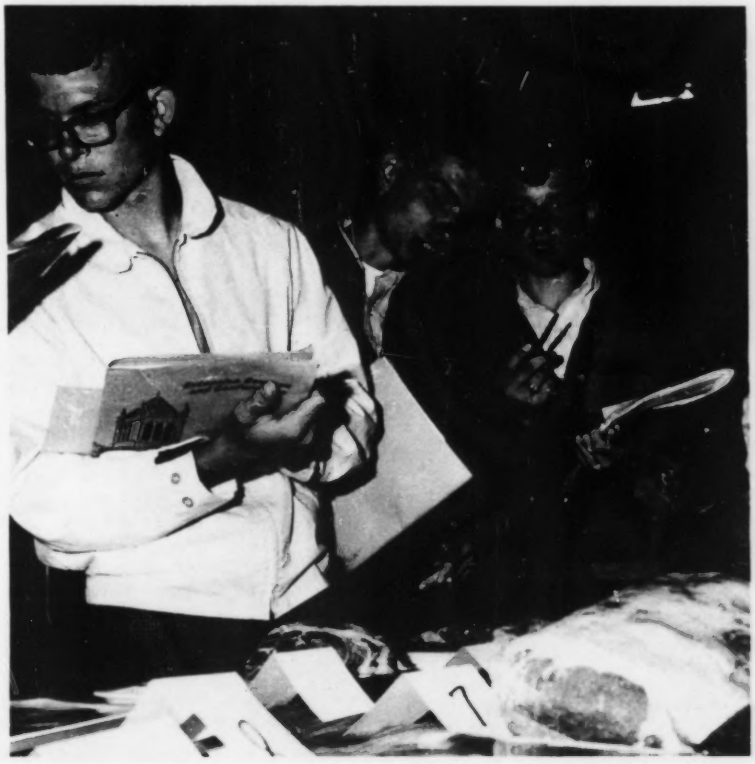
The post-clinic test showed a high correlation between age of the 4-H'er and his test score. Rust concluded that the technical material presented was better suited to youth 15 years or older. Correlation between test scores and previous experience in livestock judging was low.

How does Rust sum up the first year's experience with the 4-H Meat Animal Evaluation Clinics?

"Some Extension areas have asked for two clinics to be held next year. The USDA Meat Grading Service people say they'll be happy to cooperate again. The meat packers say they'll be glad to cooperate. So it's likely we'll be doing this again in 1970," Rust said.

"One measure of interest encourages us the most," he added. "We had been concerned about losing 4-H'ers the second day because of the intervening day for carcass measurements. At the first clinic in Council Bluffs, I was told we wouldn't get a third back for the second day. But 85 percent showed up for the second day, and that was the lowest percent return. Overall, attendance the second day ranged from 85 to 105 percent. At some clinics, 4-H'ers actually brought extra people along for the second day.

"I'd say the high point of the clinics was the audience participation. During live animal evaluation, you'd hear 4-H'ers kid each other about the placings. They really tried to beat each other. And almost to a person, they brought back their score sheets to compare their ratings with the official grading. They were with us all the way." □



Robert Rust, above, Iowa State University Extension meat specialist, discusses carcass evaluation methods at one of the 4-H Meat Animal Evaluation Clinics. As part of the second day's program, the 4-H'ers at left are identifying meat cuts.

by
Alvah L. Perry
Extension Economist, Marketing
University of Maine

Maine's potato futures classes

An exercise in objectivity

The trading of Maine potato contracts on the New York Mercantile Exchange is a much debated subject in the State's potato industry. Most growers, including those who use the Exchange for hedging purposes, object to the futures trading.

Despite their objections, over 400,000 contracts were traded on the New York Mercantile Exchange between July 1, 1967, and June 30, 1968, while only about 75,000 contract equivalents of Maine potatoes were produced in the 1967 crop.

Until recently, the Extension Service was not very active in teaching growers and other industry people how futures exchanges operate and how farmers can use this market for hedging purposes. This inactivity was due more to the lack of interested or qualified persons to teach the subject than to its controversial nature.

Three years ago, I started an educational program to teach futures trading to potato growers and other interested persons. One requirement was that there be sufficient demand for this type of educational experience to make travel worthwhile. Announcements in local papers, on radio, and on television emphasized this and also pointed out that the sessions were to be purely educational and that the "pros and cons" of futures trading would not be discussed.

Efforts by the local office of the New York Mercantile Exchange to publicize the offer backfired slightly, since some growers thought Extension's educational program was a promotional effort of the Exchange. Because they felt the program would be biased, some refused to attend the Extension meetings.

The educational programs were initiated by the growers themselves. Typically, a local grower leader would contact his friends to determine their interest in learning about the Mercantile. When 10 or more people had expressed interest, they informed the local area Extension potato specialist. He worked with the State Extension Service to arrange meeting dates.

After the initial commitment, other growers and industry people in the area would hear about the meeting and ask to attend. These additional applicants were accepted, unless the group numbered more than 30.

It was emphasized to prospective participants that these were not public meetings by the Extension Service, but meetings arranged by the growers themselves. This reduced the risk that some persons, either for or against the trading of potato futures, would use the meetings to promote their own views.

Many Maine potato growers don't approve of all the activities which take place on the floor of the New York Mercantile Exchange, below, but regardless of their views, they were eager to learn the facts about what really happens there.

The programs consisted of two 2 1/2-hour evening sessions. The first session was devoted to a discussion of the underlying principles of futures trading, how the New York Mercantile Exchange is organized, the mechanics of buying and selling contracts, and speculation.

The second session dealt with the questions of how hedging is possible, when to hedge, when to remove the hedge, and moving the hedged position to later delivery months. Since the most confusion arose over removing hedges prior to delivery months, more time was devoted to this than to other aspects of hedging.

The sessions, if possible, were held on two successive nights. A few sessions were arranged at weekly intervals. The two successive evenings were preferable, because the material presented at the first session was fresh in mind during the second. An attempt was made to present the material in one 3-hour session, but this was unsatisfactory.

Although trading in Maine potato futures contracts had been on a volume basis for nearly 20 years, one could not assume that growers knew anything about how the New York Mercantile is organized and operated, or that they had any real appreciation of hedging. This was true not only of growers but also of potato dealers, brokers, personnel of credit agencies, and others.

At first, this was a frightening revelation. But upon reflection, it became apparent that there had been no unbiased educational effort on these topics. Lack of knowledge, even among experienced hedgers, was understandable.

The illustrative materials for the course were simple, and consisted mostly of tables and charts of potato prices. Spreads between prices of different contract months and "basis" (the difference between cash and contract prices) were used to illustrate the relationship between cash and futures prices. They also helped determine the most advantageous times to remove hedges.

The first session was divided between lecture and discussion. The discussion was largely answering questions that were bothering and confusing the class about the New York Mercantile and hedging. It was necessary to clear up this confusion before a real learning experience could take place.

On the few occasions where it was thought that the group was sufficiently sophisticated that the fundamentals could be omitted, it was invariably necessary to go back and start at the beginning.

The opening statement soon became: "I know some of you will be bored, but I'm going to start this discussion by assuming that you know absolutely nothing about hedging and trading contracts on the New York Mercantile Exchange."

Very few people were bored. Those who had had the most experience with futures trading participated the most and asked the most basic questions.

Many participants expressed appreciation that the instruction had started at the beginning. This way, no one was placed in an embarrassing position of asking a seemingly silly question.

The second evening, where hedging principles were illustrated, was on a "let's figure it out" procedure. The leader began by going through hypothetical hedging situations and the class assisted in working the problems. As problems or exceptions were brought up by the participants, they and the instructor worked out the solution together.

By the end of the session, the participants had gained confidence in their understanding of the technique. They were instructed to go over the material the next day to affix the technique.

Futures trading is not easily understood by any group—growers, dealers, or college students. All have many misconceptions about futures trading and the techniques of hedging.

In Maine, the teaching of futures trading to growers has been an extremely rewarding experience. The "students" who arranged the classes accepted the responsibility to keep it educational, rather than a place to expound views.

The students were interested, attentive, eager to learn, and appreciative. Nearly everyone asked questions and, practically without exception, participants returned for the second night. Occasionally they brought someone new with them. Several individuals went to two different sessions. Those who originally came to promote either their pro or con attitude toward trading quickly abandoned such ideas and became interested students.

The growers' original convictions probably did not change much because of the educational meetings. But the mystery of the trading operation has been cleared up. Now they understand why other farmers have used and are using the futures market, even though they themselves may be opposed to it in principle.

The meetings showed that controversial topics can be taught and received with enthusiasm by people with strong convictions on either side of the subject. The leader should lay the ground rules, stick to them, clear up confusion, and answer all questions truthfully. Most important when dealing with a complicated subject, he should never appear surprised, annoyed, or otherwise disturbed at any question asked—no matter how ridiculous it may first appear. □

Blind students learn food skills

How does sauteed green pepper smell when it is done? How does it sound? You can tell when it is done by its color—but if you were blind, you would have to depend on your other senses. And if you are teaching blind people, you have to describe things in terms of the other senses.

The problems of cooking and working in the kitchen were the focal point of a series of six lessons given by the Hampden County, Massachusetts, Extension Service for 16 blind men and women. The basic purpose of the course was to help them develop self-reliance in relation to meal preparation.

The classes were requested by the blind adults through the Massachusetts Association for the Blind. The Association cooperated by enlisting teaching assistants, transporting class members, and soliciting food donations and budget appropriations.

One of the four food groups was used for each class. The series covered the following skills: top-of-range cooking; baking, oven frying; washing, scraping, chopping vegetables; measuring liquid and dry ingredients; washing and drying dishes; and setting and clearing the table.

By the end of the series, class members thought they had gained so much self-confidence that they would be able to improve other skills through classes in clothing repairs and home management.

Others wishing to try similar classes may benefit from the following points which were developed as a result of the Hampden County experience:

—You will need at least one sighted assistant per two class members.

—Allow plenty of time for completion of the day's project. Recipe preparation, eating, and cleanup usually took from 2 to 2 1/2 hours.

—Many blind people are diabetic, so consider using recipes for which food exchanges are given. Inform the class members in advance about the exchanges for the next project so they can plan their day's meal and bring additional food if necessary.

—Provisions should be made for having recipes copied in Braille and large type. Contact local and State associations for the blind to arrange for this service. For those who aren't able to read Braille or large type, a tape recording may be helpful. Keep recipes simple enough so they can be memorized—that is all some people will be able to do.

The content and organization of the class must also be planned with consideration for the special needs of the blind students.

Orientation to range: Be sure that burners are cool and orient each person to placement of burners, work space, and dials or buttons. Braille controls are available from some utility companies, or dials may be marked with nail polish. Have each person open the oven and feel the location of the racks. Take it slowly, and help them feel comfortable at the range. They are often fearful of the oven because of the blast of heat and the need to bend over and reach out. Racks should be pulled out, and long asbestos mitts should be used.

by
Gisela Pass
and
Susan J. Uhlinger
Extension Home Economists
Hampden County, Massachusetts

Volunteers, above, help blind adults measure ingredients and chop vegetables. At left, a home economist orients a blind woman to a range.

Work area: Work areas should have provisions for standing and sitting. The newly blinded, in particular, may have problems with balance and find it too difficult to work in a standing position.

Arrangement of supplies: Prepare a tray of supplies and equipment for every two class members. Each tray should be arranged identically.

Sanitation: Blind people need to use their fingers in food preparation, so it is important to stress cleanliness.

Giving directions: Describe stages of "doneness" in terms of smell, texture, viscosity, sound, and time.

Orientation to condiments: Introduce the class members to a variety of condiments and convenience items by having them smell and touch samples. Dehydrated onion, parsley, etc., although sometimes more expensive, are a great convenience to blind people.

Measuring dry ingredients: It is much easier to dip the measuring cup into a bowl or canister of flour than to pour it from a bag. Use finger to level off measure.

Measuring liquid ingredients: Dry measuring cups filled to the top (although less accurate) are easier to judge than glass cups; however, glass measuring cups which are marked on the outside with nail polish or tape may be used.

Separating eggs: There are three methods: 1) break the egg into the palm of the hand and allow white to run through fingers; 2) poke a hole in the end of the egg to allow white to run through; 3) use a sieve, funnel, or egg separator.

Washing dishes: Have the class members clean up after themselves as they would have to do at home. Trays for dirty and clean dishes are helpful.

Setting the table: Place a cart or trays with all the dishes, flatware, napkins, etc. at the end of the table. Have the chairs arranged around the table so the class members will know where to set each place.

Serving food: Passing serving dishes is difficult for blind people. At home they would be apt to serve their individual plates to take to the table. If you serve them, tell them at what clock position you are placing the food—"On your plate the meat is at 2 o'clock, potatoes at 7 o'clock, and peas at 11 o'clock."

Finally, here are a few other suggestions for working with blind people. Tell them about yourself and volunteer assistants—height, hair color, etc. They like to visualize you in their minds. Tell them about the room they're in—size and shape, windows, doors, tables, etc.

When you approach a blind person, call him by name and identify yourself. Tell a blind person who is around him when taking him into a room or seating him at the table.

Always allow the blind person to take your arm. He can follow you more easily. When seating a blind person, place his hand on the back of a chair.

Remember that you must communicate by touch and by precise verbal descriptions—"The knife is a few inches in front of your left hand," not, " . . . in front of you." When you are able, describe the location of objects in terms of their position on the face of a clock.

It is very easy to do too much for blind people, so keep in mind that developing their skills and self-reliance is your prime purpose.

We found that Extension home economists needn't have specific training to undertake such a project. The only prerequisite is the desire to help blind people with their special needs. □

Area study unites counties

by
Paul Gwin
Associate Agricultural Editor
University of Missouri

Missouri's Extension Service recently reorganized into 21 multi-county areas. Such a setup allows specialized services without impossible increases in staff.

Loyalty blocks occur, though, when Extension tries to get communities pulling together across traditional boundaries. The conquering of these blocks is a challenge.

As one method of getting the communities working together, Missouri agents are turning to a tool used in the Extension trade almost from the start—local program planning using Extension's problem-solving technique.

Leaders of an entire area (instead of a single county) are brought together to study situation and trends, identify problems, consider solutions, and establish goals.

The desires and needs of the public that emerge from these studies become the basis for programs of Extension and other groups in the area.

The eight-county Mark Twain Area is an example of Missouri's area self-studies. This is the region containing the birthplace, boyhood home, and haunts of its namesake.

Don Broermann was appointed by Extension administrators to help local groups organize the area study. He was the Pike County Extension agent before reorganization, but now is a Mark Twain Area farm management agent.

He first outlined a procedure for the program effort. This included the objectives, rules, and responsibilities of all involved. The outline also gave job descriptions of committees and target dates for various steps.

The Extension Council in each of the eight counties selected two leaders to be appointed to a steering committee by the dean of the Missouri College of Agriculture. The steering committee chose eight areas for study: financing, farm organization, grain production, beef cow forage, dairy, swine, ag-related industries, and recreation.

Recreation was included because of the Cannon Dam and huge Mark Twain Lake, scheduled for the area. Advice is needed on obtaining just value for land, relocating farms, capitalizing on lakefront sites, zoning, and other problems and opportunities related to the new lake.

Each Extension Council appointed at least one additional leader to each committee, making a total of 97 participants. The Extension Councils went after the most influential businessmen and farmers—those who would be expected to be the busiest—but only two declined to serve. Such men were challenged by this cause.

The total agricultural team in the Mark Twain Area was represented in the study committees—producers, lenders, farm suppliers, marketers, realtors, lawyers, ag agencies, University of Missouri Extension agents, and others.

The first meeting of the committees was at Monroe City High School in November 1968. University Extension specialists and county Extension workers were assigned to each committee as resource persons.

Schell Bodenhammer, associate dean for agricultural Extension, outlined the challenge and encouraged committee members in their participation. "What comes out is up to you—it is *your* program," he emphasized.

Over the next few months subcommittees got together on their own to assemble information and study problems. All subcommittees met at least three times, many six or more. In February 1969 the entire group met again to hear subcommittee reports.

The subcommittee reports then were turned over to the agricultural editor's office for summarizing and turning into a final printed report. Representatives of the editor's office had worked with the agents and committees during most of the study, taking pictures to illustrate the final report and guiding publicity efforts of the committees. Edited copy for the printed report was returned to committees for approval.

The report was printed as an Extension publication, "Mark Twain Agribusiness Looks to the Future." It was presented at a kickoff meeting in December 1969, with press and public invited. The subcommittee chairman reviewed highlights in the published report; College of Agriculture officials commended members on their efforts and dismissed the committees.

Participants agreed the study had been a great help to the Mark Twain Area even if it ended right there. It had brought together some of the area's top leadership and vested interests and informed them on problems. They got acquainted and are ready for more joint ventures. Now, when you ask a northeastern Missourian where he is from, he frequently answers, "From the Mark Twain Area," rather than naming a town or county.

But Extension and other groups do not let these programs lie idle. Broermann's experience serves as an example. Nearly all of the enterprise study groups mentioned the need of both borrowers and lenders for more education and information on farm recordkeeping and financial management.

Three subcommittees suggested that Extension, Production Credit Association, and bankers get together on such

Financial planning, which the study recommends, is being done at right by herdsman Dallas Reeves, banker Ed Porter, farmer Marion Strother, and Extension Agent Don Broermann. Below, area livestock agent Albert Kennett demonstrates freeze branding to producers interested in improving the area's beef cow operations.

an educational program. Broermann, the other two Mark Twain farm management agents, and area lenders did get together, and before the final report was in print had a series of Farm Financial Clinics underway.

The Extension workers had dedicated assistance from PCA personnel and bankers at the seven clinic locations. Lenders sponsored most of the lunches.

It was agreed by the bankers, PCA, and Extension agents, that the lenders should invite from among their customers the farmers they felt would benefit most from the clinic.

A PCA representative led off the clinics with a discussion of "Adjusting to the Financial Squeeze." A local banker made suggestions on "Communicating With Your Lender." The farmers, led by the Extension agents, applied management principles to a case study farm. Both farmers and lenders were taught to use the farm management tools of annual and partial budgets. Attendance at the clinics was 112.

John Rodgers, a Ralls County banker, commented, "I wish all of my borrowers could participate in such a program." (Invitations were limited to 10 per lender.) The farm management agents intend to see that they have that opportunity.

In response to other recommendations in the report, the 1970 program plans of the area farm management agents include: a farm management newsletter; promotion of PCA, Farm Bureau, bank, and University mail-in record services; a series of pollution seminars (requested by swine production committee); an ag policy short course; and a marketing short course.

Choice of topics in Missouri area studies is left up to the local people. In the Mississippi Delta Area, the people elected to study one agricultural industry at a time, tackling cotton one year and soybeans the next.

The soybean industry study is credited with making a major contribution toward winning approval for a Missouri market checkoff to support soybean research and promotion.

The single-industry studies permit more concentrated effort. Particularly in less specialized areas, though, they may result in neglect of some important potentials. The Green Hills Area held the first overall agribusiness study and several others are now following this lead.

A study encompassing several areas was tried with great success in the "Ozark Beef Cow-Calf Program," which covered 44 counties. Geographical similarity made this practical and desirable.

Greatest benefit from the area studies is that Extension workers, PCA men, or bankers can launch work plans, confident they are serving a felt need of the people they work with. They do not need to sell their programs—the programs have been requested. □

Missouri volunteers explore role

Discussing ideas presented at a seminar on social concerns are representatives of Church Women United in Missouri, Women in Community Service, and the Junior League. Dr. Jean Berry, the University's Kansas City director of continuing education for women, listens to their views.

Women's voluntary organizations have been the focal point of a new University of Missouri Extension educational program.

The educational program for the women's groups is intended to help them develop their organizations and make them more relevant to our country's changing social relationships.

Extension, with the four University of Missouri campuses cooperating, has conducted two seminars for State leaders of voluntary organizations. About 50 organizations were represented at the statewide meetings.

In addition, six regional seminars for local leaders at the community level drew participants from more than 100 organizations. Organizations were representative of religious life, education, government, urban and rural life, the press, homemaking, volunteer service, and business.

The first seminar was in September 1967. The role of organization leaders in relating to "Social Change and New

by
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Continuing Education for Women
University of Missouri Extension

Directions in Continuing Education for Women," was explored during the 2-day program.

The program featured the national general director of the American Association of University Women, Dr. Francena Miller; Dr. John Anthony Brown, president of Lindenwood College; Mrs. Clarissa Start Davidson, feature writer and columnist for the St. Louis Post-Dispatch; Mrs. Warren E. Hearnes, wife of the Governor of Missouri; and Mrs. John C. Weaver, wife of the president of the University of Missouri.

The conclusions concurred in by participants in the seminar, as well as subsequent personal visits with selected leaders, convinced the University that further educational programs for voluntary organization leaders should be made available.

Many organizations expressed interest in supporting national and local efforts, to solve pressing social problems. Ways were considered, too, for organizations to act as initiating agents in such volunteer activity.

Summing up new directions for organizations, leaders agreed that "social change as it affects the responsibility and nature of voluntary groups should be constantly reviewed and evaluated."

Keeping in mind these new directions and interests, University Extension sponsored a second seminar for State leaders. The theme was "Social Concerns and Organizational Development: Analysis and Action."

Six professional resource persons analyzed several social problems evident in most communities. Participants then discussed appropriate actions for organizations in regard to these concerns.

Other professionals set the stage by showing techniques and theories for strengthening an association's volunteer and organization approach.

During the seminar participants completed an opinion survey. This revealed, among other things, that 65 percent felt that the organization they represented had considerable influence in the community. Eighty-eight percent thought their organization had potential as an influential force in constructive community action. Ninety-seven percent thought their organization could increase its influence by combining efforts with other groups.

State leaders who participated in the seminar believed that organizations would be strengthened if they could grow and develop in their goals as times and needs change; if organizations could be run like businesses, using all the tools of corporate management tempered with sensitivity and education; and if less time were spent on organization maintenance and more time were spent in community involvement and volunteer commitment.

A followup opinion survey showed that many leaders had put seminar ideas for community involvement in motion. They were also interested in further educational programs concerned with social issues, leadership training, communication, and decisionmaking.

Respondents wanted to join forces with other voluntary groups to make their activities more effective in meeting society's multiple needs.

This seminar, as well as the first statewide conference, received financial assistance from the Sears Foundation.

The six regional seminars in 1969 were sponsored by area University Extension centers and involved 30 or more Missouri counties. These seminars dealt with the nature and relevance of organizations in light of social change. More than 600 persons representing voluntary organizations attended, and new educational programs have been started as a result.

Simultaneous workshops in five Missouri locations provided further educational opportunity for organizations. The distinguished anthropologist Dr. Margaret Mead addressed the workshops via amplified telephone (telelecture) from her home in New York. She also answered participants' questions on the "Role of Organizations With the Social Concerns of Today."

University of Missouri faculty conducted the workshops, which were organized around Dr. Mead's remarks. More than 500 persons participated in the 1-day event.

University of Missouri Extension intends to offer further educational assistance to voluntary organizations. Plans being considered and developed are for programs in training volunteer leaders from organizations, and for improving their communication abilities. The telelecture will continue to be used to bring the views of distinguished national authorities to a maximum number of leaders and members of voluntary associations. □

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Rural development defined

The President's Task Force on Rural Development released its report in March. It was prepared by 12 leading authorities on rural America. It treats in lucid detail the major needs and opportunities for people of rural America to build a better life for themselves and thereby contribute to the welfare of all Americans.

A section of Chapter I of the report, *A New Life for the Country*, defines Rural Development as seen by members of the Task Force. Space does not permit printing the total definition, but some key excerpts from it follow:

"Rural development has many sides, but its main goal is to bring jobs, opportunity, and a better life to low income, underemployed people in rural America, not only for their own good, but for the welfare of all Americans. At the same time, this strengthens the economic foundation of successful enterprises already established in rural areas.

"In the quest for a better life for rural dwellers, the aim is to develop the type of rural society that will be capable of continuous renewal; one that will develop to the fullest its human resources; one that will remove obstacles to human fulfillment and self discovery; and one which will permit each individual the fulfillment that comes with the exercise of his talent.

"A strong rural development program will help all people and the entire community and the quality of life enjoyed by all citizens.

"Rural development is concerned with improving the economic capability of individuals in rural nonmetropolitan America. It is concerned with improving the services of rural communities. It is concerned with improving the economic opportunities in the small cities, towns, villages, and farming communities of rural America.

"People can provide much of this for themselves; some they can do together; some must come from outside sources.

"The most effective program to deal with rural underemployment and lagging incomes is to create job opportunities through private enterprise, accompanied with education and job training to better fit rural people for these jobs—plus one more ingredient: bringing the jobs and jobseekers together.

"The real strength of rural development is that it harnesses local energies and is run by local people who know better than anyone their own problems, their own capabilities and their own priorities.

"Local rural development is a dedication of the strengths of individuals through their own institutions—schools, churches, clubs and organizations, business and industry—to make more jobs, create more opportunities and establish a better quality of life.

"Rural development as a communitywide action program cannot start unless the local people want it, and it cannot succeed unless local leaders aggressively promote it. If a community lacks leadership, if it lacks local concern, if it isn't convinced that it should become a better place to live—then perhaps it shouldn't. But sometimes rural development comes to just such a community through the evangelical crusade of one person to get the community to raise its sights and fire its ambition.

"Communities take on the characteristics of the people in them, reflecting their drive, ambition, pride, resourcefulness, and will to work together. Vibrant, progressive communities don't just happen, nor are they beyond the reach of any of us.

"The proper role of State and Federal Government in rural development is to help local areas with their planning, to share ideas and to provide the means by which local communities can tap whatever assistance State and Federal Government offers to individuals and to local projects.

"Rural development does not 'give' people anything except the encouragement and tools to work together and the promise that their effort will be rewarded."

In other chapters, *A New Life for the Country* contains recommendations aimed at land-grant Colleges and universities and the Cooperative Extension Service. In addition, it contains recommendations for many other programs and actions.

Its quality, scope, and insights make it recommended reading for all who are interested in building a better Rural America.—WJW

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EXTENSION SERVICE
REVIEW
U.S. DEPARTMENT OF AGRICULTURE * MAY 1970

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EXTENSION WILDLIFE PROGRAMS · PAGE 8

VOL. 41 • NO. 5 • MAY 1970

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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CONTENTS

An ally for image-building

Last month's Extension Service Review recognized efforts by Extension workers in Illinois and New Jersey to explain agriculture to the public. Since then, a new group has been formed to lend a hand with the task. It is the National Educational Institute for Agriculture, a nonprofit organization set up to improve agriculture's image.

The Institute's stated purpose is "the improvement of the image projected to urban consumers, the Congress, and the Executive Branch by agriculture in general and farmers in particular." Officers of the organization include agricultural producers and agribusinessmen from all over the United States.

With headquarters here in Washington, D.C., the National Educational Institute for Agriculture will have access to the largest concentration of news media representatives in the country. And they are on the doorstep of the Government officials they hope to reach.

The Institute can certainly make an important contribution to public understanding of agriculture, but the job is not theirs alone. Commodity groups and general farm organizations have long served as good image-builders for agriculture, and their help is needed more than ever. And a big part of the task must still be done by Extension workers and other representatives of agriculture who have daily opportunities for face-to-face communication with those who need to understand agriculture better.—MAW

Project Rainfall

by
Dean C. Bork
Extension 4-H Editor
Michigan State University

Robert Osburn, the 4-H teen leader who organized and developed Project Rainfall, checks his weather recording station, above. Below, he shows a participant in the project how her rainfall recordings contributed to the countywide project.

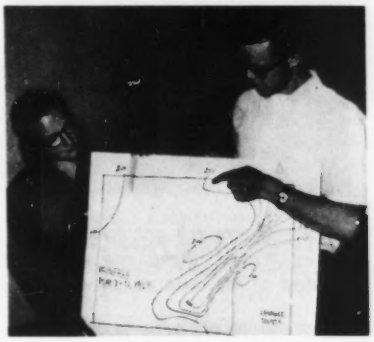
"Project Rainfall" is again underway in Lenawee County, Michigan. It's a unique and educational countywide 4-H project that also aids science.

"Project Rainfall" began 2 years ago because a 4-H member was interested in gaining local rainfall information. Robert Osburn, now a freshman at the University of Michigan majoring in meteorology, enlisted the aid of 4-H members and other youth to measure rainfall in every area of the county.

The first year, 21 young people participated in the project. More than 50 were involved in "Project Rainfall—1969."

No special meteorological equipment was required. The only equipment 4-H members needed to participate in the project was an ordinary rain gauge.

The project began March 30 and continued through October 31. Rainfall recordings were made twice daily—at 8 a.m. and 6 p.m. Every 2 weeks a card with the rainfall observations was mailed to Osburn.



Osburn then plotted maps of the county with isohyets (lines of equal rainfall). Participants met regularly to see how their efforts contributed to the countywide project and to learn more about weather observation and recording.

"Project Rainfall" participants hope to eventually have at least one rainfall recorder in each 5-square-mile area of the county to improve data collecting and validity.

State climatologist Norton Strommen and Les Mack, youth specialist for the Michigan State University agricultural engineering department, are both interested in the project. They note that the project can reveal more detailed rainfall patterns than normally obtained from the regular U.S. Weather Bureau rainfall observation network. These detailed rainfall statistics could prove valuable for scientists and farmers, they believe.

"However, the educational benefit to the participating young people is probably much greater than the scientific benefit," points out William Walter, Extension 4-H youth agent.

Through "Project Rainfall," many young people have built their own weather stations and learned to use them in making accurate weather observations and measurements.

Though Osburn no longer provides active leadership for "Project Rainfall," he still helps give guidance to the project which he hopes will continue to expand under new teen leaders. □

by
James E. Lawrence
Extension Communication Coordinator
Cornell University

Multiplying Extension efforts

Characterizing Cooperative Extension as "helping people help themselves" may appear to be an oversimplification of a somewhat complex and diverse educational system. But to a group of Orange County, N.Y., commercial farmers whose survival depends on their ability to hold and strengthen their place in the agricultural mainstream, this familiar expression is the key to past successes and future expectations.

Their approach to using the problem-solving techniques of Extension goes even a bit further. It involves what agricultural agent Horace A. Smith, Jr., calls a "sense of urgency" among growers and those who share their goals and aspirations.

Smith's work with producers, researchers, industry leaders, and Extension personnel over a period of several years has welded this concern into a unified program, directed to improving the competitive position of those who till the county's muckland, or "black dirt," soils.

Largely through his efforts, this coalition has encouraged growers to do more for themselves through leadership development, pooling of local resources, participating in decisions that affect the industry, and supporting activities designed for the common good.

"By closing ranks in this manner," explains Smith, "growers have been able to focus more critically on the specific problems and trends that influence their production and markets. Also, it increases my efficiency in working with their organization, the Orange County Vegetable Improvement Cooperative Association, since producer interests and concerns are concentrated in the leadership. Practically every grower is a member, so I have a direct line to a target audience."

Benefits of research are measured in higher onion yields by vegetable farmer Stanley Wiecek, right, and agricultural agent Horace Smith, Jr. Wiecek is president of the county's grower association.

Smith finds that the leadership is especially receptive to keeping abreast of industry developments and seeing that growers are fully informed. Their approval and appreciation of Extension's educational role shows up dramatically in the turnouts for field meetings and tours, the feedback from direct mail materials, and the high adoption rate accorded research-based ideas and methods.

Further, he finds that this effective working relationship allows time and energy to handle the large volume of office, phone, and field calls that deal with the muckland industry, and also to carry on his active program for the area's upland vegetable growers.

A Cornell graduate student inspects an onion storage experiment at the grower association's research laboratory.

In this type of environment, notes Smith, growers view Extension as a dynamic force capable of compounding grassroot efforts. Its multiplier effects are visible through the agent's ability to tap a wide range of backup resources and to sharpen the community's awareness of its agricultural resources.

As one grower put it, "Extension is more than helping people help themselves. It is also helping us provide our own opportunities for more help."

Evidence of this viewpoint is the association's research laboratory, constructed about 5 years ago with money donated by growers and contributed from various fundraising activities. Its purpose is to facilitate and encourage intensive research directed to muckland crops.

Results of research conducted there are available to growers throughout the State. Researchers at Cornell, the land-grant university, have complete use of the facilities. Maintenance and operational costs are borne by the growers.

Since the completion of the laboratory, a second structure has been built on the association's property. Equipped with wind tunnels, heaters, and automatic control units, it is a combination research and storage building.

Plans for the design and other considerations were developed by Extension specialists in agricultural engineering and plant pathology. The structure is used primarily for the study of onion storage problems.

In addition, the association makes an annual grant to Cornell for a graduate student to augment research on onions. This practice was started a decade ago when the association was formed, and has been continued each year since then.

"Local participation of this type portends a healthy outlook for New York's commercial agriculture," observes Jim L. Ozbun, vegetable crops professor and assistant director of the Cornell Agricultural Experiment Station. "It's the kind of decisive action that represents a tangible equity from which to build solid support for an industry. We expect to see more developments like this in other segments of agriculture."

The focal point of Extension's program for these vegetable growers is some 13,000 acres devoted to fresh vegetable production. The area is one of the Nation's largest continuous muckland basins. It is located near the New York-New Jersey border, about 50 miles from New York City.

Being this close to the world's largest market means certain advantages to the growers, but it also guarantees lively competition from fellow growers in other parts of the State and across the Nation.

Some 300 farm families gain all or part of their livelihood from the onions, lettuce, celery, and sod produced on these rich, deep organic soils. The main crop, for which Cornell economists see a bright future, is onions.

Predictions to the year 1985 cite onions as one of the State's leading fresh vegetables for major increases in production and crop value. This encouraging note gives a tremendous morale boost to everyone concerned with the county's muckland industry.

Stanley Wiecek, president of the growers' association, likes to emphasize the give and take necessary to blend Extension know-how with activities at the local level. "We know," he points out, "that our operations center on what might be termed minority crops when you look at the State's total agricultural picture. So we must be alert to supply the leadership for programs we need and to call on those who can help us when we reach the limit of our resources.

"Basically, our partnership arrangement with Extension covers two points. One is a down-to-earth appraisal of what we actually need to stay in business and continue to grow. The other is going out and doing as much as we can for ourselves."

Smith fills major roles in this relationship, particularly in working closely with Wiecek, other industry leaders, and individual growers to supply information necessary for sound decisions. Trends, goals, problems, and recommendations are constantly reviewed. Research findings and technical material from Extension specialists and researchers at Cornell are watched closely.

The skillful use of field trials, tours, workshops, clinics, organizational activities, demonstrations, and various communication media account in large measure for the viability of this long-range cooperative effort.

But this is not the complete story. It is part of the larger story of agriculture's ability to cope with a free-wheeling society whose daily gyrations are reshaping traditions and attitudes as never before.

Horace Smith, as a professional with strong convictions about truly helping the people he serves, knows the penalty of getting caught in a backwater. His dedication to the county's vegetable farmers and their "sense of urgency" in helping themselves have combined to make Extension mean more than education for action. In this case, it is a blueprint for survival. □

New income from hogs in Mississippi

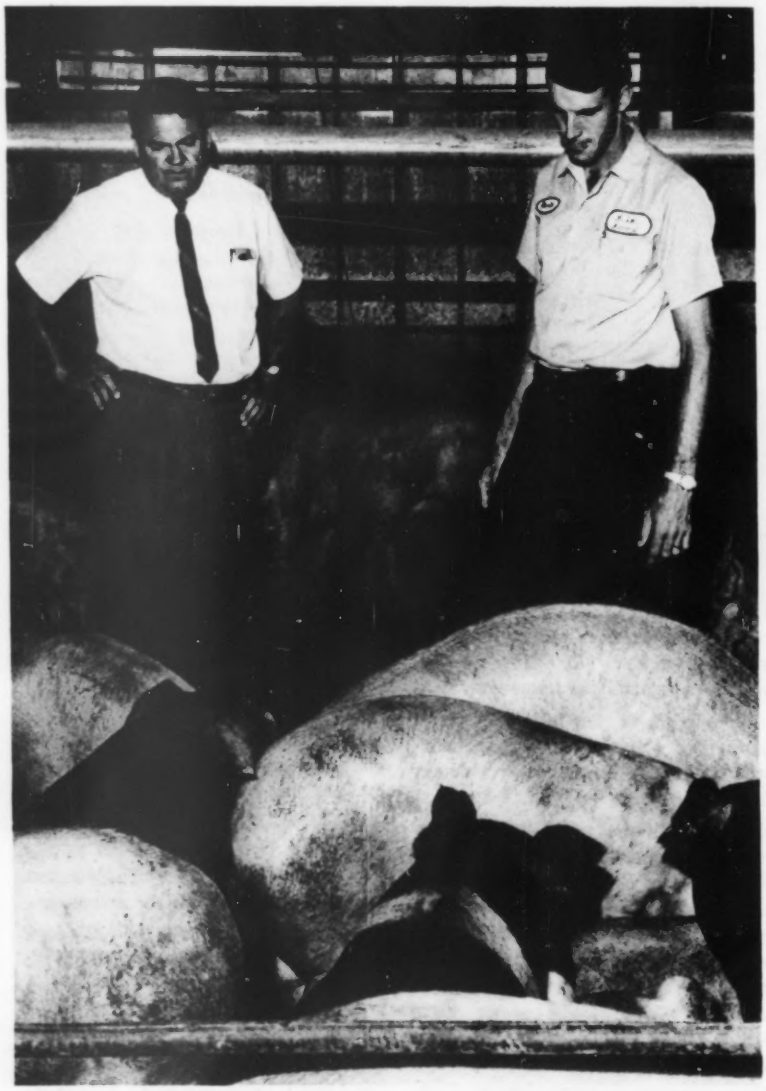
by
Tommy Wilkerson
Extension Information Specialist
Mississippi State University

Farmers in Alcorn County, Mississippi, are finding that feeding hogs to top market weight will result in new money, says County Agent Percy Hodges.

Through Hodges' efforts a half million dollars in new money was added in 1969 boosting the total county income from hog production to a million and a half dollars.

"Feeding hogs is ideally suited to our agricultural situation," he says. "We have many part-time farmers and it is reliably estimated that 70 percent of all our rural families have one or more adult members of the family working in industry. Swine production is an ideal source of supplemental income for these families, especially feeding hogs for market, as it is not too time-consuming."

In promoting hog feeding, Hodges and his staff regularly drop hints to farmers who they think will benefit from adding this enterprise. Nearly all of the radio programs conducted by the agriculture



agents have at least a small portion devoted to hog production.

"And you'd be surprised at how much help an aggressive feed dealer can be in promoting expansion in hog feeding," the county agent added.

The county agent took several of his farmers on a tour of hog feeding facilities in Tennessee. Interest jumped, resulting in the addition of nine hog feeding barns in 1969 with a total capacity of 8,300 top hogs. This brought the number of new feeding barns to 12. All are of modern design. Many have heating cables in combination concrete floors and slats. Others have total wood slats. Most of the new barns are constructed with a lagoon system.

Besides these large operations, about 40 percent of the Alcorn County market hogs are fed out on the ground in smaller numbers. This presents a real challenge, Hodges said.

He predicts that hog feeding and construction of new feeding barns will increase about 30 percent again this year. The county Extension staff is already working with producers on three new barns—one to hold 1,000 top hogs, one 800, and one 250.

At left, County Agent Percy Hodges advises Martin Huggins about the operations in his feeding barn. 4-H is an important part of the county's total hog program, too. Above, Associate County Agent Wayne Hughey visits with Jerry and Johnny Allen.

"We have one of the best top hog markets in the State right here in our county, where we get the top dollar for our animals. Each week 800 to 1,300 top hogs are sold through this facility," he said.

"The projection for favorable meat animal prices over the next few years should stimulate further increases in meat animal production."

The feeding out of top market hogs is only a part of County Agent Hodges' total swine production program for Alcorn County. Feeder pigs sold through organized feeder pig sales and direct-from-the-farm sales bring in an additional $220,000 annually to growers.

In helping to upgrade the quality of hogs produced in the county, he and other staff members are working on a cooperative program with the Tennessee Valley Authority. They place top quality boars in neighborhoods for use by small producers who may not be financially able to buy the type boar needed. When the boar has completed his usefulness, he is sold and replaced. A small breeding fee is charged to pay for upkeep of the boar.

Also in cooperation with TVA, he and his producers participate in hog production seminars—one 2-hour session once a week for 4 to 6 weeks covering all phases of hog production. This usually takes place during the winter.

The local swine producers association is promoting for the first time a commercial gilt sale to include both open and breed gilts. The first such sale is scheduled for May 1970.

While predicting the continued increases in market hog production, Hodges sees little or no drop in acreages of such crops as cotton and soybeans.

"Rather than replacing other crops, we expect our hogs and commercial vegetable production to supply additional income," he stated.

The five purebred hog breeders in Alcorn County are another important part of the total hog production program. They produce Duroc, Hampshire, and Yorkshire breeds. Income from sale of purebred breeding stock last year totaled nearly $88,000.

The problems Hodges has encountered in stepping up the production of market hogs include inadequate housing facilities during extreme weather, lack of records on feeding and feed conversion, and difficulties in manure handling.

The local radio stations and a local daily newspaper have been extremely cooperative in the drive to find new agricultural income, the agent says.

"We have regularly scheduled radio programs and the stations are happy to run spot announcements as well," he said. "The local newspaper works with us closely."

To further create awareness among the general public on agricultural progress in the county, Hodges and his associates Walter Deen and Wayne Hughey arrange programs for seven civic clubs and six rural community development clubs. In these, as well as outlining progress made locally, they detail the relationships between Mississippi State University, the Cooperative Extension Service, local members of the legislature, and the local Board of Supervisors. A quarterly letter reporting progress in a particular enterprise is mailed to each local member of the legislature by Agent Hodges. □

Wildlife education—

a growing job

by
J. David Almand
Wildlife Specialist
Extension Service, USDA

Educational programs about wildlife have been a part of the Cooperative Extension Service for over three decades. Progress has been slow, but steady. And during the next decade, Extension commitments to fish, wildlife, and marine related programs will at least double.

Why is this so? First, fish and wildlife are playing an increasing role in supplementing the income of farmers and others through the sale of hunting and fishing privileges, fur farming, fish bait production, fish farming, and a number of other fish and wildlife related enterprises.

Also, the esthetic values of wildlife are becoming more widely recognized. Fish and wildlife problems are receiving increased consideration in the location and operation of industrial facilities and in land use planning and zoning. Legislators throughout the country are giving broader support to fish and wildlife programs. Wildlife is often a measure of the quality of our environment.

Finally, concern is increasing about the species of wildlife which sometimes cease to be an asset. Blackbirds can ruin a farmer's sweet corn or small grain crop; rats and mice can destroy his stored grain and feeds, girdle his apple trees, or create serious health hazards; and starlings can contaminate cattle feedlots, seriously damage cherry or grape crops, or become a public nuisance or health hazard by congregating by the millions in their winter roosts.

In some sections of the country, deer prevent forest regeneration by eating tree seedlings; beavers create problems by flooding bottomland fields or roads; pocket gophers tunnel through farmers' fields and pasture lands creating hazards for livestock and equipment; and coyotes occasionally prey on the farmers' livestock.

In short, practically every American family could be reached by some phase of Extension wildlife education.

The Cooperative Extension Service is adjusting to these new challenges. We have about 50 fish, wildlife, or marine specialists in 25 States. State Extension Directors in the 25 States without a wildlife specialist recently designated a

member of their staff to handle wildlife educational materials and to serve as contacts for specialists in other States. I am confident that each State will eventually have at least one fish and wildlife specialist.

It could be argued that we are already behind schedule in committing resources to educational programs concerning fish, wildlife, and marine resources. But we are moving, and in so doing, we are arousing a sleeping giant. We are reaching audiences and establishing relationships that previously have been either overlooked or ignored. As a result, we are broadening friendships and support of Extension programs, a vital requirement if we are to develop and maintain effective and meaningful programs for all the people.

To provide a better understanding of Extension's fish and wildlife activities, I recently conducted a comprehensive review of State activities. The overall program has been broken into 17 categories. Because of their complex and interwoven relationships, however, it is difficult to draw lines between the categories.

Following is a brief review of each:

Habitat management for game and non-game: includes all work related to the manipulation of wildlife habitat, including food and cover, for the purpose of enhancing or discouraging wildlife in a specific area.

Landowner-sportsmen relations: includes all work related to improving the relationship between landowners and sportsmen, including work with State Wildlife Federations, sportsmen's and wildlife-oriented clubs, landowner and other civic groups, and related activities.

Pesticides and pollution: includes all work related to proper, safe, and judicious use of pesticides and their effect upon the environment, particularly fish and wildlife.

Fish pond management: all work relating to fish pond management, including construction, poisoning, stocking, fertilizing, weed control, and fishing.

Marine resources education: all work relating to the wise use and management of marine resources. Six States are engaged in this program area.

Commercial fishing industry (marine): all work relating to the marine fisheries, including economics, harvesting, processing, marketing, and utilization. Only two States are doing significant work.

Sea Grant Program: only three State Extension Services are engaged in this program (Oregon, Texas, and Delaware). Delaware devotes a portion of 1 man-year to the program; Texas, about 4 man-years, primarily in the area of shellfish farming; and Oregon, about 9 man-years in their newly established Marine Section.

Fee fishing: all work relating to the income-producing aspects of fresh water fishing.

Fee hunting: all work relating to the income-producing aspects of hunting, including shooting preserves, daily and seasonal hunting leases, etc.

Game bird production: includes all work relating to commercial production of game birds for shooting preserve operations or similar enterprises. Such work is conducted closely with Extension poultry specialists.

Fur farming: all work relating to the production of fur animals and management of fur farming enterprises. Five States are doing some work in this area, one with a full-time specialist.

Fish bait production: all work related to the commercial or hobby production of minnows, worms, crickets, or other types of fish bait.

Catfish farming: all work relating to catfish farming, including production and management of fish farming operations, harvesting, processing, marketing, and utilization.

Trout farming: same as for catfish, except trout is the species involved.

Shellfish farming: same as for catfish and trout, except crawfish, shrimp, or other forms of shellfish are involved.

Animal damage control: all educational work relating to minimizing and controlling agricultural crop losses from depredating wildlife. Twenty-seven States are giving emphasis to this area, three of which employ five full-time specialists in this field. A great deal of cooperative work also is conducted with the Interior Department's Bureau of Sport Fisheries and Wildlife, Division of Wildlife Services.

4-H wildlife activities: 46 States have wildlife projects, but the program varies from State to State. We need to broaden the base of the program to appeal to more youth from a wider range of backgrounds and environments. Enrollment in the wildlife project was 103,602 in 1968.

Although the Extension fish and wildlife activities vary from State to State, common bonds connect them. Basically, the role of the fish and wildlife specialist is to provide leadership to all Extension programs related to fish and wildlife, including 4-H and other youth programs. This includes the training of county Extension agents to more effectively help farmers, landowners, and other citizens and groups to develop, manage, and properly use fish and wildlife resources for economic returns or other reasons.

The fish and wildlife education being conducted by most of our State Extension Services is among the most important and impressive fish and wildlife work underway in this country. It is also among the least understood. But a new day is dawning, and the future looks bright. □

This is the first in a series of articles about Extension's responsibilities for educating the public about wildlife. Next month—Oklahoma's methods for teaching young people about wildlife conservation.

by
Susan Miller
Editorial Assistant
University of Maryland
and
Sally M. Valentiner
Extension Agent, 4-H and Youth
Frederick County, Maryland

Poppie clubs—4-H for the younger set

"Just what is this Poppie organization I've been hearing about?" the voice on the phone wanted to know. "Is it some kind of flower power group?"

Mrs. Sally Valentiner, Frederick County, Maryland, Extension agent, laughingly assured the caller that the Poppie Youth Organization, despite any connotation of the word Poppie, had nothing in common with flower power.

Yet, the Poppie Youth Organization, a pre-4-H program in Frederick County, is concerned with power—the power of youth to grow and develop into mature and responsible adults. The name Poppie was chosen to represent youth, growth, and development.

The Poppie program is a unique project for the State. It is organized and directed by the Extension Service as an introduction to 4-H for 6-, 7-, and 8-year-old boys and girls, who are too young for regular 4-H Clubs.

The first Poppie Club was started in 1965 by a 4-H Junior Leader, Sandy Sue Smith, who was concerned about children who wanted to participate in 4-H but were too young. After talking and planning with the 4-H and youth agent, she began a Poppie Club for children in her neighborhood. Sandy Sue's mother, Mrs. J. Howard Smith, is currently the county Poppies coordinator.

Last year, when there were only two Poppie Clubs, the Frederick Extension Service set a goal—to establish 10 clubs before 1970. They reached their goal, and did even better. By January 1970, Frederick County had 13 Poppie Clubs with 29 leaders and more than 200 members. The Poppies are really growing!

The Poppie program tries to stimulate an interest in 4-H type activities, making it a stepping stone to the 4-H program. In one case, it led to the formation of a new 4-H Club called the Pop-Overs. This club is made up of Poppies who become old enough to "pop over" into real 4-H Club work. Present plans are for an annual Pop-Over night for all Poppies ready to graduate to 4-H.

The Poppies meet twice a month for an hour. Half of the program includes crafts, skills, or movies, and the other half is recreation, games, singing, and refreshments. The clubs steer away from any projects costing money. They try to use everyday items, such as boxes, cans, and material scraps. They make banks from bleach bottles, pencil holders from juice cans, and waste cans from potato chip cartons.

Members of the East Frederick all-boy Poppie Club, above, make their own birdhouses. At left is Sandy Sue Smith, founder of the first Poppie Club.

Poppies also take field trips and work on community service activities. Currently, they are working with the Frederick City Day Care Center for handicapped children. Each month a Poppie leader and several club representatives or an entire club take favors, flower arrangements, and games to the children.

The Poppies learn about good grooming, cleanliness, and healthful living. They learn about their community and its needs. The Poppies, like 4-H members, work with their hands, their heads, and their hearts.

The coordinator and Extension agent also try to include the Poppies in some 4-H activities. Last year, the Poppies had an exhibit in the 4-H building at the Frederick Fair, although they were not in competition. Their display included many of their craft projects as well as an explanation of what the Poppies are.

At the Frederick County 4-H Campfire, they presented a program on "What Are Poppies" to an audience of 700 4-H'ers, leaders, and workers. This summer, the children will spend one night at Camp Greentop in Thurmont, as an introduction to 4-H camping.

The East Frederick Poppies is an active, all-boy club. When asked what they like about the Poppies, one boy replied, "I like the Poppies because we make important stuff. I like the boys." Another boy said emphatically, "I like being with boys. Girls make my stomach icky!" A unique feature of the program is that 50 percent of the Poppie members are boys.

Another club is for the mentally retarded children at Harmony Grove School in Frederick. While learning elementary cleanliness, health, and manners, these children experience a much needed and much neglected aspect of their lives—that of belonging to a community club and participating in group activities.

The top volunteer leader, called the county Poppies' coordinator, is elected by the Poppies' leaders for a 2-year term. She starts new clubs, recruits leaders, conducts quarterly leader meetings, and promotes the organization.

A steering committee of seven Poppie leaders is also elected for a 2-year term. The coordinator serves as an ex officio member of the committee.

Each Poppie Club has a leader who plans and conducts meetings and activities, promotes the organization, and attends quarterly leader meetings. Both men and women serve as leaders in Frederick. Almost every club also has a 4-H Junior Leader working with it. In fact, several Junior Leaders have organized their own Poppie Club.

Many community organizations have become interested in the Poppies. The Urbana Lions Club, for example, thinks that the program is such a good idea that it donated $50 to the organization to be used for county Poppie events.

The Poppie program has been especially effective in urban areas, where previous attempts to establish 4-H Clubs were not successful. It has also helped the image of 4-H, by expanding its scope and promotion.

But what do the parents think about the Poppies?

They all seem to have the same opinion—"It's just great!" They talk about the pride their children feel in bringing home a completed project. They like for their children to work and play with a supervised group of children of their own age. And they are impressed with the worthwhile educational opportunities offered.

But most important, their children think it's great, too. □

At a Poppie Club meeting, left, mentally retarded children at Harmony Grove School in Frederick learn the proper way to set a table.

Specialize mailing lists—

Don't send 'junk mail'

by
Jack Drummond
Associate Extension Editor
Oklahoma State University

If you live in McClain County, Oklahoma, chances are pretty good that your name is on one of County Extension Director Charles Phelps' mailing lists.

And if your name is on one of the lists, you can bet that it's there for a definite reason.

Phelps says his lists are made up to allow him and other members of his staff to make selective mailings. "About 7 or 8 years ago I was opening my mail one morning and throwing most of it away with hardly a glance," he said. "And it dawned on me that our mail probably got the same treatment in a good number of cases."

So, he set out to make an envelope from the County Extension Center mean something.

The breakdown of addressing machine stencils in the office includes beef cattle, dairy, swine, cotton, wheat, peanuts, 4-H leaders and federation officers, Extension homemakers, and local leaders. Naturally, there is some duplication. One of the community leaders, for instance, might also be a beef producer or wheat grower.

When you go into the lists a little deeper, you find that each list may be broken down into specialized groups. In the beef list—which contains about 300 names—you find a breakdown as to the type of operation. By selecting color tabs, secretaries in the office may contact either the county's Angus breeders, Hereford breeders, cow-calf operators or stocker-feeder producers.

The mailing lists are made up in a variety of ways. First, a daily log is kept in the office of all visitors and phone calls. This log gives the name and address of the caller or visitor and the information he or she wanted.

"We use this log for a number of purposes," Phelps says. "It's especially helpful in making up short course mailing lists and it's good for just about any kind of report you have to make."

Such short courses, themselves, help keep the lists current. The courses usually run four sessions and during the second and fourth session a list is passed around for those in attendance to sign.

"This shows who was there and goes into a permanent file," Phelps explained. "Then we know who was interested in the subject and use this information to keep our mailing lists current."

Phelps estimates it requires about half a day per year to keep the mailing lists up to date.

Making up an effective mailing list is something of an art in itself. For instance, in making up his beef cattle list, Phelps contacted 27 community leaders and asked them to supply a list of everyone in their communities who was interested in beef, what their cattle were, and about how many they had.

As a followup, he checked the county tax rolls for everyone with more than 35 head.

When he made up his dairy list, he contacted the county sanitarian, who keeps an accurate, up-to-date list of all grade A dairymen in the county.

His cotton list came basically from the two local gins, which supplied names of folks who had cotton ginned the previous year. When he wants to contact everyone in the county who just might be interested in something in the cotton area, he checks the local ASCS rolls for cotton allotments.

His wheat and peanut lists come mainly from the ASCS rolls. The 4-H leaders' list is broken into two groups—organizational and project leaders. The membership list comes from the 4-H members' enrollment cards.

The Extension homemakers list comes from club enrollments and is used to mail out a monthly newsletter to all members. But broken down, this same list allows the center personnel to contact just the club officers or the voluntary leaders.

To make up a swine mailing list, Phelps surveyed area feed dealers for

the names of those folks who regularly bought hog feed. With this start, he asked the swine growers for names of other producers in the county.

In addition to his regular mailing lists, Phelps has a group of special lists, some containing only a few names, that are used occasionally. These include, for example, garden club presidents, sportsmen's group members, and commercial fish producers. These lists, used less often than the regular lists, are kept in a special notebook.

By knowing the audience so well, Phelps and other members of the staff often are able to plan far ahead in their programs.

For example, prior to a recent stocker-feeder short course, Phelps was able to prepare five letters directed to interested persons—all at the same time. These letters were mimeographed and stuffed in addressed envelopes all the same day. Then, as the session to which they referred came up on the calendar, the office secretary mailed out the group of pertinent letters.

"Doing a group of letters all at one time like this saves a lot of time and helps avoid possible delays," Phelps says.

Phelps believes by a selective mailing system, he and the center staff can not only do a better job of contacting their audience but also save expense and time. Cost of such a program, he says, is not a big factor.

Basically, the mechanical equipment in the office includes an electric typewriter, an addressing machine, a folding machine, and a mimeograph machine.

"What we've tried to do the past 7 or 8 years is to take our letters out of the 'junk mail' class," Phelps said. "We hope a letter from our office will be welcomed by our cooperators as a source of information that will benefit them in whatever program they are involved." □

Above, County Extension Director Charles Phelps discusses a mailing with office secretary Mrs. Margie Cheek. Modern, high-speed duplicating equipment makes mailings easier. At right, Mrs. Jean Greene checks a letter hot off the mimeograph.

by
David D. Olson
County Extension Director
Oscoda County, Michigan

Educating absentee landowners

One of the primary educational problems facing northern Michigan Extension agents is how to involve owners of private forest land in educational programs that will cause a change in forest land management.

Most owners of small tracts of forest land are residents of downstate urban centers and are not generally using good land management techniques.

Private individuals or groups of individuals own two-thirds of the forest land in Michigan, and visit or use their forest properties irregularly.

Recent absentee owner studies showed that fewer than 17 percent of private owners have been involved in any land management educational programs.

Michigan offers a wide variety of free management services. The Cooperative Extension Service has offices in 79 counties, with a natural resources program oriented toward land management educational efforts. Soil Conservation District personnel work with cooperators on many phases of soil and water problems.

The Michigan Department of Natural Resources does on-the-ground technical forestry work, and has a large staff of foresters available to work on private forests. Federal cost sharing programs for forest land improvement are administered by the Agricultural Stabilization and Conservation Service.

Private pulp mills offer cooperating landowners an intensive management service as part of their hunting club programs. The tree farm system operates in Michigan, and many foresters from both the public and private sector assist in the certification. A number of forest consultants work on a fee basis, and are successful in promoting forest land management for small numbers of owners.

The problem of involving private owners in educational programs which will lead to concrete action has plagued foresters for many years. A fundamental lack of knowledge of ecology by private owners has contributed to the slow process of improving forest land management.

A new type of educational venture, recognizing the problems of private ownership, seemed a necessity for absentee owners.

Lester Bell, State Extension Forester; Charles Shick, Extension Wildlife Specialist; and David Olson, County Extension Director, decided that because so few absentee owners participated in demonstrations and tours in the northern forest areas, the educational program should be offered in the urban areas where the owners live.

Three counties in the AuSable River basin were selected for the initial effort since a large area of forest land there is owned by urban Michigan residents.

The county agents in Alcona, Iosco, and Oscoda Counties prepared mailing lists of absentee owners of 10 or more acres. Tax rolls provided a list of owners within 40 miles of metropolitan Detroit. This list contained the names of over 1,000 Detroit residents who own land in the three AuSable Counties.

The Extension staff in the Detroit area, Wayne County, arranged for a large, centrally located meeting room and prepared mass media publicity. Invitations were mailed to the people on the compiled mailing lists, and the general public was also invited.

Two consecutive evening meetings, one week apart, comprised the absentee landowner short course.

The first meeting dealt with general land management opportunities in northern Michigan, including hobby land management, northern Michigan forest resources, managing different timber types, and services available to private landowners.

The 275 owners who attended the first session picked up over 1,000 bulletins on land management and forestry. They also received a small directory describing the services available for owners in the AuSable River basin.

The second meeting had 220 owners in attendance and the topics covered were Water Resources, Managing Water On Your Lands, Improving Water Quality and Aquatic Weed Control, Fish Stocking, and Your Legal Water Rights.

Extension agents, specialists, and university researchers served as resource people. Each session included an open question and answer period with the speakers acting as a panel. The audience reaction was very favorable and it was necessary to end the discussions late each evening.

A second shortcourse near Saginaw, Michigan, followed a similar method in developing mailing lists and using mass media advertising as well as direct invitations.

This mailing list contained names of 277 owners in six AuSable River counties.

The subject matter for these meetings was identical to the first series held in Detroit. Ninety-one landowners at-

tended the first meeting and 86 were present at the second.

David Olson, Oscoda County Extension director, assumed responsibility for the absentee owner program after the Detroit meetings.

In 1968-69 "Land Use and the Small Landowner" shortcourses were held in Detroit, Saginaw, Flint, and Pontiac. The four evening meetings at each location served as a followup to the initial meetings in 1967.

Subject matter included: Soil and Water—The Basis of Land Use; Managing Your Land for Timber, Game, and Fish; Selling Forest Products; and Assistance Programs for Absentee Landowners.

Resource people were from the Michigan Department of Natural Resources and Michigan State University. Each meeting included 2 hours of formal presentations and an hour of panel discussions and questions.

Attendance at the 16 sessions averaged 125. The audiences were very responsive and seemed deeply interested in the program material.

These meetings relied primarily on mass media publicity in the urban areas.

A questionnaire at each location determined information on property size, location, land use, and owner attitudes. Landowners attending the shortcourse owned property in 48 northern counties and had an average of 177 acres each. The primary reasons for owning their property were hunting, fishing, and camping, with a low interest in forest management.

Over 48 percent of the respondents indicated a desire to retire in the northern counties. Sixty-three percent of the owners had no previous contact with public agencies dealing in land management activities.

It is impossible to evaluate the immediate increase in proper land management activities in northern Michigan. Offices located in the AuSable River area, however, report a significant increase in contacts with absentee owners.

One group of 55 private hunting clubs, controlling over 15,000 acres of forest land, requested a special meeting on land management methods.

Another large hunting club requested assistance from the Extension Service, and adopted a long-term management program as a result of a series of on-the-ground visits.

An evaluation questionnaire was sent to shortcourse participants at the end of 1969, allowing one summer and fall for activity on the land.

Seventy percent of those responding had carried out some land management activity since the shortcourse. Most felt the shortcourse had assisted them in planning their management program.

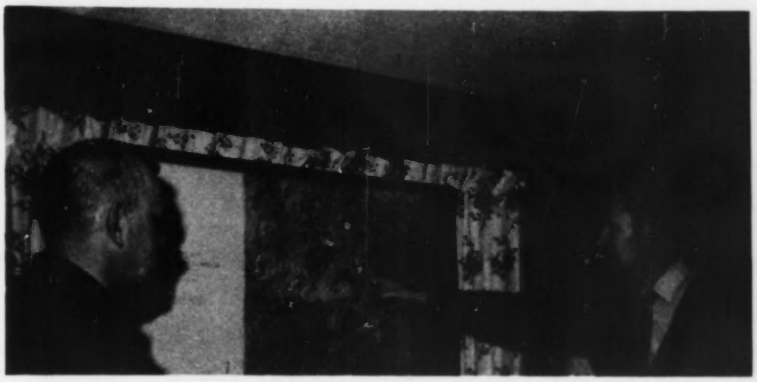
Only 45 percent of those responding had no contact with a public land management agency, versus a figure of 63 percent prior to the course.

Most of the absentee owners have little contact with agricultural programs. They do not understand Government assistance programs, and previously had little or no contact with the Cooperative Extension Service.

This is a new clientele for the Extension Service. They need educational assistance in land management, and the technique of holding "absentee owner" meetings in urban areas can supply the information.

Michigan State University plans a major effort in absentee owner meetings for 1970 in several metropolitan areas.

Many States might find this technique useful in improving the quality of management on forest and recreational lands. □



Discussing land management proposals for a 7,000-acre club are Jack Adams, left, manager of the property, and David D. Olson, Oscoda County Extension Director.

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Are you ready?

Imagination ranks among the great gifts to mankind. Indeed, it is one of the major characteristics that distinguish man from other animal life.

All men have this gift. Too few of us are able to make it work. Many of us just haven't disciplined ourselves to think and plan imaginatively. Evidence of this is the fact that some of us achieve a more favored status among our fellowmen and our fellow workers than others.

Fear of the unknown inhibits imaginative thinking: fear to strike out in new directions, fear of failure, fear of criticism or ridicule. Lack of enthusiasm and dedication—looking upon our work as a job and paycheck rather than as a challenge—also inhibits imaginative thinking.

One pragmatic view of imaginative thinking is that it is the development and consideration of the whole host of alternatives that offer solutions to a problem or ways to develop an opportunity. Without imagination, a lot of energy may be expended in adapting an alternative to a situation for which at best it is poorly suited. New thrusts come from consideration of the full range of alternatives that may lead to progress and accomplishment.

Imaginative thinking is the ingredient that propels some Extension workers to meaningful programing while others are content to provide an "answering service." It is the sparkplug that motivates men to tackle the "impossible" and the fuel that drives them that little bit longer to achieve it.

Pragmatically, imaginative thinking is many other things. It is the seed that leads to the conceiving, developing, testing, and adapting of new methods. It is the seed with which we make full use of new knowledge. Many others can be listed.

More than ever before, Extension abounds with opportunities for imaginative thinking. We have many new challenges—we can "head them off at the pass" before they develop into crises. Our publics are receptive to the kinds of ideas created through imaginative thinking.

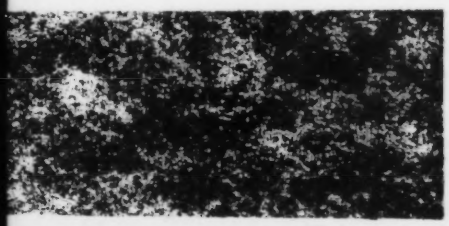
The time is now!—WJW

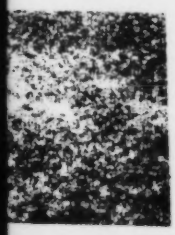
☆ 394–295 (P.O. 7)

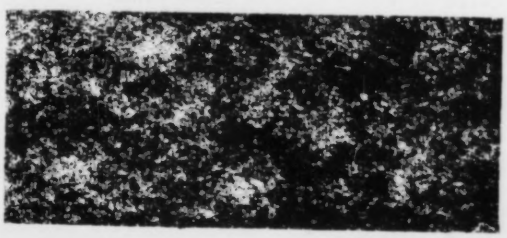
EXTENSION SERVICE

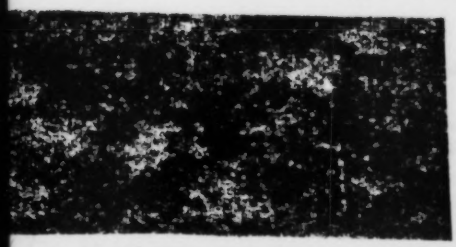
REVIEW

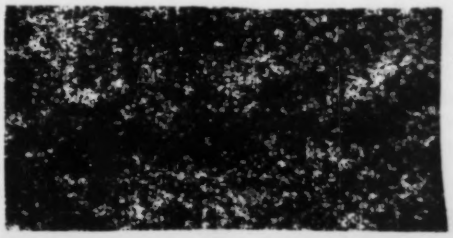
U.S. DEPARTMENT OF AGRICULTURE * JUNE 1970

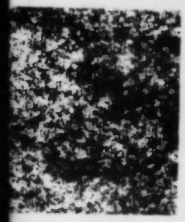


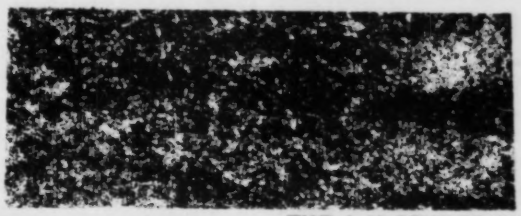


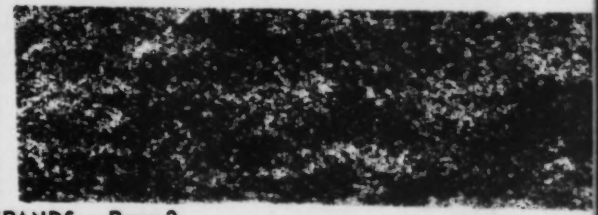


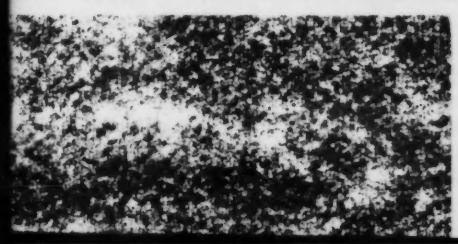


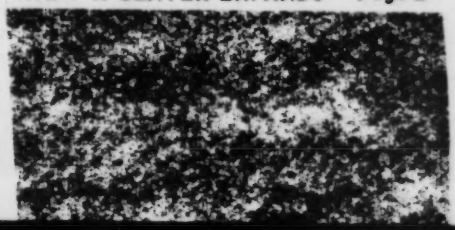


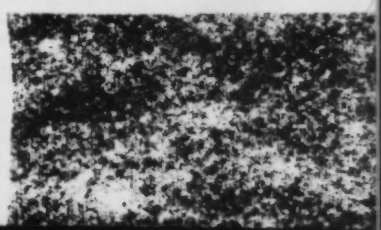












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The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about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

A milestone for 4-H

The opening of the National 4-H Center in Washington in 1959 was a landmark event in 4-H work. Groundbreaking ceremonies this April, featuring an array of distinguished guests, marked the beginning of another significant period in the Center's service to the Nation's 4-H'ers.

The Center now serves 20,000 people each year; when the $8 million expansion is completed, it will be able to accommodate 60,000. The first addition will be a 192-bedroom dormitory building, including a cafeteria to seat 600. Funds already have been raised to complete this first phase of construction. Cooperating in the fundraising are the 4-H Advisory Council of 150 business leaders, and the 50 State 4-H programs.

The drive to raise the remainder of the $8 million goal continues. The additional funds will provide for a seminar center building with classrooms, library, chapel, and auditorium, and for remodeling the present building.

The Center's expansion project has generated enthusiastic support among business, industry, foundations, and associations—as well as among 4-H'ers themselves. They obviously recognize and respect the Center's service to youth and are committed to seeing that service expand.—MAW

by
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Agricultural Communications Specialist
and
J. W. Courter
Small Fruits and Vegetables Specialist
University of Illinois
Dixon Springs Agricultural Center

'Pick-your-own' catches on

"Pick-your-own" marketing is expanding. Growers like it. Customers like it.

One Illinois grower who has 50 acres of strawberries said, "The problems of getting enough pickers and providing adequate housing for migrants convinced our family to switch to pick-your-own marketing. We love this business."

The Illinois Extension Service has been helping strawberry growers analyze customer wants and adjust their businesses accordingly.

To find out what the public wants, Extension surveyed customers on nine pick-your-own strawberry farms last year.

When asked what they like most about pick-your-own, three of every four people said, "Quality of produce." Sixty-two percent liked the price, and 14 percent enjoyed the farm outing.

Customers will travel some distance to pick strawberries. In the Illinois survey, 20 percent lived more than 50 miles away; 55 percent lived closer than 25 miles. When assured of a supply, people will drive 100 miles to pick their own strawberries.

But when they get to the farm, customers expect some conveniences. Most listed fresh water, clean restrooms, convenient parking, and few weeds. Many successful growers are providing soft drinks, sandwiches, and coffee for sale; shady rest areas; rides to and from the patch; and play areas for children. Customer comfort and convenience is important to a thriving business, because half of the customers said they first learned of the pick-your-own from a neighbor or friend.

Word of mouth apparently exceeded the effectiveness of newspaper, radio, television, and roadside sign advertising. However, postcards, newspaper, and radio ads are of prime value for letting past customers know that berries are ready to harvest again.

Nearly half of the surveyed strawberry customers would like to pick other fruits and vegetables. Peaches, apples, cherries, raspberries, tomatoes, and beans were most frequently listed.

One Illinois grower said, "Season long pick-your-own marketing of fruit and vegetables gives continuity of business to keep customers returning."

Pick-your-own marketing poses special problems to growers. Lost containers and carriers, parking space, traffic control, sanitary facilities, and transportation to picking areas are some of them.

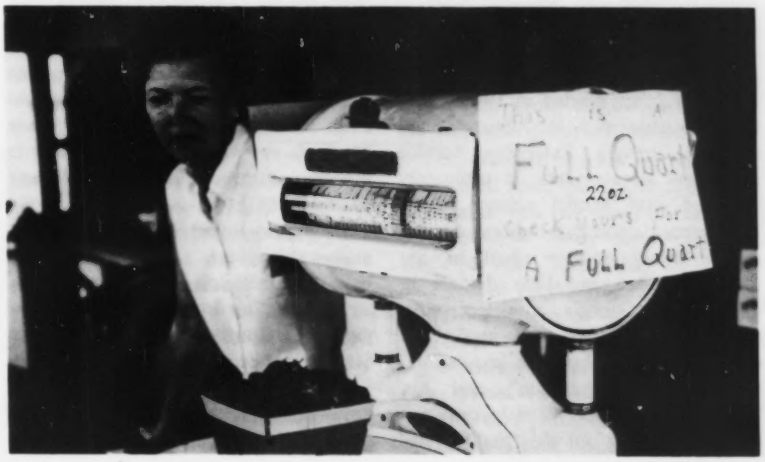
Panels of successful growers at Extension-sponsored growers' meetings share their methods of solving some of these problems.

Volume measures, for example, can cause trouble. Some pickers heap carriers and boxes, over-filling the quarts. Some growers display a box properly but generously filled as a guide. One grower furnishes gallon paint buckets which he says cannot be over-filled. Some growers sell by weight, which eliminates misunderstanding.

Prices for pick-your-own strawberries on survey farms last year ranged from 20 to 42 cents a quart. Few customers commented on price. Selling by weight rather than volume was fairly well accepted by customers.

Pick-your-own marketing of strawberries and other fruits and vegetables in Illinois has a bright future, say University of Illinois horticulturists. Customers like it. And the grower who said, "We love this business," also said, "One year when we were hiring pickers, I had to take $2,000 out of the milk check to pay the pickers. I never quite knew where I stood on expenses. Now, I always know, and if I get tired of it all, I can just quit." □

At grower meetings, some successful growers reported that showing an example of a full quart was effective in reducing overfilling of containers.



Georgia promotes quality forage

With 3 million acres in permanent pasture and nearly a million acres in temporary summer and winter grazing and silage crops, yours is definitely a forage-producing State. Yet, the farmers who grow all this forage know it as just that—just forage. They seldom know or consider the *quality* of it.

Yours is a growing livestock State—animal income already is greater than that from crops—and the potentials are almost unlimited. Whether the potentials are reached hinges on the ability of your farmers to produce quality forage.

How do you explain to farmers what quality forage is? How do you make farmers, businessmen—the entire population—aware of the importance of quality forage? How do you get across the idea that farm, county, and State income can be greatly increased through more efficient utilization of higher quality forage?

In Georgia, we did it through a program called, simply, "Big M Quality Forage Program." "Big M," incidentally, stands for "Big Money."

The program started in 1966 under the leadership of J. R. Johnson, head of the Georgia Extension Service agronomy department. It ultimately included our animal science, farm management, and information departments; every county agent in the State; fertilizer and lime dealers in and out of Georgia; ministers, educators, and bankers; and just about every kind of agribusiness imaginable.

The "team approach" and the "package plan" were used in developing and carrying out the Quality Forage program. And the Quality Forage story got told—very successfully.

Even 4-H Clubs get involved in the quality forage promotion. Above, a fair exhibit puts the message across. At right, tour participants inspect the quality of forage produced on their county's demonstration farm.

The program started at the grassroots and grew up, not vice versa. Problem statements and county plans of work developed by county agents guided content of the Quality Forage undertaking.

From the outset, there were three major objectives:

—to demonstrate that quality forage production is profitable to Georgia's agriculture and beneficial to the State's total economy;

—to motivate farmers and agribusinessmen to adopt high quality forage-producing practices;

—to provide a teaching tool for county agents to use in carrying out their local programs of work.

And the forage program wound up offering a bonus. It helped the county agent gain recognition by all people in his county as an important member of the Cooperative Extension Service staff, and as a faculty member of the University of Georgia College of Agriculture.

The Extension agronomists developed a package of teaching material for each county in the State. This material was not broad and general; instead it was "localized" to include references to the individual county. It

by
W. H. Sell
Extension Agronomist
University of Georgia

contained a set of 200 slides, posters, mailout cards, news articles, and demonstration outlines.

The Georgia Plant Food Educational Society, an active statewide organization of manufacturers and dealers of fertilizer, lime, and application equipment—provided financial —as well as moral—support of the program.

Local seedsmen, plant food dealers, bankers, and other agriculture and industry leaders backed the undertaking locally. They sponsored such things as result demonstrations, meals for program kick-off meetings, soil test campaigns, farm tours, and other activities.

By the end of 1970, all counties in Georgia will have participated in the Quality Forage program. This means that every county agent will have taken part in training meetings at the district level. At these training sessions the Extension agronomists distribute all program materials and make plans with the county agents.

The plans include at least two "leader" meetings in each county These are conducted by the Extension agronomists, with assistance of the local county agent and a member of the advisory committee of the State Plant Food Educational Society.

Following the countywide leader meeting, the county agent and the trained leaders then carry the program to various interest groups throughout the county.

At least one demonstration farm is selected in each county, and on this farm all practices necessary for quality forage production are carried out for all to see. Feature stories and photographs are published about the demonstration, and tours are organized to give farmers and agribusinessmen an opportunity to see the practices at the farm level.

Soil and plant tissue analysis, along with forage testing, are used to point up problems and progress. Georgia's new Soil and Plant Analysis Laboratory, operated by the Extension Service, is most helpful in this phase of the program.

An evaluation team composed of the Extension agronomists and the advisory committee of the Plant Food Society studies the program each year. This group makes its report before new counties are selected for the next year's program, and minor changes have refined and improved the work each year since 1966.

Results of an educational program such as Big M Quality Forage are often difficult to measure. However, several factors indicate the value of this undertaking. For example, we can compare 1961-63 forage quality, as measured by the State forage testing program, with the 1966-67 period. (The Quality Forage program had been in action 2 years when the 1966-67 summary was issued.)

The average analysis of silage in the 1967 summary showed a total digestible nutrient (TDN) increase, dry matter basis, of 3.5 percent. This amounts to about 17,000 tons of additional TDN from the 150,000 acres of silage crop grown in the State.

What about hay quality? Forage testing showed that TDN of hay produced in the State increased by 2.2 percent—again about 17,000 tons more TDN from approximately 500,-000 acres of hay crops.

Of Georgia's 3 million acres of permanent pasture, about 2 million are classified as improved. From 1967 to 1968, however, as a result of Quality Forage, improved acreage increased by 200,000. Rye for temporary winter grazing is also on the increase—up about 100,000 acres since the emphasis program began.

Yes, Georgia farmers are becoming acquainted with *quality* forage. They no longer talk of tons of hay per acre, or how many cows they can stock per acre. Today they are discussing forage production in such terms as TDN per acre, or "net energy" of a particular forage. They are measuring efficiency of their forage production system by the pounds of beef or milk that particular forage system produces. □

Action or reaction?

by
E. Blair Adams
Extension Horticulturist and Forester
University of Wyoming

Planning the home landscape is a family affair. Above, mother and daughter use the landscaping kit to make a scale drawing of their ideas. At top, 300 homeowners throughout Wyoming learn the basics of landscape planning simultaneously through a combination of telephone for two-way voice communication and VERB for one-way visual communication.

Ever find yourself running in circles? Caught up in a whirl of demands from every direction? So busy stamping out "brush fire" requests for service that you can't blow out, or even locate, the match that is starting the fires?

I was engulfed in this type of reaction program. I frantically traveled back and forth across the State treating "brush fire" problems. I was frustrated because I realized I was treating the disease symptoms but doing little to cure the disease.

In 1968 I decided there must be a way to get at the problems before they caused the trouble.

I decided what I lacked most was facts. What were the educational needs of Wyoming residents in my fields—horticulture and forestry? Which audiences had what needs? What kinds of educational programs would satisfy these needs? What local resources were available to help?

A check of statistical records for the past 9 years revealed a 400 percent increase in agent time devoted to horticulture. Armed with this fact and a rough outline of a proposed study, its purposes and goals, I secured administrative approval for a survey to probe for answers to my questions.

The first step was to schedule a horticultural program planning day in all 23 counties.

A letter to each county agent confirmed the date, suggested a format for a planning conference, and asked the agent to collect certain data on the county.

Those attending the conference were to represent a cross-section of local people with varied backgrounds and interests.

The county data, to be assembled from available county records, were to cover such information as urban and rural populations and numbers of family dwellings, orchards, home gardens, ranch units, windbreaks, commercial garden supply dealers, and sawmills. The agent was to provide a list of horticultural and forestry problem areas in which he had received requests for assistance in the past.

In February 1969 Albany County had the first program planning conference. Typical of those that followed, it began with a morning conference of the county agent and home economist, representatives from two garden clubs, a homemaker, a soil conservationist, a forester, a lumberman, and ranchers.

This group identified 45 informational needs in 11 different problem

areas. They also generated some useful ideas for teaching techniques and methods of disseminating information to specific audiences.

To record the information, coding sheets had been prepared. At the top of each sheet were blanks for indicating numerical codes (for computer tabulating later) for the county, the major problem area (i.e., yard care), the specific problems (shrub pruning, lawn fertilizing), the audience type and size, and a priority (high, medium, low) for each problem.

During an afternoon meeting with the Extension agents, we sorted the suggestions into program areas. We identified target audiences for each problem and discussed ways of constructing learning opportunities.

The format and results of the initial meeting were reported to other counties as a possible model for their meetings. Mention of Albany County's problems was omitted since this might have biased findings in other counties.

By May 13, 22 counties had held conferences. (One county had to cancel.) Fourteen counties followed the pattern established by Albany County.

Three counties used public information meetings or seminars for identifying problems. Two counties, prior to my meeting with them, obtained the information from their established advisory committees. Three counties relied upon records of past calls for assistance.

Computer tabulating revealed 201 horticultural and forestry problems in 16 major problem areas. The printout also showed distinct areas of major and minor concern.

Of the 201 problems, 87 had been mentioned in two or more counties; 23 had been voiced in five or more counties; and one problem (how to prune trees) showed up in 13 of the 22 counties. The problems that showed up in several counties had also been given high priority ratings, indicating pressing needs.

The highest priority problems were not always those we had predicted would rank high. For example, five advisory committees expressed a need for a program to tell homeowners how to get specific information from their university.

Eleven counties identified slug control as a major informational need. This was given the highest priority even though slugs are of no economic importance in Wyoming!

Ten counties identified a need for soil management information produced for and directed to homeowners.

The 23 problems identified in five or more counties assumed high priority status in our statewide planning. Guided by frequence of identification and the "low," "medium," and "high," priorities given them by the counties, I listed the specific problems in descending order of concern, along with the target audiences. This was the brick and mortar we needed to begin constructing an action program in horticulture.

The county conferences revealed many possible teaching techniques. Some were traditional—meetings, bulletins, demonstrations, field trips, etc. Others had innovative aspects:

—distribution of horticultural information through newcomer greeting services and realtors,

—teaching displays placed in commercial businesses dealing with products related to a specific problem,

—programed learning bulletins for self-instruction.

—structured teaching via newspapers and television,

—short courses offered through junior colleges,

—canned demonstrations on 35 mm. slides with script or on 16 mm. movie film for use by any interested group.

These and many other suggestions inspired State and county programs of action with clearly defined goals. Programs already completed or well underway include:

—distribution of home gardening information to new homeowners through realtors,

—development of a kind of programed instruction bulletin, "Home Landscaping Kit," (Intermountain Regional Publication No. 4),

—presentation of a short course in landscaping and another in home grounds maintenance. Both depend upon a telephone network, Victor electrowriter remote blackboard system, and 35 mm. slide series for simultaneous presentations in several counties,

—use of commercial television for taped and live programs on gardening,

—development of canned 35 mm. lectures on landscaping, tree pruning, organic gardening, and other horticultural subjects for use by organizations in the State,

—release to seven interested newspapers of a series of 21 feature articles on trees, each accompanied by a glossy photograph,

—distribution of one "free sample" tree to every farm and ranch unit in one county for do-it-yourself demonstrations.

Planned, but not yet completed, are:

—several 16 mm. training films,

—additional 35 mm. slide series,

—A programed learning bulletin on soil management practices for homeowners,

—traveling educational displays to be rotated among counties,

—instructor's manuals for county agents and local resource people to use for short courses or programs on horticultural problems.

The study hasn't answered all the questions, but it has given a sound foundation upon which to begin building need-directed programs. It has not reduced the work load, but rather has so clearly delineated the job that the obvious work is greatly expanded.

It has, however, removed much of the frustration by locating the matches that set the fires. We are attacking the problems with specific groups or audiences. We are anticipating the problems rather than waiting for them to appear.

We know we haven't located the problems for all time to come. There is need for constant updating. But the demands now lead us somewhere. We're in an action program rather than a reaction program. □

by
Don Nelson
Associate Extension Editor
Iowa State University

When a farm shopping innovation approaches—

Merchants seek Extension's help

Considerable excitement was aroused in Iowa's rural areas when a large company recently announced plans to build several "one-stop agribusiness centers" across the western part of the State. The mall-type shopping complexes would furnish all the needs of farms within 25 miles of the shopping centers.

The announcement caused ripples of concern to run up and down Main Streets. Merchants asked: Will the centers hurt or help? How much? What does it mean? They got information from the developer. But many still felt uneasy.

They wanted unbiased information on what impact these (possibly) $20 million sales complexes would have on Main Streets both near the centers and far from them. (The entrepreneurs say they'll build 11 such centers in Iowa soon; eventually there will be 80 across the Midwest.)

One "target" town thought first of Extension. Extension economists agreed to help the community understand the advantages and disadvantages of such a center. Economists Eber Eldridge, Phil Baumel, Dick Maxon, and Marvin Julius made it clear that they would speak neither in favor of, nor against, the shopping centers—that the community would have to decide for itself whether the innovation would be encouraged or discouraged.

Eventually, businessmen in several affected communities and groups from various retailing sectors asked for and received such decisionmaking information.

A typical meeting was one in northwest Iowa (one center is slated for LeMars, 25 miles from Sioux City).

Baumel, whose specialty is business management, pointed out that retail sales are being made by a smaller and smaller number of establishments. A "one-stop center," he explained, meant that vendors of competing products would probably actually help one another, so long as business stayed in the center. The centers would be oriented towards larger, profit-conscious farmers—offering specialized information and assistance (nutritionist, agronomist, community meeting room, and so on).

If the centers were to achieve their $20 million goals, they would likely need to capture business equal to existing total sales of the entire center towns and more besides. (Most center-designated towns are county seats of from 5,000 to 10,000 population.)

"Where will the sales come from?" was the next question. Eldridge, community resource development specialist, said there were five possible sources: expand the "export" base, rob business from small towns in the area, increase spending per capita, capture business from merchants on Main Street, increase the trade territory. In practice, the centers would probably resort to all five tactics to attempt to reach their goals, he said.

Baumel then came back to outline alternatives, ranging from "doing nothing" to developing a competing center across the road.

At one location, after hearing the impartial discussion, businessmen decided to hang out the "welcome" sign. At another, the local development group had already embraced the project, but had second thoughts after the meeting. At still another, the eventual decision was: "We're not sure we want it."

A hardware dealer in one town—with a comfortable business and only a few years from retirement—said after a discussion: "For my part, I hate to see it. But for the sake of the town, I'll go along."

Thus, the individual and group reaction ran the gamut. Which is probably as it should be, if education discloses the facts, then points out alternatives of different decisions.

There were other byproducts of the question-answer gatherings. One was information exchange among the affected principals. At one meeting, a farmer piped up: "You (retailers) are seeing technological advance. We (farmers) have been wrestling with technology for 50 years. Now you must face it, too."

Ongoing educational programs in business management and resource development still pressed for attention, however, the economists realized. This sudden surge of "new business" wasn't allocated any new resources.

It was here that the area and county organization of Extension could be brought into play.

Farm Management Specialist Jim Hughes and Resource Development Specialist Clarence Rice in the Fort Dodge Area followed a meeting conducted by Baumel in one county with two multicounty meetings of their own. These meetings were strictly for people in the grain business (the centers are to include a large grain handling and storage facility).

Baumel provided Rice and Hughes with a framework for developing local data. The area men plugged in the pertinent figures and interpreted them for the audience. Two other area specialists, Clarence Babcock (crops) and Michael Fowler (livestock), also briefed the elevator operators.

Over in the southeastern corner of the State, retailers in a county seat town also were interested, even though no farm centers were announced for that area. Henry County Extension Director Richard Thuma arranged a meeting with the local chamber of commerce. Baumel helped Thuma develop data for the "awareness" meeting.

Thuma's program was enthusiastically received by the merchants. "I wouldn't say they were all new to Extension education. But 90 percent of them were," Thuma said of his "students." Now that this topic had revealed that Extension had something to offer to businessmen as well as to "traditional" clientele, the Main Streeters wanted more.

But just as others discovered, Thuma had his ongoing programs to think about, with no new resources for this one. He'll continue to do the best he can to serve retailers.

Education on retailing is nothing really new for Iowa Extension. Economists have held meetings for several years, talking about impending retailing changes in the State. Attendance was spotty; interest so-so. Why did the program suddenly "catch fire"?

Eldridge says it was simply that the "teachable moment" arrived with the farm shopping center concept. Extension was there—ready—with unbiased information and a logical framework for improved decision-making.

Baumel thinks the information neither caused hopes to soar nor fears to vanish. It simply urged a sober, objective look—individually and collectively—at retailing trends in a fast-changing environment. □

At left, Phil Baumel (right), Iowa State University Extension business management specialist, consults with Henry County Extension Director Richard Thuma about retailing trends in southeast Iowa. With the aid of an overhead projector, Extension economist Eber Eldridge, above, makes a point about retailing changes in Iowa.

4-H'ers learn wildlife conservation

by
Craig Chappell
Assistant Extension Editor
Oklahoma State University

Extensive use of radio tapes and news stories, personal contact with youth and adult leaders, and publication of brochures are some of the methods used to attract youth to Oklahoma's 4-H wildlife conservation program.

Other methods include strong emphasis on hunter safety, cleaning up the land and water, and development of new projects in archery, camping, hiking, and nature study.

According to Dr. R. W. "Bill" Altman of Oklahoma State University, Oklahoma has a topnotch wildlife conservation program, mainly because Oklahomans are devoted to the land.

Altman is OSU's Extension wildlife specialist. He has 13 years' experience in helping develop 4-H programs in wildlife, hunting and fishing, forestry, and soil and water conservation.

Nearly 30,000 of the State's 63,000 4-H'ers are enrolled in those projects. He thinks the enrollment will double or triple, especially since more and more youngsters are interested in fighting pollution.

"The first step in beefing up a 4-H wildlife conservation program in any State would be to develop materials that the local 4-H leaders can use," Altman said. "We've used materials from other States for a number of years and have been grateful to receive information from industry.

"Also, if you can get your local people interested in wildlife conservation and if you can get your county Extension directors interested, you can have a real fine program. Of course, a number of Federal agencies are involved in the environment and outdoor programs now and they also provide a lot of help."

The adult leader is the most vital cog in developing or building up a program, especially if he knows how to get information.

"If he is like most of us, he doesn't have time to develop a particular aid or brochure on a particular subject," Altman said. "It's a real challenge to find the information that's available or tell him where he can find it."

Drawing on city and nonfarm youngsters also is necessary if a 4-H program such as wildlife conservation is to prosper, he noted.

"We used to think farm kids were the only ones interested in wildlife conservation. But now we have just about as many, probably more, city kids enrolled. There are a lot of city youngsters setting up habitat improvement areas on land not necessarily owned by them who are taking on a wildlife project near town. They may not live on the land any more but they do have permission to set up 1- or 2-acre habitat improvement plots."

Girls should also be encouraged to participate.

"Surprisingly, quite a few girls are in the program," he said. "Probably about one-fourth of them are enrolled in the hunting-fishing angle of it. Some of them are real avid outdoorsmen. I suppose if exhibits at the State Fair are any criteria, some of the girls are more meticulous in putting together an exhibit than the boys."

One of the program's big hits is the Oklahoma 4-H Conservation Camp. It is held each summer in a different section of the State and is open to boys from throughout the State.

"It gives the boys a chance to look forward to something special," Altman said of the 3-day camp. "Although it's primarily oriented towards wildlife, we discuss all other natural resources. The programs are conducted by Extension specialists and others in the various resource areas.

"The youngsters get some field work at this camp as well as recreation. We try to have it oriented toward particular wildlife problems of the area where we hold the camp. And the boys are given the opportunity to learn about all sorts of fishes and wildlife and outdoor safety."

The camp attracts between 100 and 150 boys, plus several adult leaders. A

Above, Dr. Altman supervises clay target shooting after a session on hunter safety at annual Oklahoma 4-H Conservation Camp. At right, he demonstrates the principle of the fish trap used by the Oklahoma Fishery Department in its growth and population studies on fish in the State's streams and lakes.

major manufacturer of ammunition sponsors the camp.

Altman is pleased with the contributions made by the State 4-H staff in supporting the wildlife conservation program.

"I think we are extremely fortunate that our 4-H staff is particularly interested in the out-of-doors. Some of them are avid hunters and fishermen and they certainly spread the word about the wildlife conservation program at the meetings they attend around the State. In fact, we have a new hunter safety program that has been developed through the State 4-H office and just now is getting off the ground. It will create a lot of interest in this whole field of wildlife and the out-of-doors."

The new program teaches youngsters how to act as hunters and to observe the rights of landowners and other hunters, as well as how to handle weapons.

Another new wrinkle in the overall program is preparation of animal specimens for study and museum use. The museum at Oklahoma State University is sponsoring short courses on how to exhibit and preserve mammals and reptiles. Altman predicts this program will increase enrollment in the 4-H wildlife conservation program.

The university also offers a variety of short courses related to wildlife conservation. One course — general conservation—has proved highly successful with dozens of high school youngsters throughout the State.

"I understand from talking with teachers that nearly all youngsters are interested in some phase of conservation or the out-of-doors," Altman said. "The teachers tell us these conservation short courses that we've set up around the schools have created a lot more interest than any other subject. Maybe they just like to get out of the classroom and get out-of-doors and observe nature."

Another valuable tool used by the OSU Extension Service and various schools and departments within the university is career recruitment.

"There's a need at this stage of the game for more people in the field of wildlife," Altman said. "We have career days at our local high schools where we discuss the outstanding wildlife conservation curriculum on our campus. We also tell them about the fisheries unit and a cooperative wildlife research unit, in addition to an outstanding forestry department and the wildlife department in the school of zoology."

Altman says the overall success of the 4-H wildlife conservation program hinges on team effort.

"I wish I could say it was all due to real good management on my part but I think a lot of it is just natural interest and a terrific amount of help from our local county Extension staffs, our State 4-H staff, and from people interested in the field of wildlife and the out-of-doors. It's been a team effort all the way. We just couldn't do it without the help of a lot of the specialists in this field and related fields and from related governmental agencies, industry, private organizations, and other universities."

He says the future of the land, fish, and animals is tied to how well the youth of Oklahoma will treat the resources they will inherit from their elders.

"I think youth have a tremendous stake in the future of wildlife. They are taking an interest now in the environment and in pesticides and this sort of thing. So, I think we'll see a lot more youngsters line up on the side of wildlife and conservation in order to preserve it for their youngsters." □

This is the second in a series of articles about Extension's responsibilities for educating the public about wildlife. Next month—California's approach to animal damage control.

Young wives get meal tips

by
Patricia G. Koons
Assistant Extension Editor
Kansas State University

Today's market is geared primarily to the young adult and teenager. The majority of this year's brides will be teenagers, most of whom have known both prosperity and parental permissiveness. They need help in evaluating available information so they can become better consumers. The food market itself is confusing. Despite the abundance of food and consumer purchasing power, serious inadequacies exist in diets and food patterns.

With consideration for these facts from the Extension home economics "Focus" report and those of the Kansas situation, Miss Elsie Lee Miller, Extension foods and nutrition specialist, Kansas State University, has developed short courses especially for young homemakers under 30 years of age.

"Interesting Meals for the Young Family" includes suggestions for quick and easy meals as well as some "frills" for special occasions. Miss Miller conducts the series of two morning, afternoon, or evening sessions for the brides and young homemakers depending on the time the local county Extension home economist sets.

Most of the groups of 30 to 50 women have met from 5:30 to 8 p.m. or in a later evening session, because many who enroll work outside the home during the day. Preschoolers can stay with "Dad" while "Mom" goes to class during the evening.

Each participant pays a small enrollment fee to cover cost of the educational packet she receives, supplies for the demonstrations, and rental of room and facilities for the sessions.

During the first session Miss Miller presents "Hospitality for Our Friends," since many young families find informal entertaining at home easier and less expensive than "going out on the town."

Electric company home economists often cooperate with Extension in the short courses. Above, a home economist for the Kansas Power and Light Company helps Miss Miller put the finishing touches on the "tasting table" for one of the young homemaker sessions.

Snacks and simple refreshments are the keys to the session. The specialist gives consumer buying tips as she demonstrates food preparation hints. For example, many of the enrollees haven't prepared toasted coconut strips.

So as Miss Miller prepares the strips, she explains that they are less expensive than salted nuts or other salted finger snacks homemakers could

Below, Miss Miller shows the young homemakers how to make a "planned-over" dish that their families will enjoy. The overhead mirror gives her audience a good look at what she is doing.

serve. Then she gives tips on how to buy coconut at the supermarket.

After demonstrating the preparation of miniature cream puffs, ribbon and checkerboard sandwiches, toasted coconut strips, finger fruit plate, and other refreshments, she sets up a serving table. She gives them numerous hospitality hints and the young women ask even more questions on service and preparation.

"Meals With Meaning," is the topic for the second session. This demonstration and discussion session helps the homemakers know how to cook budget meals that will be tasty and satisfying for their families.

After sharing a basic quick bread mix, Mrs. Miller uses part of the mix to prepare dough for meat pinwheels. This main dish is one way to use Sunday roast on Monday. She emphasizes the importance of planning meals for several days or a week so the homemakers can serve tasty planned-overs rather than common "left-overs."

Planned-overs, as well as convenience foods, can help the busy homemaker who works outside the home or has preschoolers who require lots of attention.

Instant mashed potatoes, prepared correctly, might be one convenience food that's economical and quick. And Miss Miller gives tips on using cream soups in sauces, gravies, and casseroles to add nutritional value and flavor.

As she sets up a buffet table featuring foods prepared in her demonstration, she emphasizes planning meals around the basic four food groups. She also talks with the homemakers about serving foods attractively. Children might have healthier appetites, she says, if colorful foods are served in attractive dishes or with special garnishes.

After being briefed on "etiquette at the serving table," the women serve themselves at the "tasting tables" at the close of each session.

Miss Miller says the evaluations the women prepared at the conclusion of the short courses will help her in planning future sessions just for the "under 30" homemakers □

Two winners in the Yaqui Indian 4-H poultry program, right, display their trophies. Below, Kiwanian Edgar L. Foedish, Sr., and Dr. Franklin D. Rollins, Extension poultry specialist, show two Indian children how to handle a chicken.

Civic clubs help 4-H reach more youth

by
Clay Napier
Extension Information Specialist
University of Arizona

Twelve-year-old Rosa ran for cover along with her playmates when the palefaces first rode into this Yaqui Indian village near Tucson, Arizona.

A month later, she flashed a confident smile and conquered them all.

Rosa is just one of many children who found new meaning in life as the result of a special Arizona 4-H program. The twinkle in her dark eyes tells what can be done for young people when the Cooperative Extension Service teams up with a leading civic club.

This story began when Phillip M. "Phil" Lewis, Extension 4-H agent in Pima County; Dr. Frank Rollins, University of Arizona Extension poultry specialist; and Edgar L. Foedish, Sr., of Tucson's Conquistador Kiwanis Club, checked around for ways to help young people with money raised in the club's Christmas candy sale.

In the youth of the isolated and much-ignored Yaqui, they found their target.

An informal survey revealed a strong interest in poultry, but none of the youngsters had any poultry. Rollins quickly solved this by arranging for the university's Agricultural Experiment Station Poultry Farm to donate 110 White Mountain Giant chicks, remnants of an agricultural experiment.

The Kiwanians furnished the feed, wire, and other needed materials, and boys and girls of white 4-H clubs in Tucson provided guidance on raising chicks.

Eleven Yaqui boys and girls received the chicks—10 for each.

Once a week, the white 4-H'ers returned to the village to advise the Yaqui kids on such technical aspects of chick raising as feeding, watering, housing, and medication.

There were times when the Yaqui children needed unscheduled moral support, and this was provided by the white 4-H'ers, Lewis, Rollins, Foedish, and Dr. Herbert J. Langer, UA professor of economics and president of the sponsoring club.

One of the roosters grown by Frank Valenzuela, 11, turned out to be a hen and won a temporary reprieve from the roasting oven by producing an egg a day for a month.

A varmint of unknown origin sucked all the blood out of the chickens of another youth—and there were other troubles.

But, mostly, the experience was happy and creative, agreed 4-H ribbon winners Helena Silva, Elida Suarez, Robert Moriegce, Jr., Adelina Flores, Lydia Romero, Carmen Mouteil, Esther Molina, Rosa Baumez, Terry Romero, and Betty Garcia.

In gratitude, each Indian child picked the best of his 10 roasters, killed and dressed it for judging competition. The dressed roasters were to have been given to each youth's individual Kiwanian sponsor, but the Kiwanians gave the chickens back to the children to encourage further efforts.

Then came the big day at a Tucson restaurant, when Rollins and Lewis judged the 8- to 12-pound roasters and awarded trophies and ribbons to the winners.

Rollins used the occasion to get in a plug for the UA College of Agriculture, pointing out that it had taken just 5 months to raise the chicks to roaster size. This once took up to 12 months, and the quickened pace, he said, was the result of research.

More important, said Rollins, is the educational value to the children.

"This type of project keeps children busy and teaches them about living things. It helps them develop character that stands them in good stead all the years of their lives. It reminds all of us that agriculture is our first line of defense," said Rollins.

Yaqui 4-H leaders Calvin Estrella and Anselmo Valencia foresee long-range economic gains from the chicken project.

"We are in need of a boost for our poor village. Our people need more ways of making a living, and we believe this poultry project may be the beginning of a profit-making industry for the entire village," said Estrella.

Lewis says the 4-H'ers now are branching out from their original poultry project and are beginning to organize 4-H clubs in areas of home economics and rabbits.

He observes that this project is one example of how money and leadership resources can be tapped throughout the Nation to set up 4-H clubs. Many civic groups such as Kiwanians, Optimists, Lions, Rotarians, and Junior Chambers of Commerce are willing to pitch in when they know what to do.

Most of these groups have committees on civic affairs, agriculture, and youth. In this particular case, the Kiwanians got into 4-H through their agriculture committee headed by Foedish.

Another Tucson civic group, the Optimist Club, now is getting into 4-H work with junior high school students. Lewis is assisting.

Lewis gave these bits of advice for using the money and leadership of civic groups for 4-H:

—Learn the names of members of committees which may be interested in 4-H. Do they have fundraising drives such as Christmas candy sales? Is the money earmarked for specific purposes? For youth? For community improvement?

—Be sure these civic leaders know exactly what to do and how to do it in starting 4-H work. Give direct assistance when needed.

—See to it that civic clubs helping young people get credit for it through publicity, etc.

—Don't expect a civic club to follow through in supporting a given 4-H club permanently. These groups usually are interested in short-term goals, and permanent leaders are needed to keep 4-H clubs going.

—Survey the neighborhood to be served. Determine the exact wants and needs of the people there. Remember that when serving underprivileged people it is not always practical to apply the usual 4-H standards. Instead, it may be necessary to establish new standards for that particular situation.

—When civic clubs do get into 4-H, give them full support, including all the resources of your land-grant university.

—Try to get civic leaders who are sincerely interested in youth. In this case, Edgar L. Foedish, Sr., a ladies garment executive by profession, was the key man. Any observer could "feel" his love of children, regardless of race, creed, or color. And he claims to have had more fun than anybody—after receiving his honorary degree in "Chicken Plucking." □

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The responsibility we have

Administrator Edwin L. Kirby, at a recent meeting of the USDA Extension staff and regional meetings of State Directors, enunciated his views on program development. These views emphasized what he described as "program balance." Generally, these views are applicable at all levels of Extension even though specific objectives may vary to fit the unique opportunities of the county, area, or State.

Mr. Kirby said: "One policy is crystal clear to me. As an educational institution and as public employees paid from taxpayers' money, we have an obligation to serve all segments of society within the framework of our responsibilities, and all segments of society must be represented in determining what is the appropriate balance in our educational assistance."

This policy contains two key phrases. The first is ". . . the obligation to serve all segments of society. . . ." The two major forces that must be reckoned with to maintain program balance are the *need for assistance* vs. the *demand for assistance*. An analysis of this dichotomy reveals an adverse correlation between the two. Those who need assistance most—the socio-economically disadvantaged for whatever reason—are the least demanding of service. Those who need it least—the well-educated, the socio-economically secure—are the most demanding.

In suggesting a procedure to come to grips with the dichotomy, Mr. Kirby pointed back to the successful county agent in the early days of Extension. He was a man who could, "Help people to know what there is to want and cause people to want what he had to offer." This was and still is the essence of a successful Extension educational program.

Achieving the goals implied in the description of the successful agent brings into play the second key phrase, ". . . and all segments of society must be represented in determining what is the appropriate balance in our educational assistance."

Mr. Kirby went on to point out that the degree to which we involve representative people in the program development process will help to determine the nature of balance in our programs. Effective participation in program development is, within itself, a learning experience and results in changes in values, basic beliefs, attitudes, and living patterns of people—clientele and staff.

With limited resources and staff, Extension must of necessity limit the scope of program assistance. To achieve program balance, we may need to limit program efforts within program categories rather than limiting service to people of certain socio-economic levels or levels of educational attainment. We certainly cannot base limitations on national origin, creed, or color of the clientele.

Mr. Kirby listed three objectives of the program development process that will help bring about program balance. They are:

—Analyze conditions and identify problems, inhibitions, and social and economic barriers which tend to limit participation of people.

—Identify the abilities that need to be improved or developed, attitudes that need to be changed, methodology that needs to be employed to increase participation of people from different cultural, educational, racial, and socio-economic groups.

—Identify and understand the meaning of prejudices of people in the various subcultures in the American society, and the need to to involve them in program development.

Mr. Kirby continued: "No Cooperative Extension program can be vital and definitive if the base from which it operates is poorly developed and held in question by those for whom the program should serve. There is much evidence which reflects the urgency for program participation as well as programs which are relevant to problems and needs of the disadvantaged, alienated, racial and ethnic group members as they themselves perceive them.

"To approach this problem facing Extension through the educational program development process is a positive approach and is relevant. It is relevant because it is based on the assumption that it is better to prevent social and economic problems than to simply alleviate them. It recognizes the fact that what one clientele group enjoys cannot be separated from what another clientele group suffers. It also recognizes the fact that it is *through education not coercion*, that enduring change is achieved."—WJW

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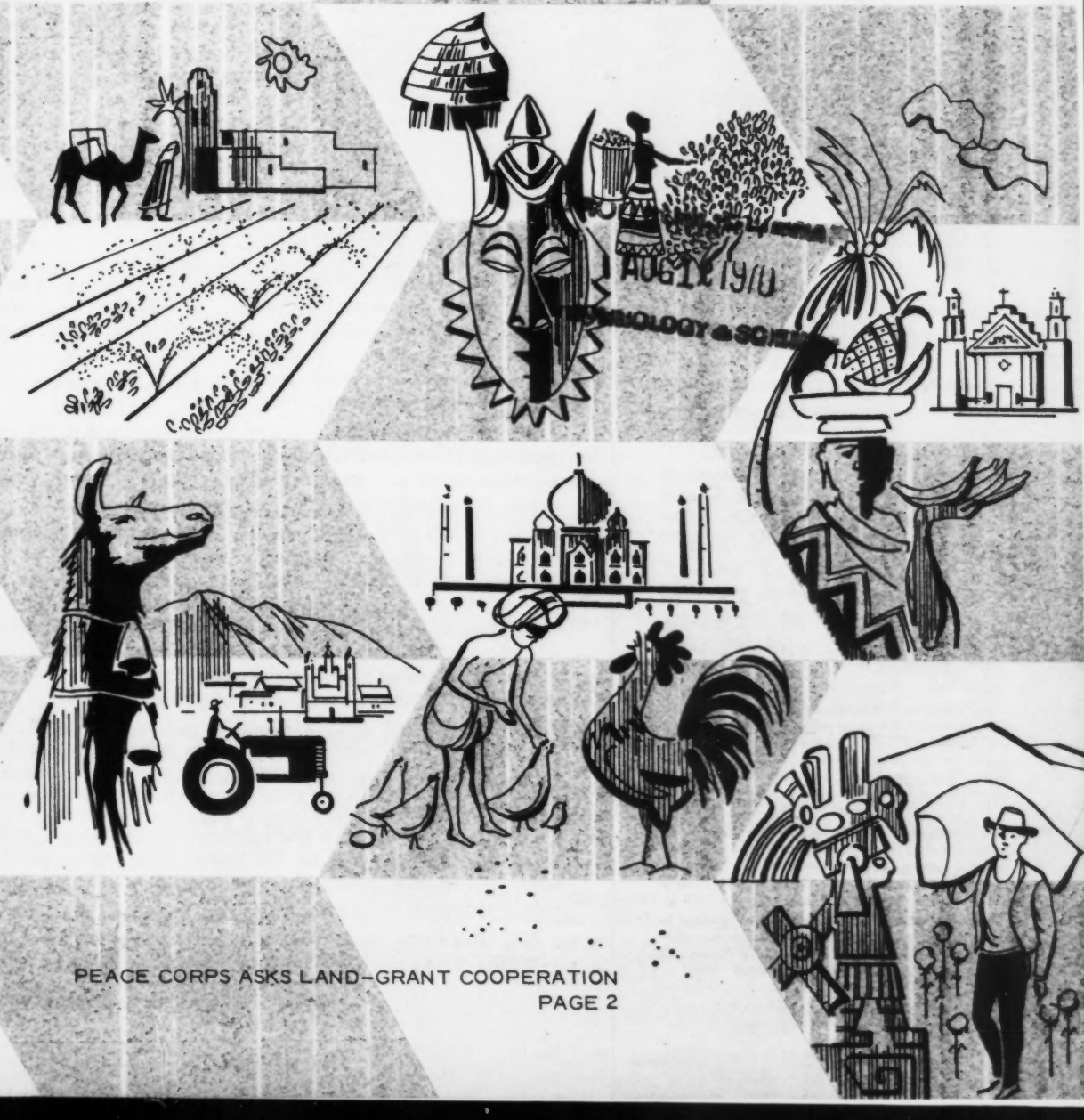

PEACE CORPS ASKS LAND-GRANT COOPERATION
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VOL. 41 • NO. 7 • JULY 1970

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

Peace Corps asks cooperation

Almost any analysis of developing countries ranks agricultural improvements high on the list of needs. The Peace Corps is making a special effort to provide trained U.S. agriculturists to help. After relying for many years on volunteers not trained in agriculture to carry out programs in rural areas, the Corps is putting a new emphasis on professionalism in this area.

Who is needed? Both young agriculture graduates and experienced farmers. And volunteers no longer must be single, since the Peace Corps now accepts some families among its volunteers.

Secretary Hardin has urged Extension and the land-grant universities to help get qualified agriculturists to volunteer. Thanks to cooperative agreements between the Peace Corps and about 15 land-grant schools, 200 agricultural graduates were expected to join the Corps after graduation this spring. The role of the university goes far beyond mere recruitment. Generally, volunteers go to a country where the university already has projects underway. Students begin preparing for their overseas duty through an internship program in their last year or two of college.

Older people with years of farming experience also make outstanding volunteers. They can fit their practical experience and know-how to the problems being encountered by their fellow farmers in developing countries.

The job of a volunteer is really Extension work—so land-grant colleges are well equipped for the training. And who would be better able than a county Extension worker to identify farm people who would make good volunteers?

The Peace Corps has undertaken a big job. They need our help. —MAW

by
Dr. Wesley T. Maughan
Staff and Community Development Leader
and
Cleon M. Kotter
Information Specialist
Utah Cooperative Extension Service

. . . to see ourselves as others see us

Closed-circuit television has received acclaim for its varied uses in the classroom and in the home.

After 3 years of using portable closed-circuit television in leadership training courses and workshops on aging, the Utah Extension Service believes that closed-circuit television also can help in community problem solving.

No matter what their position, community leaders must be effective in performing certain group roles in decisionmaking. Wouldn't they be in a better position to improve their group participation if they could see themselves in action, wrestling with pertinent community problems?

That intriguing thought led to the inclusion of an on-camera, closed-circuit television experience as the final session of leadership classes.

The classes met in various communities once each week for 6 weeks. During the first 5 weeks of training, essential concepts of leadership were presented. These included shared responsibility, the decisionmaking process, and social action. The group members also chose a timely community problem they wished to study and discuss.

From among the participants a panel of seven was selected to discuss the problem on closed-circuit television and attempt to reach a satisfactory solution. The portable TV and videotape equipment was set up at the last meeting of the course.

With the equipment on and the rest of the participants observing, the panel members began the discussion, led by the person they selected as chairman.

Community leadership trainees, under Dr. Maughan's direction, analyze the panel's decisionmaking process as the discussion is played back on a television monitor.

Key portions were noted and identified on the footage counter of the recorder. After 40 minutes of discussion these portions were played back on the TV monitor. All the participants analyzed the group dynamics involved as various panel members assumed group leadership roles.

This basic procedure has been used with 10 leadership groups over the past 3 years. Viewing the replay and discussing the motivation behind the actions of group members has been interesting and helpful to all. It also has made them much more aware of the importance of studying the problem and feeding in pertinent information at appropriate times.

Recent conferences on aging conducted in Utah showed that closed-circuit TV can be used not only to study group dynamics, but also to help gain understanding of the problems under discussion.

These conferences began with a videotaped discussion of problems of the aging encountered over the Nation and of programs that are available to help cope with such problems.

Then the TV camera and videotape machine recorded the interchange of the local leaders as they analyzed the problems of the aging in their own areas. By playing back portions of the discussion for them to view on the monitor, it was possible to clinch some of the most salient points.

All in charge of the conferences were convinced that the closed-circuit television greatly enhanced productivity of the meetings.

So, whether it is used to study the mechanics of a discussion or to highlight the substance of it, closed-circuit television *can* help communities solve their problems. □

by
Tom Byrd
Associate Extension Editor (News)
North Carolina State University

'Research on Wheels' cuts crop losses

A pioneer program in applied research is forging new links of cooperation between farmers, agribusinessmen, and research and Extension workers in North Carolina.

The program is also saving Tar Heel tobacco growers millions of dollars annually.

Called "Research on Wheels," the program is designed to develop and disseminate new information on tobacco disease control practices.

Back in 1956, before Research on Wheels began rolling, diseases cost Tar Heel tobacco growers $54 million. This was about 10 percent of the crop's value.

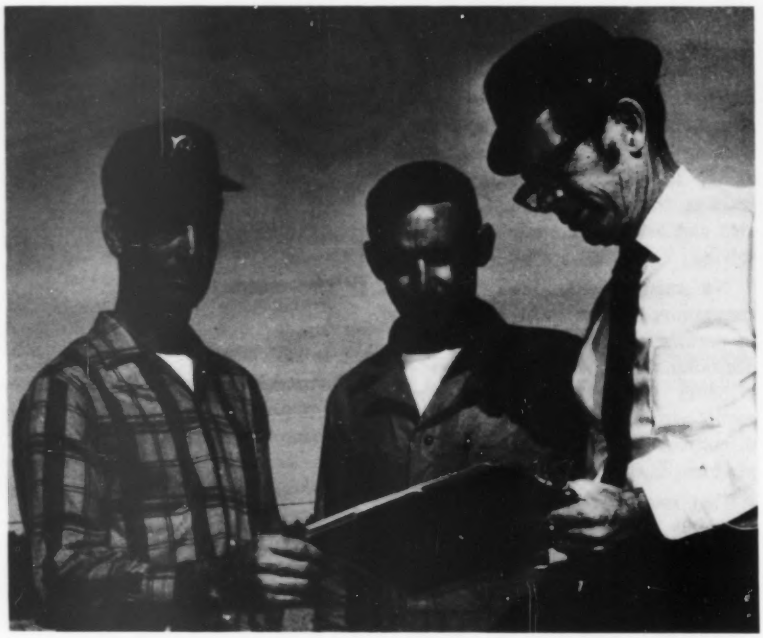
By last year, 1969, disease losses had been cut to $20 million, or only 4 percent of the crop's value.

Promoters of Research on Wheels don't claim full credit for saving $30 million annually. But they do know that the program has played a major role in reducing tobacco disease losses.

The origin of Research on Wheels can be traced to both a man and a problem. The man is Furney Todd, an Extension plant pathologist at North Carolina State University. The problem is tobacco diseases.

North Carolina has grown tobacco since Colonial days. It is the Nation's leading producer of flue-cured tobacco, and it also produces some burley. The crop has an annual value of over $500 million and accounts for a third of the State's total farm income.

But during the 300 years of its cultivation in the Tar Heel State, tobacco has become subject to attack by 18 different diseases.



Todd's first professional assignment was to develop control measures for some of these diseases. He was a plant pathology researcher employed jointly by the U.S. Department of Agriculture and N.C. State University.

His research at first was confined mainly to experiment stations. But much of his plot land had to be kept disease free if possible, and he soon saw the need to work with private farmers.

After 10 years as a researcher, he transferred to the Agricultural Extension Service, and he brought with him an appreciation of how private farmers might help in the development and dissemination of new information.

The need for applied research involving farmers and county Extension agents increased in the late 1950's and early 1960's as the plant pathology research staff was called upon to spend more of its time on fundamental research.

Todd was ready to step into the breach, and the Research on Wheels Program began to take shape. He received his first industry support in 1960—a tractor and a truck—and a year later he had 45 research plots scattered around the State.

Some 3,103 scientifically designed

Well-marked locations, as above, help to "sell" the Research on Wheels program. At left, Extension Plant Pathologist Furney Todd (right) checks a test plot design with the farmer, left, and Victor Lynn, associate agricultural agent in Wake County.

and replicated research plots were encompassed by the Research on Wheels Program last year. These plots were designed to yield information on 70 different disease problems and practices. They were located in 39 counties, and involved 200 people, including 86 farmers, 50 county Extension agents, and 20 agribusiness firms.

Todd serves as the program director. Working with him are three full-time and three part-time technicians, two secretaries, and one research assistant. Other help is coming from research workers in the Department of Plant Pathology at NCSU and from the USDA. Todd's staff is using, among other things, five cars, three trucks, and two tractors.

Industry cooperators contributed $36,000 to Research on Wheels in 1969 in addition to the support provided by Extension and research sources.

Todd likes to mention the unique contribution that many groups make to the program. For example,

—Farmers provide management, labor, and land for the tests;

—Extension agents recommend test locations and supervise the tests in their county;

—Research workers help design the tests and interpret the results;

—Agribusiness firms provide materials, supporting funds, and some guidance in conducting the tests.

"I'm confident that the Research on Wheels program has helped us to reduce disease losses," said C. T. Dean, Franklin County Extension chairman.

"These tests attract a lot of attention. Farmers look forward to going out and seeing the results. And we get front page publicity."

"Tobacco farmers are demanding," Todd said. "When they want information, they want it now, and they want to know how the information can be applied under their conditions."

Providing localized information can be quite a problem, and explains the size of Research on Wheels. Tobacco is grown on about 75,000 farms in North Carolina and in five different "belts." An acre of tobacco usually grosses over $1,200, which explains the high interest in the crop.

Test sites are preferred with a uniformly moderate to high level of disease infestation. Sites that can be seen easily by the public are also preferred.

The tests may involve different tobacco varieties, rotation sequences and/or chemical treatments, which means a huge logistical problem. There is also the problem of equipment calibration to insure uniform application and scientific results.

Recordkeeping is a major part of the program. Data is recorded on dates of application; rates; and effect of treatment on variety, stand, crop growth, disease development, and crop yield and quality.

Supervision is a constant need throughout the entire program sequence. A technician from Todd's office and a local Extension agent are present each time the test tobacco is harvested to keep it from becoming mixed in with the farmer's regular crop.

"We try to make participation in the program as easy on cooperating farmers as possible," Todd said. And cooperating farmer C. E. Pinnell believes Todd has succeeded.

"I've not had much trouble," Pinnell stated, "and the trouble I have had is well worth it."

Pinnell's farm had become a black shank "hot spot." Tobacco production in some places was becoming impossible. But, now, thanks to his participation in Research on Wheels, he feels that he and his neighbors can handle the black shank.

"Several hundred farmers came to my farm last year," Pinnell commented, "and I know the information was right because I know how it was gathered."

Findings of the Research on Wheels program are summarized each year in a comprehensive report that runs over 200 pages. Popularized versions of the information are also published. Todd estimates that 90 percent of all tobacco disease information disseminated by Extension in North Carolina comes from Research on Wheels.

Cooperators in the program, usually around 200 people, are invited to an annual one-day review conference in Raleigh each winter. Also, an organized tour of the test plots is held each summer, mainly for professional and commercial people.

"All we are doing," Todd concluded, "is seeking and selling information at the same time."

Research on Wheels is also cutting tobacco disease losses in the Tar Heel State. □

by
Charles E. Lawrence
County Officials Program Specialist
Texas Agricultural Extension Service

County officials go 'back to school'

Regional and statewide workshops are helping county government officials of Texas understand better the functions and responsibilities of their offices. Two years ago, at the request of the Coordinating Board, Texas College and University System, the Texas Agricultural Extension Service accepted the task of implementing this informational program for county officials.

The program helps the county governments solve day-to-day problems, conducts research when necessary, works on problem areas and solutions, and acts as a clearinghouse for information pertaining to county government. The objective is to help the county governments become more efficient in meeting present and future needs.

The 254 Texas counties differ in size, population, and property values, but all have basically the same number of elected county officials—county judge, commissioners, justice of the peace, district and county clerk, sheriff, tax assessor-collector, constable, county attorney, and treasurer.

None of these elected officials, with one exception, are required by law to have prior training to hold office. The county attorney must have a license to practice law. The only other requirements relate to age and residence.

Some of the major problems facing county governments in Texas are: working relationships with incorporated cities; property values; equalization of property values; roadway construction; purchasing rights of way; repair expenses for heavy equipment; and inadequate systems of fiscal management.

Regional and statewide workshops and conferences sponsored by Extension are proving helpful. Results of recent statewide surveys concerning certain phases of county government have been made available to county officials. Extension sends a periodic newsletter to all county officials. It contains information pertinent to the various county offices.

Many Extension Service staff members help plan the county officials' workshops and conferences. They also participate in the programs, and share their knowledge and skills. County government today takes in many areas, and the elected officials seem eager to receive the information.

Much of the information concerning the workshops and conferences is channeled to the county officials through county Extension agents. Thus, the agent comes in closer contact with the elected official and each gets to know the other better. The agent learns more about county government. The county officials in turn learn more about the Extension Service.

Good relationship with the county judges and commissioners is important because the Extension Service and the Commissioners' Courts of Texas are partners in financing Extension work in the State.

District agents and county agents serve as hosts for the conferences. Perhaps for the first time, the county officials realize that the agent is interested in county government.

The annual County Judges and Commissioners' Conference at Texas A&M University has received national recognition. This conference provides the county judges and commissioners of Texas the latest, most accurate information to help them solve problems arising in their routine work activities.

Panel discussions on precinct operations, communication factors, code of criminal procedure, and other problems affecting county judges and commissioners are examples of the information covered in this training course. The 2-day conference is usually in February. The attendance has grown from 95 in 1959 to 401 in 1970. The good attendance indicates the enthusiasm that judges and commissioners hold for this Extension effort.

Included on the program for the 1970 conference were: new legislation that concerns county government, county financing, pollution, transportation, recreation, and public relations.

Other areas of county government concern, such as the Food Stamp Program, were discussed during the question and answer periods. The county retirement program and specific areas

County officials, below, participate in an Extension workshop designed to help them with the special problems they face in their jobs.

of Texas law were other topics of interest to the officials.

One-day conferences are held in different areas of the State for smaller groups of county officials. During the past year, four conferences were held for the county clerks. Subjects such as the following were discussed: "The Need for Efficient Office Management," "Legislation Affecting the Clerk," "Filing of Deeds, Births, Marriages, and Deaths," "The Permanent Files, Binders, Paper and Print." All of the sessions were well attended, and the clerks expressed appreciation to the Extension Service for making them available.

County officials are interested in learning more about their job, and how they can be of better service to the public. This program is one means of helping them meet these goals. □

Imagineering leaders

by
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Rural Sociology Extension
and
Prof. Clark E. Garner
Interior Design Extension
Cornell University

It takes imagination and engineering to plan a Leadership Laboratory for Home Improvement, Home Management, Recreation, and 4-H Congress that will be beneficial for all concerned. It sounds like a strange mix, but it has worked in New York State.

"Imagineering Leaders" has been the theme of the Laboratory for the past 2 years. Goals are:

—to identify and help develop teen leaders with imagination and creativity;

—to help them become better informed about the content of the specific program areas;

—to help them understand themselves and those with whom they will be working;

—to develop their planning, leadership, and evaluation skills;

—to acquaint them with careers in the related fields.

The program began in 1965 as a Recreation Leadership Laboratory.

Three factors influenced the broadening of the program. The Extension specialist teaching creative design at the Laboratory thought the leadership and program planning principles and practices should be shared by others.

Second, he and others wanted to change the Home Management—Home Improvement award trips to an educational program that would provide more carryover to county 4-H programs.

Third, teen 4-H'ers were to assume more leadership roles for State 4-H Congress, and they needed training for these responsibilities.

The Laboratory program is cooperatively planned by subject-matter specialists and State 4-H staff members, plus some 4-H agents and some participants.

The fact that the 5-day Laboratory is held on a college campus adds another dimension to the program. It is in late June, immediately after school is over and just before 4-H Congress, camps, and other summer activities.

Participants are 4-H members and other youth who have completed their sophomore year in high school and have shown interest and ability in their respective areas. Many of them serve as teen leaders at State 4-H Congress, and as camp counselors, playground leaders, and inner-city program leaders.

Leadership is the key word at the Laboratory. General sessions stress personal and leadership development through lectures, panel discussions, buzz groups, slides, and charts.

Topics include Leadership Concepts, Laws of Learning, Program Planning, Basic Needs, Developmental Tasks, and Characteristics of 9- to 12-Year-Old Children. The latter topic is emphasized because these teen leaders are most likely to be working with this age group.

Each participant is a member of a group that plans, leads, and evaluates evening programs. Staff members advise the groups. Many of the program ideas can also be adapted to other situations.

Special features include activities such as modern dance, synchronized swimming, children's theater, photography, scuba diving, snowmobiling, and creative crafts. Also included are discussions on volunteers and careers, recreation and leisure.

Each day, 3½ hours are spent on specific program material.

The Home Improvement participants learn the elements and principles of design and apply them to a

Learning experiences at the leadership laboratories take many forms. Below, a lively classroom session; at left, some practice in leading and taking part in organized recreation.

variety of activities. They work on special skills, techniques, and methods needed to carry out an interior design plan for a room of their choice.

The Home Management participants work in project areas in which they have a personal interest and in which they can also teach. Clothes storage and buying small appliances have been the program areas in the past 2 years. The program includes project content and teaching techniques. The participants prepare exhibits and public presentations using flannel boards, posters, and transparencies for overhead projectors.

Recreation participants choose from the following: indoor games, outdoor games, modern square dance, folk dance, informal music, camp programs, informal dramatics, creative design, and puppetry. Encompassed in the first six are resource materials, teaching techniques, and the appropriateness and value of these activities for particular audiences and situations. In the rest, the emphasis is on creativity, and self-expression as well as carryover.

Pre- and post-tests are given to all participants to determine knowledge and interests and what growth they make during the brief session.

Congress Teen Leaders (CTL's) make up the fourth dimension of the Lab. Young people interested in being Congress Teen Leaders are interviewed and selected during the first 2 days. Then, in addition to their other activities, they train for their specific roles at 4-H Congress.

The Laboratory staff includes New York Cooperative Extension personnel—specialists, 4-H administrators, and 4-H agents. Persons not available at Cornell are recruited from other schools, colleges, and workshops. Their honoraria and expenses are covered by a grant from Sears Roebuck Foundation which has supported the Lab almost from its beginning.

The 1969 program had participants from more than half of the 55 counties with Extension programs and from a number of inner-city 4-H programs. The 1970 Lab program is attempting to reach even more inner-city teen leaders and to provide program helps that will be especially valuable to them. The emphasis on teen leadership will continue.

What is the carryover from these programs?

The CTL's are immediately immersed in 4-H Congress. More importantly, they are enthusiastic and self-confident and carry this home with them.

Home Improvement and Home Management participants assist with county fair exhibits, serve on county advisory committees, teach in local clubs, present topics at the New York State Fair, and are in State and national awards programs. Many of them have expressed an interest in Extension as a career.

A third of the Recreation participants share their enthusiasm and skills in the 4-H recreation area at the State Fair where they teach thousands of people the fun of games, puzzles, dances, creative design, party ideas, camping, and music.

Many of these young people organize county recreation teams and conduct recreation programs for 4-H and other youth and adult community organizations. Several of them have conducted county recreation workshops.

Recently, former Recreation Lab participants planned, conducted, and evaluated a five-county recreation workshop for other teen leaders. Eight participants of previous Labs are enrolled in 2- or 4-year college curricula in recreation. Others still in high school are interested in recreation careers.

This combination of leadership development and subject-matter areas developed because of apparent needs. It provides an exchange of ideas and information through planned and informal sessions that are broadening for all. There are, of course, some problems. But the advantages outweigh the disadvantages.

There are those who still say, "What does recreation have in common with home improvement?" The answer is, "The development of 'imagineering leaders' who can use leadership concepts creatively in these program areas." Teen leadership development has been a major objective and will continue to be.

A 6-months post-Lab evaluation by participants provides variations on the theme "Leadership Lab is the greatest!" We plan to keep it that way. □

by
Maynard W. Cummings
and
William D. Fitzwater
Extension Wildlife Specialists
University of California—Davis

Controlling animal damage

Advising on the control of animal damage has been part of California's Extension work for a long time—farmers have always needed help in their fight against rats.

Only in the last decade, though, has the State had a wildlife specialist to provide leadership in planned wildlife projects. Before that, wildlife problems usually were assigned to the entomologist—whose work was closely allied to the wildlife field, but who was not really equipped to handle wildlife problems.

Since agricultural production is the State's largest industry, it is logical that most wildlife work has been in the area of animal damage control. In fact, the first specialist was called a Vertebrate Pest Control Specialist.

As all wildlife biologists soon realize, most species can be either "good guys" or "bad guys" depending on the viewpoint of the audience. The coyote, bobcat, fox, and eagle may be villains in the eyes of livestock and poultry growers whose herds and flocks fall victim to these predators. The growers of field crops, grain, and pasture think otherwise when these same species hunt gophers, mice, or ground squirrels that are responsible for severe economic losses in their crops.

Perhaps the greatest "Jekyll and Hyde" is our number one big game animal, the deer. Deer are highly-prized wildlife, yet they are important depredators in orchards, vineyards, yards and gardens, and forest plantations.

A balance must be achieved between minimizing animal damage and preserving the wild species which have become pests—between the practical agriculturists and the "conservationists." The need has never been greater for knowledgeable wildlife managers who understand the psychology of wild species, yet have an appreciation of the economic facts of life.

The California Extension Service realized that both sides of the question must be presented. As a result, the specialists' titles were changed from Vertebrate Pest Control Specialist to the broader and more descriptive "Wildlife Specialist." And they started a monthly wildlife management newsletter for county staffs, rather than continuing to use Extension's interdisciplinary pest control newsletter.

Problems of wide distribution or great economic importance are covered by special bulletins, or through a popular series of "One-Sheet Answers" which give concise information about specific problems. And the specialists use all the other tools of the trade—television, radio, newspapers, field demonstrations, schools, conferences, and exhibits.

The Extension wildlife specialist's primary animal damage control objective is to act as liaison between research and practical field application. He translates into practical terms the findings of the biologist, chemist, statistician, and engineer. He encourages the direction of research into important problem areas.

Sometimes research, demonstration, staff training, and industry education and acceptance may take place simultaneously. California's first such effort concerned the testing and introduction of the mechanical burrow builder for control of the pocket gopher—one of the most important vertebrate pests in the State.

To find economical, effective control of gopher damage, a cooperative program was developed. University of California agricultural engineers designed a machine, and experiment station biologists formulated a suitable poison bait.

The wildlife specialist and county Extension agents conducted the many field trials made necessary by the varying soil and crop conditions and gopher subspecies. These field trials demonstrated to growers the effectiveness of the new mechanical control technique on their own or their neighbors' croplands.

The machine and the baits were modified often, as trial and error suggested improvements. County staff learned the method and its evaluation for use in future demonstrations and recommendations. The machine has been further improved by the com-

This is the third in a series of articles about Extension's responsibilities for educating the public about wildlife. Next month—Oregon's marine Extension work under the Sea Grant Program.

The deer—good guy or bad guy? It depends on your point of view. They are highly valued wildlife, but a threat to the orchardist and tree grower. At left, Extension workers test one version of the pocket gopher burrow builder designed to control this important agricultural pest.

mercial manufacturers who now distribute it. The method is standard for effective control, long considered an economic impossibility on large acreages.

Publications based on the applied research, and specialists' review of new methodology keep county staffs capable of handling routine problems and aware of new developments in gopher control.

Another significant public educational program in wildlife Extension has been a series of county seminars on deer management. These seminars help landowners control animal damage by keeping deer herds in balance with available natural food.

Bird damage is also an important factor in the work of California's wildlife specialists. Despite the vast economic losses birds cause to many crops, lethal reduction of bird populations must be handled carefully because of legal and esthetic considerations.

Field testing of commercial repellents for use with various animal pests is an important function of evaluating these measures under California conditions. In controlling important vertebrate pests such as ground squirrels, field mice, and jackrabbits, for example, control measures must be carefully chosen to avoid incidentally killing other, more desirable species.

And, of course, the wildlife specialist receives requests for help on less common problems such as swallows building mud nests on the walls of homes, bats roosting in attics, skunks moving in under houses, freshwater clams plugging livestock water mains, muskrats unplugging irrigation dikes, and woodpeckers pounding holes in expensive siding.

Expansion of Extension Service activities into the cities brings urban rat control into the realm of the Extension wildlife specialist. This is normally a task of the public health service, but the wildlife specialist's experience and public contacts make him a welcomed ally in the fight against this ancient problem.

A valuable part of wildlife Extension is liaison with other agencies and individuals involved with animal control. Much of the research and all of the personnel responsible for control regulation and operation are outside the university. Articles on control are seldom published in wildlife management journals, and there are few regular gatherings of animal control workers.

California animal control workers have developed an interagency group called the Vertebrate Pest Technical Committee. Members represent State Departments of Agriculture, Public Health, and Fish and Game; U.S. Fish and Wildlife Service; county agricultural departments; university research departments; and the Extension Service.

They meet informally to exchange information on animal control research and operational programs. Current field problems are discussed and control recommendations are cooperatively decided.

An outgrowth of this intrastate information exchange has been public informational conferences on vertebrate pest control. These conferences began in 1962 and occur every 3 years. Audiences come from all over California, many other States, and also from foreign countries.

Proceedings from the conferences are among the most practical and authoritative references available on vertebrate animal control. They are valued texts for county and State Extension staffs, county and State agricultural departments, commercial pest control operators, and college students.

The Extension wildlife specialist working in animal damage control is in the middle of what promises to be the most important problem of the seventies—that of man's compatibility with his environment. □

by
Ann S. Bardwell
and
Alga D. Weaver*

Project EVE—

Mobilizing woman power

Important elements in a woman's life change. When the hand that rocked the cradle finds there are no cradles to rock, no noses to wipe, knees to patch, or stories to be listened to—what does she do?

As a busy wife and mother providing for the physical needs of her family, she has little free time. But there comes a time when a woman finds her hands full of time.

And in the "prime of life" she asks, as Alice did of the Cheshire Cat, "Would you tell me please where I ought to walk from here?"

Such might have been the thoughts of six Tuscarawas County, Ohio, women who contacted Alga "Peg" Weaver, county home economics Extension agent in the spring of 1968. They told Peg they had an idea they would like to talk over.

Talk they did, and Project EVE (Employment, Volunteer, Education) was born. Dr. Ann Bardwell, Ohio State University Extension specialist in management-family development, agreed to work with the committee.

A number of brainstorming sessions helped define objectives and develop plans. Harry Yockey, local newspaper editor, came to one of these. By his own admission he ". . . probably made more destructive than constructive contributions" to that day's sessions. But what he really did was make the committee think.

Richard Parks, executive vice president, Tuscarawas County Chamber of Commerce, attended one think-talk session. He pledged the Chamber's support in sponsoring the seminar.

Once or twice the idea almost folded, but finally ideas began to gel. The committee set up the objectives of providing the mature woman an opportunity to:

—evaluate her potential and talents as a woman;

—become aware of the volunteer and manpower needs of her community;

—learn how she could be of service to her community as a wage earner and/or volunteer.

How best to do this? A one-day seminar in New Philadelphia seemed to be the best approach. An October date was set, and each of the original six women assumed responsibility for one aspect of the program.

Jobs included finding speakers, handling publicity and registration, and setting up sessions on "Looking and Feeling Your Best," "Measuring Your Talents," "Job Opportunities," "Volunteer Opportunities," and "Education and Retraining Opportunities."

And so they were off! Meetings, telephoning, and letter writing kept everyone informed of committee members' progress. Dr. Bardwell agreed to be the keynote speaker, on the subject "The Importance of Being a Woman."

Dr. Marlyn Jenkins (Kent State University), Dr. Claire Lehr (Ohio State University), and Mrs. Charles Blakely (Dover YMCA) joined forces to present "Looking and Feeling Your Best." A style show, "Fashions for Working or Volunteering," was the morning finale.

The afternoon session required much preparation. Through cooperative efforts of the Extension office and Chamber of Commerce, a questionnaire, prepared by the home economics Extension agent, was sent to 213 businesses and industries. From the 101 replies the committee learned that 3,500 women were employed and additional positions were available.

From the questionnaire the Extension agent identified skills and training women need for employment.

A survey of 200 organizations and churches determined the need for volunteers. From the survey, a directory of agencies was compiled for distribution at the seminar.

Educational resources were listed and reviewed as to content, cost, and time required for courses of study.

Attendance was limited to women over 35. A registration fee, including lunch, was decided upon. How to publicize was a major concern. A non-traditional Extension approach was used—not one letter was sent! The local radio station and newspaper were generous in their support of the seminar.

The committee visited women's groups (including Extension home economics clubs), PTA's, etc., and carried tickets with them wherever they went. Employers contacted through the survey became interested and "talked it up."

Project EVE played to a full house —125 women, including committee and program participants. The newspaper reported: "Too often people are urged to attend programs only to find out it is not what they expected, does not apply to them, or wanders far afield from the subject. This was not the case in Project EVE. . . . Although the event lasted from 9:00 to 3:30, it was fast moving, well-planned, well-presented, and directed specifically to the 125 women attending. . . ."

* *Mrs. Weaver is Tuscarawas County (Ohio) Extension home economist; Dr. Bardwell, former Ohio Extension specialist in management and family development, is now chief of home economics with the OSU Mental Retardation Program.*

A Project EVE committee member, standing, left, distributes to participants the brochures she prepared. Below, women listen attentively as a speaker tells how they can put their talents to work.

And so it happened. How well did the committee meet the objectives? Four women got jobs immediately upon leaving the seminar; two enrolled in beauty school the next day. The radio station was so impressed with the tapes of the day's speeches that each speech was included in their regular programing during the 2 weeks after the seminar.

That was more than a year ago. But much continues to happen as a result of Project EVE. Seventy percent of those who returned an evaluation questionnaire said they thought a Volunteer Bureau was needed. Through joint efforts of the Chamber of Commerce and the Tuscarawas County Extension Service, Volunteer "N" Service is now a reality. Fifty agencies have registered their need for volunteers. Two teams of community leaders already have obtained more than 50 volunteers, and volunteers will continue to be recruited.

Not as large a group have entered the vocational arena, but 24 percent did report they were presently employed. Fifteen percent had sought employment; 18 percent were making plans; and 10 percent had used the Bureau of Employment Services.

Almost half (45 percent) were considering education. Good news multiplies, because 81 percent reported they had shared Project EVE information with others.

Cooperative Extension must continue to change its approach to meet contemporary needs of people. Yet, it must hold on to the philosophy of beginning with people's problems where they find them—and that is what Project EVE did.

To make Project EVE a success:

—Extension responded to the needs of people;

—Extension supported lay leadership;

—Extension aided cooperation between lay leaders, community organizations, agents, specialists, and news media;

—Extension followed through with evaluation and followup. □

Development corporation sparks new optimism

Fenton, Iowa—small town with big plans

Optimistic, viable, and excited about the future—that's Fenton, a farming community of 440 people in northwest Iowa. Not many rural, small towns can be accurately described that way.

Fenton, like its 706 smalltown counterparts in Iowa, has its skyscraper grain elevator and its many empty store fronts. They attest that Fenton, too, depends almost entirely upon farm jobs for its lifeblood—the jobs that give Fenton an economic reason for its very existence as a community.

And this economic reason for survival has been declining, month by month, year by year. Farms have been consolidated, and new jobs have not come to replace the farmers who left. The pressures generated by this decline are leaving their mark on the businesses and institutions that serve the needs of the people of the community.

by
Louie O. Hansen
Area Resource Development Specialist
Iowa Cooperative Extension Service

But these same pressures are partially responsible for the formation of a new Fenton Community Development Corporation (FCDC) with a paid membership of more than 110 rural and town residents. The FCDC celebrated its first birthday in March 1970, with more than 120 in attendance at the anniversary meeting.

This development group has been the nucleus of a new optimism for achieving a good life in a small, rural community. Sparked by the FCDC, Fenton opened its first public library in September. It's a modest library, established with limited funds and a lot of ingenuity, research, cooperation and hard work.

About 1,200 books, donated by local citizens, are supplemented by 500 additional books and phonograph records every 3 months from the State Traveling Library. The local Lutheran church leases the building to the town for $1 per year. Utilities are paid by the town.

A second project, a new community youth center dubbed the "Stop Inn", was financed primarily by youth fundraising activities. The young people also did a lot of painting and redecorating. Youngsters and adults set up the rules and counselors were appointed.

In the same, once vacant, building, is the third project of the FCDC—Fenton's Senior Citizens Center. This resulted largely from the remodeling efforts of senior citizens. The project was encouraged and assisted by the FCDC and the local Office of Economic Opportunity.

Few rural communities are without a development group of some type. What makes the Fenton Community Development Corporation unique? Why have its endeavors been successful, generating optimism and excitement about the future?

The Extension resource development specialist, who has worked closely with this group, believes its success is due not only to the right attitude and a lot of hard work by the community leaders, but also to the understanding these leaders have of the environment in which they operate. They have set up the development group's goals and objectives on this understanding.

Before forming an organization, eight community leaders asked the Extension resource development specialist to meet with them. The specialist and the group of leaders met several times to examine the pressures on the community's businesses and institutions and the causes of these pressures. As a result, the group organized as a *total* community development group. Industrial development is not ignored, as they do have an option on a possible industrial site. However, the leaders recognize the odds of achieving development through this alone and they are not willing to expend all of the available community resources at these odds.

Due largely to Extension's educational inputs, the group knew what

was happening in and to their community before they set up the organization with its intents and purposes. They also understood the "why" of what was happening. This understanding of the "why" is reflected in the group's constitution and bylaws that serve as their guidelines.

It is also reflected in the projects to date—all with realistic goals and aimed at returning dividends of satisfaction for the community resources expended. More ambitious projects have been and are being thoroughly researched. Some of these, the corporation recognizes, are impossible to do as a single, small community. So, they are looking for ways to cooperate or to pool economic bases with nearby communities. That way, citizens of all the communities can satisfy their needs at a reasonable cost.

Another goal of the group is an informed citizenry, not only in Fenton, but also in nearby communities with whom they hope to cooperate.

Their philosophy is embodied in the goal of the Fenton Community Development Corporation—"To make Fenton as fine a community to live in as possible." The group recognizes its limitations as well as its potential. The leaders have a solid base of facts, an understanding of the "why" of what is happening in their community, and an inventory of resources they may tap to solve their problems.

Optimistic, viable, and excited about the future—that's the Fenton Community. □

Three Fenton youngsters, above left, enjoy their new youth center, which includes a sandwich and soft drink bar, record player, and ping-pong and other games. The mural in the background is one of several done by the young people as part of their redecorating project. Above right, Mrs. Dale Weisbrod, Fenton's first librarian, checks a new book. The Fenton library has 1,200 books of its own and gets 2,000 books and many phonograph records yearly from the Iowa State Traveling Library.

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The new and the old . . .

This the age when it's fashionable to identify with the "in" group. The "in" thing to do is "get out where the action is," "get with it," and "tell it like it is." Such slogans nearly always imply that "if it's new, it's good—if it's old, forget it."

Occasionally we in Extension get flashbacks that prove some of our old ways and programs still contain a lot of action and meet a real need. Most of our traditional programs were developed in the first place because they met a need. These flashbacks indicate that many of these needs are recurring generation by generation.

The pilot work that led to the Expanded Food and Nutrition Education Program was one of these flashbacks. It took Extension back to its beginning—giving intensive individual help to those who needed it most. By giving knowledge to those who needed it and helping them use it to manage their resources for a better life, Extension picked up a neglected audience and brought it into the mainstream of life. That is the overall objective of the Food and Nutrition program—to take another neglected audience and give it the knowledge, confidence, and ability to step into the mainstream of life. No one can say that the Expanded Food and Nutrition Education program missed the action. In fact, the success of the pilot work led to funding of the idea on a national scale.

Director Marvin A. Anderson, Iowa, provides us an account of a more recent flashback. Fifteen meetings on styling and clothing construction were scheduled in that many locations throughout Iowa. There was nothing new about the overall subject. The methods were traditional—meetings led by an Extension specialist assisted by personnel of the clothing and textile industry. But the information on the subject was new.

Participation is the impressive feature of the meetings. Attendance at the 15 locations ranged from 1,000 to 4,000 women. The meeting in Nevada, Iowa, attracted 3,000 women. It's worth noting that the population of the county seat town is only 4,850. Action was there, all right.

Commenting on the effort, Director Anderson wrote, "Many of us have been enamored by program offerings which relate to the social problems, money management, and others which are offered in Home Economics. Sometimes we are inclined to diminish the importance of some aspects of our traditional programs, such as 'sewing'. Using modern techniques, new methods and suggestions from industry suggests to me that there is still a strong interest and need for programs that have a 50-year history in our Extension Service."

Both flashbacks have two things in common that contributed to their successes. Each contained something old—the subject and the basic objectives. Each contained something new—one made use of new methodology and the other new information and new methods applicable to the subject matter.

These flashbacks suggest at least one conclusion. Neither newness nor oldness is sufficient grounds for acceptance or rejection of ideas, projects, or programs. Each idea, project, or program must stand on its own merits in relation to all others.—WJW

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EXTENSION SERVICE
REVIEW
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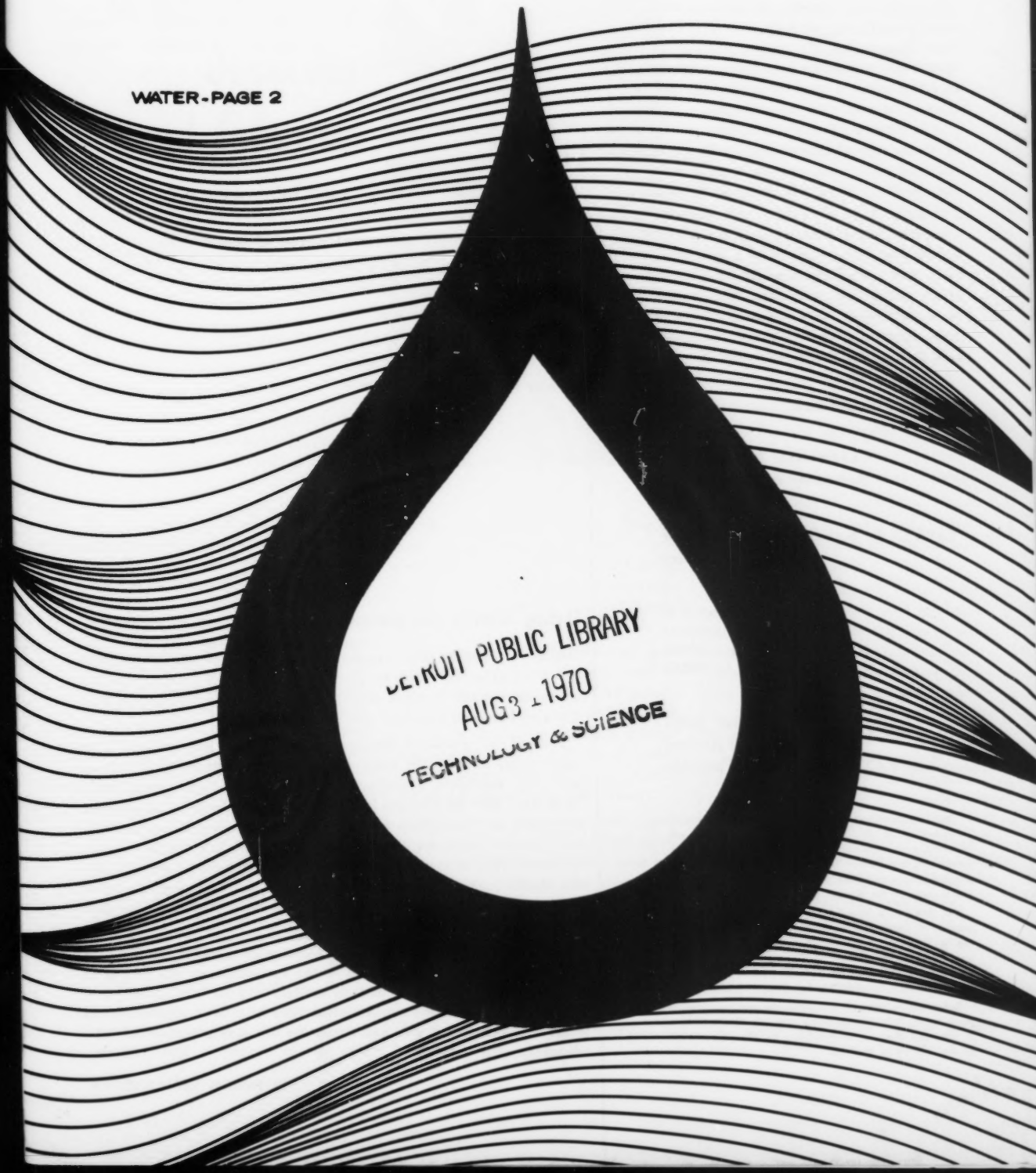
U.S. DEPARTMENT OF AGRICULTURE * AUGUST 1970



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VOL. 41 • NO. 8 • AUGUST 1970

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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Using water resources

Water . . . when we turn a faucet, we expect it to come frothing forth. When we go to the shore, we know we'll see a lot of it. And once in a while we expect to see dark clouds roll up and deliver us a torrent of it. It's a resource we generally take for granted.

Four of the articles in this issue of the Review deal with instances where water is not being taken for granted. In Minnesota, an area of previously negligible agricultural value is being transformed into a "bonanza" spot because the landowners became aware of what irrigation could do. Nebraskans who have had a slim ration of usable water for years are organizing to pipe it to all parts of their counties for the first time. They're as enthusiastic as if it were liquid gold. And finally, two articles from Oregon tell about a project that is dealing with water from another aspect—how to make the best use of our most abundant water resource, the oceans.

Extension is deeply involved in all these projects and in many others like them. Natural resources are in the spotlight now, as the public becomes increasingly aware of their scarcity and the need to use them well. Many agencies and organizations offer help to citizens interested in improving resource use, and Extension can help communities take advantage of it.—MAW

Good program deserves good followup

George Fahey, retired Seattle businessman, keynoted the program. Here, he goes over last minute details with Extension home economics program aide Ann Werner.

by
Earl J. Otis
Extension Information Specialist
Washington State University

The impact of a recent consumer education conference in Seattle was only beginning when the participants went home. Josephine Lawyer, King County agent, went at her assignment with enthusiasm from the onset—but the story really is one of continuing vigor *after* the event.

Mrs. Lawyer drew on talents from several places to stage the conference. Joan Bergy, consumer specialist with the Food and Drug Administration, was co-coordinator. The State Attorney General's office, the University of Washington, and her own Washington State University helped Mrs. Lawyer weld together a program that was warmly received and highly praised.

The 500 citizens from western Washington who were present represented a jump of 200 from the event's initial effort a year earlier.

But the memory lingers on.

A letdown would have been natural after such a program, but Mrs. Lawyer plunged into a resume of the entire episode. The result is a 59-page booklet that not only examines the birth of such a meeting, but also bestows the kind of thanks that should make future sponsorship and assistance easy and inevitable.

The booklet includes pictures, published news articles, radio spots, preliminary programs, and letters. All aspects of the conference are examined in detail. Copies of the rather exclusive publication went to the offices of the Governor, a U.S. Senator, the mayor of Seattle, Extension supervisors, and others.

Mrs. Lawyer also sent questionnaires to all who attended. Although she thinks the questionnaires could have been sent out sooner, 128 of the participants responded. Of these, 84 were educators, 21 represented women's groups, 11 represented themselves, nine represented businesses, and five were regional media representatives.

The answers showed that the material learned at the consumer conference had been used:

—as teaching tools,

—for discussions with staff,

—in preparation of news articles,

—in a booklet distributed to 200 employees,

—as the basis for a "mini-conference."

And one Seattle television station developed an entire half-hour program on the buying of meat, one of the conference subjects.

Other program subjects, incidentally, were also "hot" items and probably explain why the conference was so well attended. Clean air, cyclamates, auto insurance, and consumer buying decisions were covered, and at least the first two were current page one subjects in almost everybody's newspaper.

Besides picking topical subjects, Mrs. Lawyer and Mrs. Bergy "just happened" to schedule their conference to coincide with an in-service training day for educators in Washington's Puget Sound country. Extension agents from the four-county area around Seattle helped encourage the attendance of these people and others.

It was a good meeting. But, more than that, it was given that little something extra after the fact—a difficult task to accomplish but one that can lead to "bigger and better" events in the future. □

by
Lyle Ross
Area Resource Development Agent
Minnesota Extension Service
and
William Oemichen
RC&D Project Coordinator
Soil Conservation Service

Above, regular contributors to the "Bonanza Valley Voice" are (left to right) Lyle Ross, area Extension agent, resource development; Herman Rosholt, vice chairman of the valley's steering committee; Orville Gunderson, area Extension agent, soils; and John Morris, Pope County Extension agent. At right, Ross talks to one of nine farmers in a pilot farm management program to help ease the transition from dryland to irrigated farming.

"Forget it. You're wasting your time." This was the prevalent opinion at early meetings about irrigation for what was to become known as the Bonanza Valley.

The situation did seem hopeless for the 320 sections of Minnesota glacial outwash sand and gravel located in the western Minnesota counties of Pope, Stearns, and Kandiyohi.

In spite of an average annual rainfall of 22 inches, the heat of July and August ruined the crops in four out of five years. A 40-bushel corn crop was considered about average.

With 50 irrigators farming 5,000 irrigated acres last year, the tempo has quickened. Irrigated crop yields have opened eyes and opportunities. Like word of a gold strike, you hear that one farmer had a 150-bushel corn crop or another farmer produced 8,000 pounds of snapbeans to the acre.

Development of the area was approved as part of the WesMin (West Central Minnesota) Resource Conservation and Development Project. Authorization came from the RC&D Project Committee, the Pope County Soil and Water Conservation District, and the Board of County Commissioners.

A number of Federal and State agencies have cooperated in the development. Businessmen and Extension workers from the Golden Sands Irrigation Area in Wisconsin gave generously of their time in consultation and education about sandy soil irrigation.

Information about soils and underground water was provided by the U.S. Geological Survey and Soil Conservation Service. With this information, irrigation development can proceed with confidence.

Extension agents in the area feel that the agricultural development of the Bonanza Valley offers them their best opportunity to participate in RC&D action.

In helping to meet the Valley's development needs, Extension agents are using a wide range of activities—meetings and tours; bulletins, news articles, and pictures; committee work and personal consultation.

The Bonanza Valley Irrigation Clinic provides an annual infusion of new ideas and inspiration for the irrigators, both prospective and experienced. Pope County Agent John Morris and Area Soils Agent Orville Gunderson have worked closely with the Bonanza Valley Steering Committee, the Soil and Water Conservation Districts, and other agencies in organizing the clinics.

County Agents Francis Januschka and Ronald McCamus of Stearns and Kandiyohi Counties have helped conduct programs intended for the new irrigators.

The three-county resource area is treated as a unit for development. The attitude of Extension agents and other agency personnel is that whoever is in a position to help goes ahead with the job. Morris, for example, has organized

Bonanza Valley—bust to boom

irrigation tours that cross county lines. An evening tour took place last year, and a fly-in tour is among those planned for this year.

"An Investigation of Irrigation in the Bonanza Valley" is a special bulletin being published for the area. It contains information for farmers and businessmen about underground water, soils, and crop evaluation. For farmers, it should facilitate the transition from dryland to irrigated farming. Businessmen will find it a detailed inventory of the irrigation resources of the area.

A group of Extension agents helped write a public information brochure for mailing and handout. The printing was done by the electric power suppliers of the Bonanza Valley.

The need for a regular means of irrigation communication stimulated businessmen in the town of Brooten to start a newspaper. "The Bonanza Valley Voice" was edited by a grocer until sold to a 20-year-old editor. Extension agents and specialists regularly contribute articles and pictures.

The Bonanza Valley Steering Committee, made up of farmers and businessmen, has contributed a great deal towards the development of the area. The Steering Committee determines policy and action for development.

In the past it has raised funds, selected the "Bonanza Valley" name, investigated new crops and markets, encouraged irrigation equipment service, and started an irrigators' association.

Herman Rosholt, a 79-year-old retired farmer, served as the first chairman and led fundraising and organizational efforts. Now vice' chairman of the Steering Committee, he is also a member of the RC&D Project Committee.

The present chairman is John Bohmer, a banker in Brooten. Having membership open to businessmen involves them in total development of the resource area. The seven members of the committee represent the three counties on a proportional basis.

Extension agents cooperate with the committee in many ways. In the search for new crops and markets, Morris has traveled many miles with committee members. Gunderson recently surveyed crop drying facilities so the committee can evaluate the corn market of the area. And all agents take part in the business sessions.

Two members of the Bonanza Valley Steering Committee are in an irrigation farm business group. These 10 irrigators receive recordkeeping help, farm business analysis, and farm management consultation on the farm for a cost of $50 per year. The Extension Area Resource Development Agent organizes and conducts this activity now, but the Irrigators' Association will take responsibility for an enlarged farm business group in the future.

This intensive farm management consultation is only one form of person-to-person work being done. Agents and specialists provide their usual services. Due to the quickening of the tempo, in fact, Extension agents are spending more time in the Bonanza Valley than before.

The work is far from complete, of course. The same needs are there; they have only shifted in relative importance. They are:

—adoption of advanced technology by experienced and prospective irrigators,

—well drillers and irrigation equipment service,

—long term credit,

—markets for corn and specialty crops,

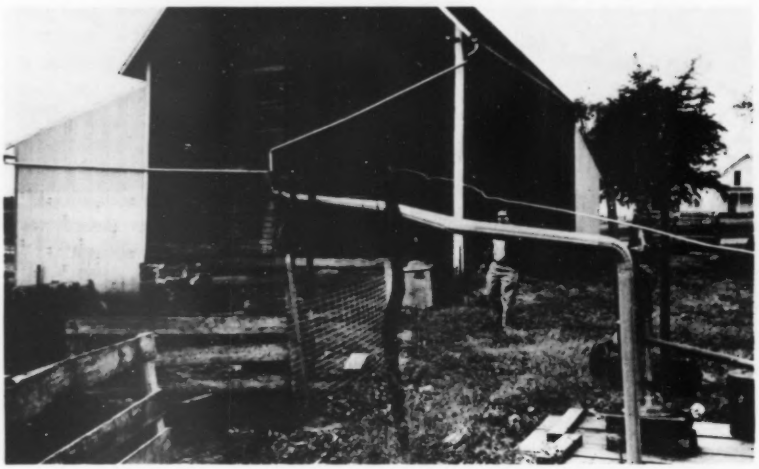
—further underground water research.

Is it worth it? Or is it a waste of time? It is estimated that there will be an increased annual gross income of $5 million for the area when irrigation is fully developed. That is the crop bonanza alone—to say nothing of further economic activity generated by the new income.

One speaker remarked after the last session of the Irrigation Clinic, "It was refreshing to mix with an optimistic group of farmers like this." They have reason for their optimism. □

Nebraskans organize rural water districts

by
Grant I. Johnson
Assistant Extension Editor
University of Nebraska



Pawnee County farmer Dale Mach rigged up this apparatus to drain water off his barn into a cistern for his hogs. He and other county farmers were happy to cooperate with County Agent Duane Dalluge, shown in the background here, to get a good water system for the county.

Dale Mach, who farms in Pawnee County, Nebraska, would like to expand his swine operation, but can't.

The reason? Water.

Mach has no well on his farm that he can depend on, so he drains the water off his big barn into a cistern to water a few hogs. For water for the house, he gets an 800-gallon load from Pawnee City every other month.

On a nearby farm, Clark Hunzeker is a little better off. He had six wells drilled during the winter of 1968-69 and got one well that provides 2 gallons of water per minute for his 22-cow dairy herd.

The water from this well is very high in minerals, but he has another well that provides enough better quality water to take care of household needs.

The stories of Mach and Hunzeker can be repeated many times throughout a four-county area in southeastern Nebraska.

Pawnee, Johnson, Richardson, and Nemaha Counties have been economically damaged because of the lack of water on their farms. And some of their small towns are hurting, also.

The farmers can raise good crops of corn and milo—but then the grain must be moved to areas where the water supply will support large scale feeding operations.

With the grain inevitably goes capable young people and businesses. Drained off also is the net worth of farms. Hills that should be pastures are cropland because there is no water for the cattle that should be grazing them.

Farm wives wash clothes in laundromats in town.

But citizens in these counties are moving energetically to set up rural water districts (RWD's) to produce water and pipe it to subscribing farmers.

Extension Service resource development specialists and county agents have been deeply involved in the complicated business of getting the RWD's set up and financed.

Ed Henderson, area resource development specialist stationed at Humboldt, has been a key figure in guiding people in the counties through the legal and governmental red tape. The Farmers Home Administration and the Soil Conservation Service also have played a big part.

Nemaha Rural Water District No. 1 was the first to act after the legislature passed the authorizing law. Construction has already started toward delivering precious water to thirsty farms from a well on the eastern edge of the district.

Four more RWD's are being organized—one in each of the four counties.

Rural water districts have been incorporated into a preliminary study prepared for the Southeast Nebraska Regional Planning Commission by a consulting engineer firm preparing a comprehensive plan for the 4-county area.

They are working under contract with the Nebraska Department of Economic Development, with financial support from the U.S. Department of Housing and Urban Development and the FHA.

Information on water supplies and geology are provided by the Conservation and Survey Division of the University of Nebraska.

The process of bringing a rural water district to life can be illustrated by the Pawnee County RWD, which includes the entire county. The county Technical Action Panel started the action.

County Agent Duane Dalluge, a TAP member, and Charles Matzke of the Pawnee County Bank conducted a survey of the 804 farms in the county, using the mailing list and facilities of the county ASC office. The survey showed that landowners were enthusiastic about forming the water district.

To encourage the formation of an organization, the TAP organized a tour of districts in Kansas. Farmers, newsmen, businessmen, Extension agents, and other Government agency representatives went along and were impressed by what they saw.

They formed a steering committee, and got the volunteer services of a local lawyer to draw up a petition containing the exact legal description of the proposed district.

Next came the big job of locating and contacting landowners. Identifying them was almost a job for a detective, involving not only absentee owners, but also husband-wife owners and heirs to estates. As many as 15 signatures of heirs might be required, since each person with a legal interest in a piece of property must sign the petition.

Dalluge and his secretary spent days in the county courthouse digging the needed information out of the records.

After the county clerk had determined that more than 50 percent of the landowners had signed the petitions, a time for a hearing was set by the county commissioners.

At this time a copy of the petition and notice of the time and place of the hearing was sent to the State Director of Water Resources, who must approve the formation of a district before the county commissioners can grant it.

Each petitioner had to be sent a notice of the meeting by registered mail. Dalluge says they sent out about 600 letters at a cost of about 36 cents each.

He estimates that about 7,000 other letters have been mailed, just to keep people informed of progress.

After the hearing, the county commissioners approved the project, and a nine-member board of directors was elected for the district.

A preliminary design study by an engineering firm was financed by $25 contributions from prospective users. This contribution was to be applied to the estimated $175 hookup fee that would be charged each subscriber when the lines were in. With the data from the study, the district was eligible to apply for a loan from FHA.

The 40-year loan will take care of 95 percent of the funding, with the remainder to be paid from the hookup fees. Cost of a pressure system has been estimated at $1,086,202.

By summer 1969, 371 users had signed up and paid contributions ranging from $25 to $200. Businessmen also contributed to the fund. Three towns have indicated an interest in buying water from the district.

Thus, though Nebraska is blessed with abundant ground water, not all Nebraskans share in this abundance. Nor do all Nebraskans share equally in the income the water brings to the State.

The average net income in Pawnee County is only half the average for the State and lack of water is a major contributing factor to this lag.

But through the organization of a rural water district, Pawnee County people and their counterparts throughout southeast Nebraska are doing something about it. □

Harnessing the ocean's potential . . . county agents in hip boots

by
Gwil O. Evans
Marine Science
Information Specialist
Oregon State University

Oregon Extension agents and specialists are at the forefront of a surging wave of interest in the ocean, helping people in their State wisely develop and use their marine resources.

Although a good deal is known about the ocean, the record is not very impressive when it comes to *using* what we know. Oregon Extension workers are providing a link between people who use the ocean and others who have information that would help solve the many problems encountered.

Some conscientious scientists, of course, take it upon themselves to communicate results of their work to people who are interested. And some people with problems relating to the sea diligently sift out the information they need. But until recently there have been few broad-based efforts to transfer technical information from source to user.

The originator of the Sea Grant concept recognized this situation. Dr. Athelstan Spilhaus set forth the idea of a program to develop the economic, scientific, recreational, and aesthetic potentials of the sea. He called for "county agents in hip boots to take the findings of the marine scientists to . . . accomplish the true use of the sea for and by people."

Sea Grant program legislation enacted in 1966 incorporated Spilhaus' concept of marine advisory services.

In essence, the act—now administered by the National Science Foundation—calls for instruction, practical demonstrations, publications, and related activities aimed at communicating information to people interested in developing marine resources, to scientists, and to the general public.

Oregon State University was designated one of the Nation's first three Sea Grant centers. It organized its Sea Grant effort along the lines of a land-grant institution—with research, teaching, and extension activities.

The portion of the OSU Sea Grant organization devoted to extension work is named the OSU Marine Advisory Program. Organizationally, its staff members are part of the university's Extension Service. Functionally, they are partners and equals with Sea Grant teachers and researchers.

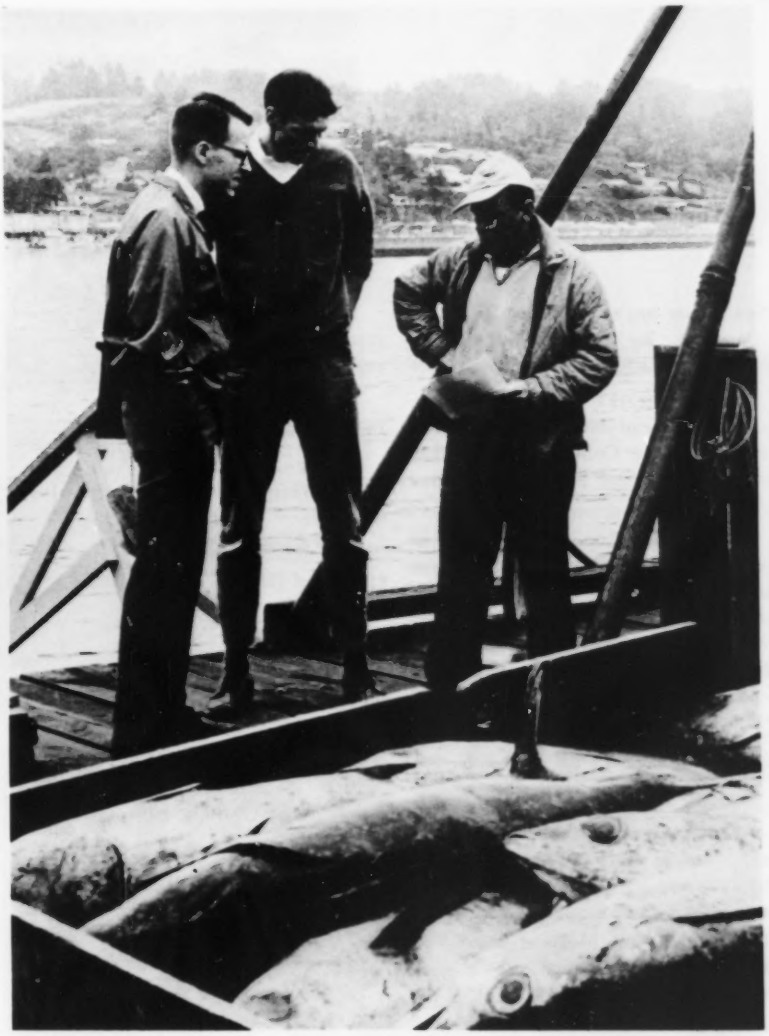
Extension work in marine areas in Oregon did not wait for Sea Grant. As early as the 1940's, home Extension agents were showing consumers how to use foods from the sea for tasty, nutritious meals. Work in the 1960's brought Extension specialists in shellfisheries and economics to aid an ailing oyster industry. The first full-time fisheries Extension agent went to work in 1967.

By the time the university won Sea Grant designation, more people were taking an interest in marine resources and the needs for assistance were greater.

Three major factors guide Oregon State's Marine Advisory Program. These factors are reflected not only in the selection of staff members, but also in

continued on page 14

These two articles about Oregon's Marine Advisory Program are the fourth and fifth in a series about Extension's wildlife work. Next month—how Georgia helps landowners benefit from the income-producing aspects of wildlife.



Thanks to the Marine Advisory Program, Extension home economists, above, get a tour of a major seafood processing plant. At right, OSU Extension oceanographer Dan Panshin (left) and marine Extension agent Bob Jacobson (center) discuss an Albacore Central bulletin and chart with a tuna fisherman.

'Albacore Central'

by
Daniel A. Panshin
Extension Oceanographer
Sea Grant
Oregon State University

"OSU Albacore Central Daily Summary." So began each of 92 consecutive daily radio messages Oregon State University sent to the fishing fleet last summer.

Oregon's commercial fishery for albacore tuna is large and valuable. From July into early October, the fast-swimming fish are available from 50-100 miles offshore of Oregon. In 1968, the last year for which final figures are in, landings amounted to 37,752,000 pounds worth about $7.5 million at dockside, the result of fishing by a fleet of about 750 boats. Little is known, however, about the complex factors which determine abundance and distribution of albacore.

Scientists and fishermen know that albacore are temperature sensitive, preferring surface waters in the temperature range of 59°F to 65°F. But water within this temperature range does not guarantee presence of albacore. Scientists and fishermen would like to know more about just what conditions control albacore distribution within this acceptable band of temperature.

continued on page 15

by
Frederick A. Perkins
Extension Specialist in Marketing
Rutgers - The State University

New Jersey's supermarket seminars

New Jersey has strengthened its Extension marketing program by working more closely with food retailers.

The Supermarket Seminar Program is one example of this change in program emphasis at the College of Agriculture and Environmental Science of Rutgers University.

In 1967 the supermarket industry called on the college to help them develop and conduct educational programs. The industry indicated a need for more and better trained people. They were finding it difficult to attract and hold qualified personnel in a highly competitive labor market.

Located between New York City and Philadelphia, New Jersey has experienced phenomenal growth in population. The expansion of food chain organizations in the State has kept pace with this population growth. Many headquarters of major food chains are located in New Jersey or are only a short distance away.

One of the first steps taken towards helping the industry was to enlist its cooperation. The result was the formation of an advisory committee with representatives from each of the major chain store organizations serving the New Jersey metropolitan area.

A report from this committee suggested that Rutgers develop a self-improvement program for middle management people such as department heads, managers, and supervisors. The industry representatives acknowledged that top management benefits educationally from industry-sponsored conventions and seminars, and reasoned that middle management would similarly benefit from such training.

The advisory committee recommended that the program do the following things:

—Provide an opportunity for instructional sessions,

—Create in the students a recognition of the importance of their job in serving the public,

—Familiarize the students with sources of information and how to use them,

—Develop in the students an awareness of problems in the supermarket industry and propose some practical solutions,

—Motivate each student to seek further involvement in educational endeavors both within and outside his company.

The recommendations led to a comprehensive program of several subject area seminars to give students a broad exposure to all retailing areas.

Topics selected for the seminars were economics of the food industry; recruitment, selection, and training; human relations; effective management and supervision; merchandising opportunities; advertising and promotion; sanitation; security; and general sessions on specific departments such as dairy, meat, and produce.

Thus the course progressed from the idea stage to a program of 14 seminars, held one evening a week for 2-1/2 hours on the University's campus in New Brunswick.

The teachers were selected for both their knowledge of the subject area to be discussed and their ability to instruct and motivate students. Technical specialists are not always effective communicators.

Instructors included Extension staff such as Nicholas Pintauro in food science; Wallace Mitcheltree, community life specialist; and John Bezpa, poultry specialist. Other college speakers were members of the teaching and research staff of the Department of Agricultural Economics and Marketing.

Instructors also were recruited from chain store organizations, private business, and the New Jersey departments of health and agriculture.

The pooling of talents from different backgrounds and interests provided the students with a wide exposure to a variety of topics and teaching methods.

Finding the students was probably the least difficult phase of the program. They were notified of the course by word-of-mouth, articles placed in industry magazines by the college's Communications Center, and brochures that were direct-mailed to supermarket headquarters.

A good cross-section of companies appeared in every class. For most of the participants, this was their first contact with university-related programs.

Since the seminar began in 1967, 336 students have participated in the four sessions. A fifth session is scheduled for 1970.

The group size is limited to 75. The first seminar, which was larger, became dominated by lectures. Much of the effectiveness of student participation, which is so essential to the learning process, was lost.

Certificates of completion for the course are awarded to students with a satisfactory record of attendance who

Fred Perkins, above left, Extension marketing specialist, and course instructor Alan Meredith, third from left, discuss labeling requirements with students. Below, Perkins accompanies students to an egg packing facility to see handling practices firsthand.

also pass the examination given at the close of the 14-week session.

A $45 fee for the course covers all expenses, including handout materials and a concluding banquet. Most companies reimburse tuition costs for students completing the course satisfactorily.

The degree to which each session and instructor relates to the needs of those attending is constantly appraised. Each student submits comments on each instructor and topic, along with suggestions for improving the course.

As the program has grown, food retailers have been quick to indicate additional needs.

More specialized in-depth programs have been high on the list. To date, one-day schools have been held for poultry and eggs, meat sanitation, and work method analysis. All have met with excellent response.

Another fulfillment of the needs of the food retailing industry has been applied research programs to give management a better tool for decisionmaking.

One 8-week pilot study was conducted with a major New Jersey chain store organization. It indicated how one store could realize savings of more than $9,000 a year by adopting the latest in sanitation-management practices in the meat department. This information is reviewed with the seminar participants.

Largely through the Cooperative Extension Service the retail food industry in New Jersey now has improved liaison with its State university. This is evident in the added number of requests received since the seminar course was initiated. Requests for information vary from technical and economic-related questions concerning the food industry to advice on growing tomatoes in the home garden.

Probably for the first time members of the food retail industry in New Jersey are becoming more aware of the total resources available to them from their State University through the Cooperative Extension Service and its State and county programs. □

by
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Extension 4-H Specialist
and
Ray Woodis
Communications Specialist
University of Illinois

4-H'ers 'do their own thing'

Young people today continually seek "relevance" in their activities. They complain that their education is "irrelevant" and that church and community activities are "meaningless." And many drop out of 4-H programs after 2 or 3 years because the program no longer stimulates or challenges them.

Illinois' answer to the teenage challenge is "Do Your Own Thing!" "Do Your Own Thing" is more than a new project. It's a chance for young people to become creative and explore areas not covered by regular 4-H projects and activities. It recognizes that each young person has individual abilities, interests, needs, background, and home situation. No single list of projects and project requirements can possibly meet the individual needs and interests of all 4-H'ers.

While the self-determined project concept was developed primarily to maintain the interest of older 4-H boys and girls, it also has obvious merit as 4-H moves into urban areas.

The self-determined nature of "Do Your Own Thing" reflects the shifting character of today's young people. Better educated, exposed to more experiences and ideas, wealthier, and with more leisure time, many young people are ready to move faster and farther than the pace and limits set by traditional 4-H Clubs.

Here's how "Do Your Own Thing" works.

At 15, John Louie has completed photography, entomology, and geology projects. He has extended these activities to the point where all he can do is add to his collections.

John contacted Bob Curry, Tazewell County assistant Extension adviser, to find out what he could do. The answer: "Do Your Own Thing!" John drew on his interest in astronomy—an area in which Illinois has no readymade 4-H project—and came up with his own self-determined 4-H project.

Most of the technical information John needed came from an observatory at nearby Peoria. He has his own telescope, and passed an examination qualifying him as an associate astronomer, which made it possible for him to use the observatory facilities. And he joined the observatory's astronomy club.

John used his 4-H photographic talents and traveled to Georgia and Florida to take pictures of the moon landing site and the sun's total eclipse through observatory facilities in those States.

How do you report on a "Do Your Own Thing" project? John is working out his own essay-type record for his astronomy activities. And he'll share what he's learned with others. Right now he's planning an exhibit for the Illinois State Fair in August. The exhibit will include posters, charts, and diagrams as well as some of the photographs John has taken.

Where does he go from here? Well, the sky's the limit in "Do Your Own Thing." John is building his own observatory. And he's on a comet hunt. John's ambition is to discover a new comet and have it named after him. He'd like to do this by State Fair time, but this is one factor he can't program into his "Do Your Own Thing" activity.

John Louie's "Do Your Own Thing" project may be a far-out example. But is shows what 4-H'ers can do with self-determined projects.

"Do Your Own Thing" gave John the opportunity to explore a project area not included on the list of 4-H projects. For others, it's a chance to explore in depth more traditional project lines.

A young lady in Henry County is "doing her own thing" by continuing her 9 years in 4-H clothing projects and expanding into the area of dress design and construction from design.

Linda Oberle is a two-club 4-H member and carries projects in home economics and agriculture. But her primary interest in "Do Your Own Thing" is clothing design.

A Dress Revue delegate to the 1969 National 4-H Congress, Linda started sewing when she was 3 1/2 by sneaking upstairs to the family sewing machine "when mother wasn't looking." She made Christmas decorations and dolls' clothes until old enough to belong to 4-H.

Linda's "Do Your Own Thing" project results in clothing for herself, her mother, and a sister that is designed around each individual's personality. In Linda's words, "The project gives me a chance to express myself. The clothes I design and make are an expression of my creativeness as an individual. I feel that fashion design serves to develop and broaden my interests while I learn."

Once a design is committed to construction, Linda follows it through complete outfits. Her mother and sister provide encouragement and support for her "Do Your Own Thing" projects as well as serving as willing models.

Incidental to expression and creativity are the savings on the family clothing bill.

In September, Linda will enroll at the University of Illinois in home economics. But she says she may later change to the art curriculum because she feels it may offer more ideas and principles that apply to clothing design.

And there's no question about Linda's future. Her "thing" will be a career in fashion design.

Whether it's a totally new area or an in-depth continuation of an existing 4-H project, "Do Your Own Thing" works the same way. The young person assesses his personal interests, skills, and abilities and the facilities or resources available. Then he decides what suits him best. After selecting a project area, the 4-H'er sets his own goals and decides what he wants to learn from the project.

Then, with help and guidance from parents, local leaders, and county Extension personnel, a project is developed. Realistic goals and study programs based on resources and resource personnel available in the area are defined.

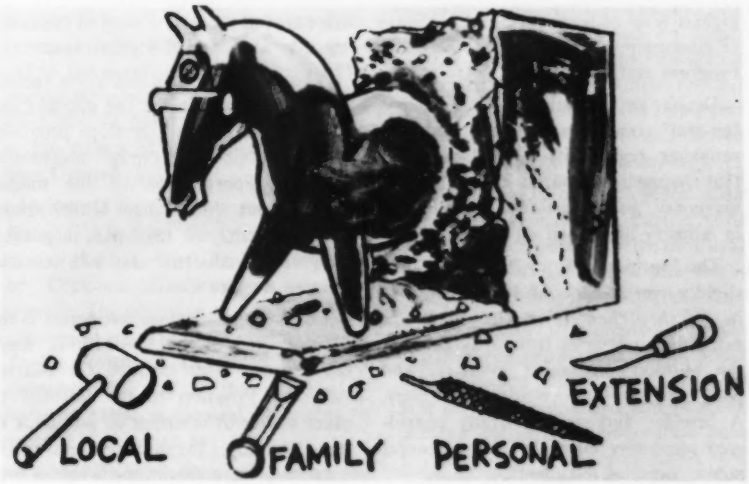
Some method for evaluating progress is built into the project. The "Do Your Own Thing" project member is encouraged and aided in devising a method to record and report progress toward the goals he has set. Traditional 4-H reporting forms often do not fit the bill. Each member develops a method of reporting that fits his particular project area and goal.

"Do Your Own Thing" has not been accepted by all leaders and county Extension personnel in Illinois. Some local leaders see "Do Your Own Thing" as the source of extra work and time demands. Others feel that they lack the talent needed for more sophisticated and varied project activities.

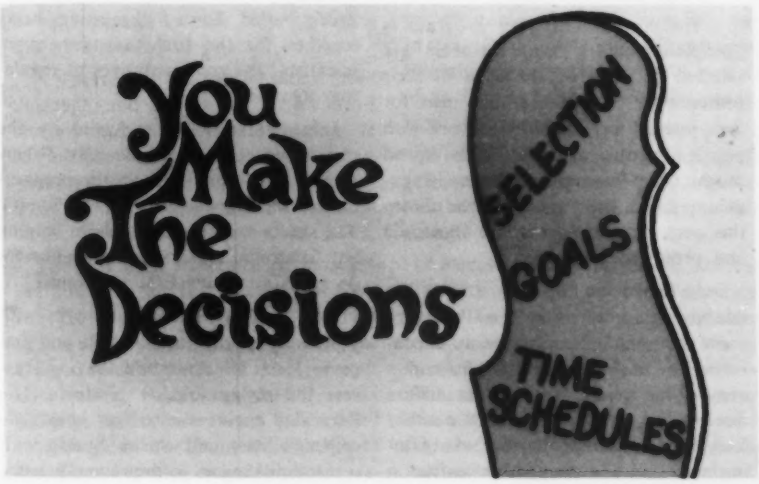
But with a "Do Your Own Thing" project, the burden is on the project member. It's his "thing"—he selected the project, he set his own goals and developed his own method of evaluating and reporting. The 4-H leader, in this case, provides encouragement and guidance. The young person is responsible for finding resource people, study matter, and necessary materials.

Many Extension advisers feel that "Do Your Own Thing" will make its greatest impact on new 4-H members and leaders, especially as the 4-H program expands into more urban areas. New leaders seem to be particularly attracted to the idea.

"Do Your Own Thing" may not be the whole answer. But when an Illinois 4-H member says "What can I do?"—there is an answer. □



These illustrations are from a 17-slide series used to present "Do Your Own Thing" to 4-H'ers and leaders. The visuals and script were done by Ed Vernon, Extension specialist in instructional resources, and Bill Edwards, artist on the agricultural communications staff.



county agents in hip boots

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the manner in which the program is organized and conducts its business.

—The Marine Advisory Program uses proven Extension techniques to take advantage of the resources the Extension affiliation offers. The techniques include providing consultation; arranging and conducting workshops, town hall meetings, and demonstrations; organizing community advisory committees; helping develop leaders among the resource users; and issuing publications.

County agents provide communications with the coastal communities as well as a source of knowledge of local situations. In addition, the advisory program's relationship with county Extension staffs helps provide legitimacy and credibility for Marine Advisory Program staff.

-The Marine Advisory Program is "people-oriented." Staff members are selected not only on the basis of their professional competence, but also for their interest in and ability to work with people. Agents and specialists spend much time becoming personally acquainted with their marine public. From this acquaintance, needs are identified and programs structured.

Before marine agents attempt to establish programs, they literally "work the waterfront." They strike up a conversation with a salmon fisherman aboard his vessel, they're out before dawn helping load crab pots on another boat, they sit in on fishermen's bargaining sessions, and they drink coffee in waterfront gathering places. It takes this kind of rapport to establish mutual trust and understanding.

—The Marine Advisory Program uses a systems approach. Problems related to the wise use of the ocean resources almost invariably are interdisciplinary. So staff members have been chosen for the broadest possible experience and professional base.

The 10 staff members today are qualified in shellfisheries and coastal development, fisheries, business management, seafood technology, industrial engineering, oceanography, marine economics, marine science education, and information programs. Making the systems approach work requires the highest level of teamwork and exchange of information among Marine Advisory Program staff members.

Despite the breadth of its competency, the staff sometimes is confronted with problems beyond its capability. When that happens, resource people at the university, in government agencies, or in industry are called on for assistance.

The Marine Advisory Program is only slightly over 2 years old. It has identified its primary clientele in Oregon as the extraction industries (primarily fishing), the seafood processing industry, and port, land, and other marine developers. A broader audience, generally considered secondary clientele, is the general public, especially students.

Programs for these clientele are widely varied. Town hall meetings bring together for the first time fishermen, scientists, and representatives of regulatory agencies.

Informal sessions conducted by the marine economist with leading fishermen in each port result in the preparation of Marine Economics Data Sheets. The sheets are valuable tools in helping any fisherman make sound management decisions about his fishing business.

The seafood technologist works with processing plants to maintain and improve levels of sanitation that will assure the highest quality products. The industrial engineer also has coastwide responsibilities and works closely with seafood processors to improve efficiency and raise still higher the sanitation and product quality standards.

Cooperating with fishermen, researchers, government agencies, and industry, the Marine Advisory Program sponsors Albacore Central, an environmental reporting service that broadcasts daily messages and publishes weekly bulletins for the tuna fishing fleet. It is directed by the Extension oceanographer.

The programs that reach the most people are the ones conducted by the marine science education specialist. He is in charge of the university's museum-aquarium at the OSU Marine Science Center on the central Oregon coast. Nearly three-quarters of a million people have toured the public wing of the center since it was opened 5 years ago.

The marine science education specialist not only supervises the displays and aquaria, but he also develops programs for the public to encourage understanding and appreciation of the marine environment. More than 12,000 school children each year take part in graded, programed educational visits to the Marine Science Center.

Common to all these programs is the two-way flow of communications: from the resource user through the Marine Advisory Program to the scientist or other source of information and back to the user. Aiding the information transfer is an on-going publications program that provides information valuable to both primary and secondary clientele.

Thus, the Oregon State University Marine Advisory Program is a mechanism for the transfer of needed technical information to help man put the ocean to work. It functions from a broad base of expertise, emphasizing that people play the most important part. A successful advisory program requires the involvement of government and industry as well as the continuing support of its university.

At a time when more people are turning toward the sea and expecting more from it, OSU's Marine Advisory Program is a viable, necessary ingredient for harnessing the potential of Oregon's ocean. □

'Albacore Central'

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During the summer of 1969, therefore, Oregon State University conducted an extensive albacore oceanography project in the northeast Pacific Ocean. The immediate concern was to improve the efficiency of the U.S. tuna fleet. One of the phases of the project was Albacore Central.

Albacore Central was run by OSU's Marine Advisory Program, extension arm of the Sea Grant Program and part of Oregon's Cooperative Extension Service. The objective of Albacore Central was to respond to the critical need of Pacific Northwest fishermen for timely oceanographic and environmental information. Albacore Central attempted to meet this objective by:

—Making available material from the Bureau of Commercial Fisheries, and

—Supplementing this material with local information, much of it research-derived and acquired by OSU from aircraft, research vessels, Fish Commission of Oregon, fish plants, Weather Bureau, Marine Advisory Program coastal agents, and fishermen themselves.

Fishermen are a hard-to-reach audience. During fishing season fishermen are where the fish are. They don't receive mail regularly, if at all. They aren't available to attend meetings. And they can't be visited.

The challenge was to get the needed information to the fishermen promptly and directly.

The prime product of Albacore Central was a daily radio message on ocean conditions and marine, or open-ocean weather. In 1969, Albacore Central transmitted 92 messages through the Astoria Marine Operator, a radio station operated by Pacific Northwest Bell Telephone Company, seven days a week, from July 1 through October 1.

The Astoria Marine Operator acts as a radio telephone service for ships at sea. A ship wishing to place a call establishes radio contact with Astoria and the operator then connects the radio circuit to a telephone circuit to complete the call. A person ashore wishing to call a ship at sea reverses the process.

Most of the time the Astoria Marine Operator serves this telephone function. But twice a day, at 10:15 a.m. and 10:15 p.m., there are broadcasts on coastal weather and hazards to navigation. Fishermen listen to this station regularly at these times because of the importance of the information to them and the long reception range of 300-500 miles.

By permission of the Federal Communications Commission, Pacific Northwest Bell made public-service time available to OSU at the end of these broadcasts for the Albacore Central messages.

A secondary, or supporting, product of Albacore Central was a weekly printed bulletin which discussed oceanography as it pertains to albacore, and an accompanying sea-surface temperature chart. The advantage of radio messages is the rapidity with which information can be delivered; the disadvantage is that in a 3- to 5-minute message only highlights can be discussed.

A written bulletin can be much more thorough, and a chart can present detail and continuity of information impossible to put into words. The disadvantage of bulletin and chart, of course, is that they must be mailed, and somehow delivered to the fishermen in order to be useful.

The first place fishermen go on entering port is to the fish plant to sell their fish. So the Marine Advisory Program agents contacted all fish plants along the Oregon coast and secured their generous cooperation. Each week for 13 weeks bulletins and charts were bulk-mailed to fish plants for hand distribution to fishermen. In this way, fishermen received the bulletin and chart upon reaching port. The information may have been a little older than in the messages, but it was much more detailed, and thus supported and amplified the radio messages.

The MAP coastal agents were crucial. The "county agents in hipboots" are stationed in or near each of the major Oregon fishing ports. They contacted fishermen to encourage them to keep logbooks for research purposes and to share practical information which might be of value to other fishermen.

They regularly interviewed fishermen who came into port so that Albacore Central could be evaluated continuously and made as responsive as possible. They assisted in distribution of charts and bulletins. One agent went out on a fishing trip to learn firsthand more about the problems and techniques of the albacore fishery.

Evaluation was a regular part of the program. In addition to interviews during the season, the Marine Advisory Program mailed out questionnaires in November to over 400 fishermen, receiving nearly a 40 percent return to date. In December, evaluation and planning meetings were held in four Oregon fishing ports.

Albacore Central, and the whole albacore project, would have been impossible without the help of the fishermen. The cooperation and encouragement of a host of Federal and State agencies and private companies were essential, too. In this regard, the Bureau of Commercial Fisheries was especially helpful because of its long experience with this special kind of fisheries service.

Was Albacore Central a success? In general, fishermen approve of Albacore Central. Mistakes were made in 1969; changes will be made in 1970.

Albacore Central served to establish rapport and to open up lines of communication for Sea Grant with the fishing community. Researchers helped fishermen and fishermen helped researchers. Albacore Central was a door-opener, demonstrating the potential of a partnership between researchers, the Marine Advisory Program, and fishermen. □

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What is past is prologue

Forty years ago this past May, a new publication came off the press. It was called the Extension Service Review.

Volume 1, Number 1, May 1930, featured on its cover a photograph of the new administration building of the U.S. Department of Agriculture. Secretary of Agriculture Arthur M. Hyde moved his office into the new quarters in that month. The building was billed as "a marvel of convenience and architectural beauty . . . one of the most attractive buildings in Washington."

In an introductory article, C. W. Warburton, Director of the USDA Extension Service, explained why the Extension Service Review was necessary. He pointed out that the Extension Service, with an annual budget of $25,000,000 and 5,800 employees, needed a means of internal communication. Efforts to establish a national Extension publication had been underway since 1915, he said. He gave credit for materializing the longtime goal not only to people in the Extension Service, but also to Milton S. Eisenhower, director of the USDA Office of Information.

The person who got the Extension Service Review off on the right foot is one whose name is familiar to most Extension workers—Reuben Brigham. He became Extension editor and 4-H Club agent at the University of Maryland as soon as the Smith-Lever Act set up the Extension Service, and was called to the Washington office in 1917 to develop an editorial and visual aid service for Extension editors. He helped build Extension information programs throughout the country. He had much to do with the formation of the American Association of Agricultural College Editors, who honor him yearly by presenting their "Reuben Brigham Award" to an outstanding communicator. Brigham went on to be assistant director of the USDA Extension Service. This was the man who was editor of the Extension Service Review during its first 4 years.

The Review had the opportunity to bring some exciting messages to Extension workers during those early years of publication. The second issue—June 1930—featured "Radio, the new Extension aid." And the following month, an article about the advent of "talking pictures" drew this comment from the editor: "The talking picture comes over the extension horizon. The possibilities in this new medium of instruction intrigue us. They suggest how the thought and personality of the extension leader may be projected with their original force and vitality to audiences far beyond those now reached. Speculation on the teaching possibilities of the talking picture might be continued indefinitely. Suffice it to say that here is a medium worth watching."

The Review has passed through many hands since then, and the topics have evolved from radio and "talkies" to communications satellites. Forty years from now, perhaps Review readers will look back and call the things we discuss today "quaint." But we trust that the magazine is at least keeping up with the times and serving the purposes for which it was created.

Reuben Brigham expressed those purposes in the initial issue: "It is the intention of the service to keep this periodical on a high plane and to endeavor to reflect in its columns the accomplishments and methods of the extension forces. The Review is planned to be the spokesman of the entire service, and we trust that the workers in the field who are on the front line of extension activity will make this publication their own. It will publish from time to time pertiment articles concerning extension work contributed by outstanding leaders. It will carry stories of accomplishment in all the fields it serves, and will outline methods of procedure that have proved to be valuable in extension teaching. The Review not only welcomes contributions from the field but urges its readers from every State to supply timely stories on extension activities. It is hoped that this publication may prove a faithful and vivid record of extension progress and development."

He could just as well have been writing for today.—MAW

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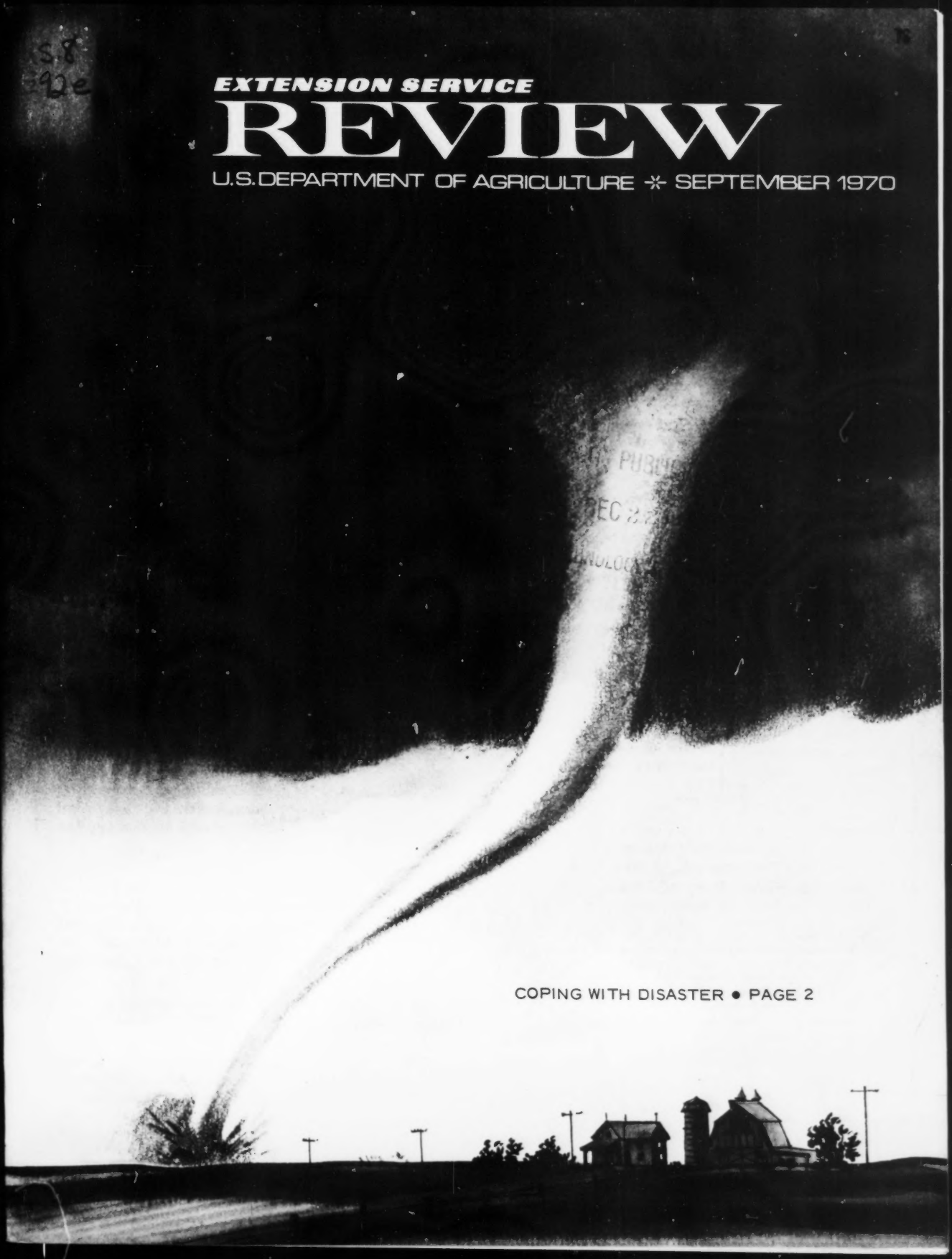
EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE ✳ SEPTEMBER 1970



COPING WITH DISASTER • PAGE 2

VOL. 41 • NO. 9 • SEPTEMBER 1970

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

Coping with disaster

Arkansas youth are learning what to do in a natural or nuclear disaster. How? From a 4-H agent who spends 90 percent of his time doing Rural Civil Defense youth work. Using many approaches, including the "Science of Emergencies" lessons discussed in this issue, he is preparing people to cope with disaster.

Extension has $300,000 from the Office of Civil Defense, Department of Defense, to carry out Rural Civil Defense work in 1971. A full-scale Rural Civil Defense program has been maintained in one State—Kansas. They are publishing a national disaster handbook for county agents. The new 4-H TV series on emergency preparedness is also being produced in Kansas. An Extension Service, USDA, Rural Civil Defense Coordinator works with States and keeps up to date on disaster-related research.

In time of disaster, Extension needs to be ready with publications and ideas, and with specialists who can serve on interagency assistance teams. The Texas Extension staff demonstrated how to do it last summer when they moved quickly and efficiently to help both before and after Hurricane Celia struck. In Texas, as in many other States, packets of information are ready to go instantly to media and the public when disaster strikes.

The Office of Civil Defense contract requires Extension to carry out the rural civil defense education program. Extension must inform rural people of their roles in an emergency and help them protect their land and property. Other duties are to obtain understanding and support for USDA defense activities and help meet emergency agricultural production goals. Being there to help when disaster strikes is important; equally important are programs like Arkansas' "Science of Emergencies"—to teach people ahead of time how to help themselves.—MAW

Kansas agents find willing help

by
Beverly Dunning
Assistant 4-H Agent
Sedgwick County, Kansas

A clothing construction program, using 25 local volunteer leaders, has benefitted 1,750 women in Sedgwick County, Kansas, during the past year.

A committee of representative women helped the Extension home economists determine the needs and interests of the homemakers in the county. As a result, three emphases were planned for the year's program of clothing construction:

—Basic Sew: aimed at women who had never sewn or those who wished to review. They made a basic shift dress to learn about zipper application, off-grain stitching of sleeves, darts, hems, and facings. The fabric was a heavy, plain-color sports cloth.

—Updating Techniques: aimed at the experienced seamstress, teaching methods of knit sewing by constructing a one-piece, double-knit dress and scarf. The fabric was polyester, polyester-blend, or wool.

—Children's Clothing: aimed at the young mother or grandmother, teaching construction of children's knit T-shirts and stretch pants and growth features of dress construction.

The large urban population and great interest meant that one agent could not handle the classes. Mrs. Rachel Palmer, county Extension home economist, decided the answer was volunteer leaders. She recruited 24 women who were community leaders, attractive, knowledgeable in clothing construction, and who possessed an ability to "sell themselves" as well as to teach.

Another volunteer did the organizational work at home. She took enrollment, did mailings, organized classes, and assigned teachers.

Each class comprised four 2-hour class periods, meeting twice a week for 2 weeks. An enrollment fee of $1 partially covered mileage and supplies of the volunteers. The teachers received no pay, but were rewarded by the satisfaction of individual accomplishment.

Mrs. Beverly Dunning, assistant county Extension 4-H agent, taught the volunteers what to teach and how to teach it. She developed lesson plans assigning pupils work to do between classes, listing areas to be covered in each lesson, and outlining demonstration equipment needed.

The volunteers received 2 days of training for each of the three emphasis areas. The first day was designed for sample making and forming of reference files. This assured the agent that each teacher had grasped the method to be taught. The second day covered pattern alteration methods and preliminary construction of demonstration garments. The lesson plans were covered step by step to build confidence.

What was the program's success? Was it the 373 women completing Basic Sew, 925 completing Updating Techniques, 452 completing Children's Clothing?

Was it the 25 excellent volunteer women who gained a feeling of accomplishment? Was it the two agents knowing that they had reached 1,750 women with a clothing construction program?

Or was it the young homemaker, unable to get a proper fit in ready-mades, who said, "My knit dress and scarf looked so nice on me that my husband took me out to eat and said I was not bad looking after all."

Success is felt in the heart, and our hearts are full! □

Mrs. Kae Decker, volunteer teacher, assists with the style show which concluded the workshop on making children's clothing.

by
James L. Byford
Extension Wildlife Specialist
University of Georgia

Wildlife dollars

Wildlife means different things to different people. To the hunter it means a pleasant day afield in search of a trophy. To the nature lover, it means esthetic natural surroundings. It reminds some landowners of the beaver damage down on the lower forty.

Many landowners, however, have begun to see wildlife as a resource which—if properly managed—can yield a sizable income. This resource potential exists on most farms. And in many cases it can be utilized right along with other farm resources at little expense to the latter. In fact, the resource potential often is great enough that landowners abandon their other farming interests and concentrate their energies on some wildlife-related enterprise.

Some wildlife-related enterprises that produce income for Georgia landowners are: fee hunting, fee fishing, fish bait, aquaculture, and small mammal culture. Let's take a look at these individually.

Fee hunting—In two ways, a landowner can cash in on the increasing demand for game to hunt. He can build up natural game populations through habitat management and sell hunting leases to individuals or to hunting clubs. He can also raise game artificially, release it on his land, and let paying sportsmen harvest it the same day.

Fee fishing—Fee fishing also has two categories. The first involves ponds where fish populations are maintained by proper management, and daily permits are sold to fishermen. The second involves "put-and-take" ponds, where fish are restocked as often as necessary. Because the cost of restocking is high, fishermen are usually charged for the number of fish (or pounds) they catch.

Fish bait—Fish bait production includes raising earthworms, crickets, minnows, and other kinds of bait. The magnitude of production in Georgia varies from backyard retail setups to multi-acre wholesale operations.

Aquaculture—Aquaculture involves the propagation of aquatic species such as catfish, trout, and other fish; frogs; and shrimp. These species are stocked into ponds, fed, and then harvested—either commercially or by sportsmen.

Small mammal culture—Many small mammals—such as mink, chinchillas, foxes, and beavers—are grown for their fur. Others are grown and sold as pets or laboratory specimens. Still others, such as rabbits, are grown for their meat.

This is the last in a series of articles about Extension's responsibilities for educating the public about wildlife.

Educating the public is never a simple task. If attempted by one individual or agency, it is often futile. It has been helpful in Georgia to work with Cooperative Extension Services of other States, Georgia Game and Fish Commission, U.S. Fish and Wildlife Service, Georgia Sportsmen's Federation, U.S. Soil Conservation Service, Georgia Department of Agriculture, and other departments in our own State Extension Service.

The wildlife resource is probably the least understood of all our natural resources. It is often under-utilized, if not overlooked completely. So the wildlife educator must be somewhat aggressive. He often must teach awareness before he can teach methodology.

An educational program dealing with income-producing wildlife-related enterprises usually involves these steps:

—*Awareness* that the resource exists,

—*Planning* the enterprise,

—*Executing* the plans,

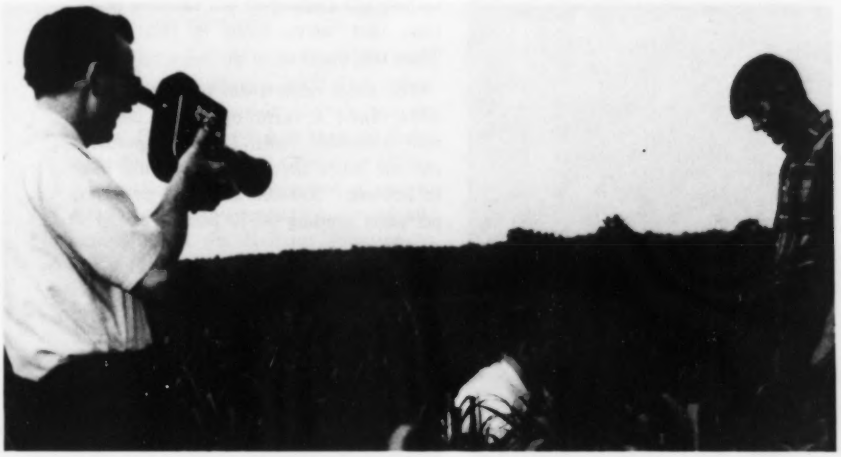
—*Maintaining* a troublefree enterprise.

In creating public *awareness* of a wildlife-related enterprise, the educator must be careful not to "oversell." Many people have thrust their capital into an intriguing venture such as catfish farming, only to wind up empty-handed. This usually results from jumping in headlong before gaining proper knowledge and experience, and without first becoming aware of the potential problems.

In Georgia, we use several ways to create an awareness of wildlife-related enterprises. News media—magazines, radio, and newspapers—are used to stress wildlife values and income potential. On television we outline, with film strips, successful wildlife-related income programs throughout the State. Thirty-minute programs scan all phases of new enterprises, such as catfish farming. Other television programs cover current research projects.

The wildlife specialist speaks to interested groups and makes narrated slide sets available to county agents for local meetings. Studies of local wildlife-re-

When unusual technical problems arise, the wildlife specialist is often called upon to assist the county agent. At left, the problem is an earthworm die-off. Below, the Extension television specialist films a dove field and the role of the county agent in its development.



lated income potential are made and submitted to Area Planning and Development Commissions.

Once awareness and interest have been established, the next educational step is teaching the landowner about *planning* the enterprise. Much can be accomplished through "how-to" publications.

One of the most efficient ways to teach planning is through a series of shortcourses in local areas, under the county agent's supervision. This can best be accomplished in cooperation with other departments in the Cooperative Extension Service, or with other State and Federal agencies.

In 1969, for example, a conference for Georgia landowners interested in fish culture was conducted by the Extension wildlife specialist and the Extension community and resource development department. Conference proceedings were made available to all interested persons.

In 1970, the Georgia Game and Fish Commission held two shortcourses on catfish culture. Representatives from various agencies participated in the program, including an Extension farm management specialist. A series of shortcourses on shooting preserves is being planned by the Extension Veterinary department and the wildlife specialist.

Because each landowner is confronted with a different situation, teaching him how to plan is not an easy task. In most cases it is necessary for the county agent, and in some cases the wildlife specialist, to visit the farm and offer suggestions.

Once the landowner understands what is involved in the industry, and knows how he should start, he is on his way. But when he begins *executing* his plans, he often runs into unanticipated problems. These can usually be handled by the county agent, but sometimes the services of the wildlife specialist are required. Correspondence is often a useful tool in these situations.

The landowner *maintaining* an established enterprise is more dependent on Extension and other agencies than ever before. If he runs into problems he is unable to cope with, he turns to the county agent for help.

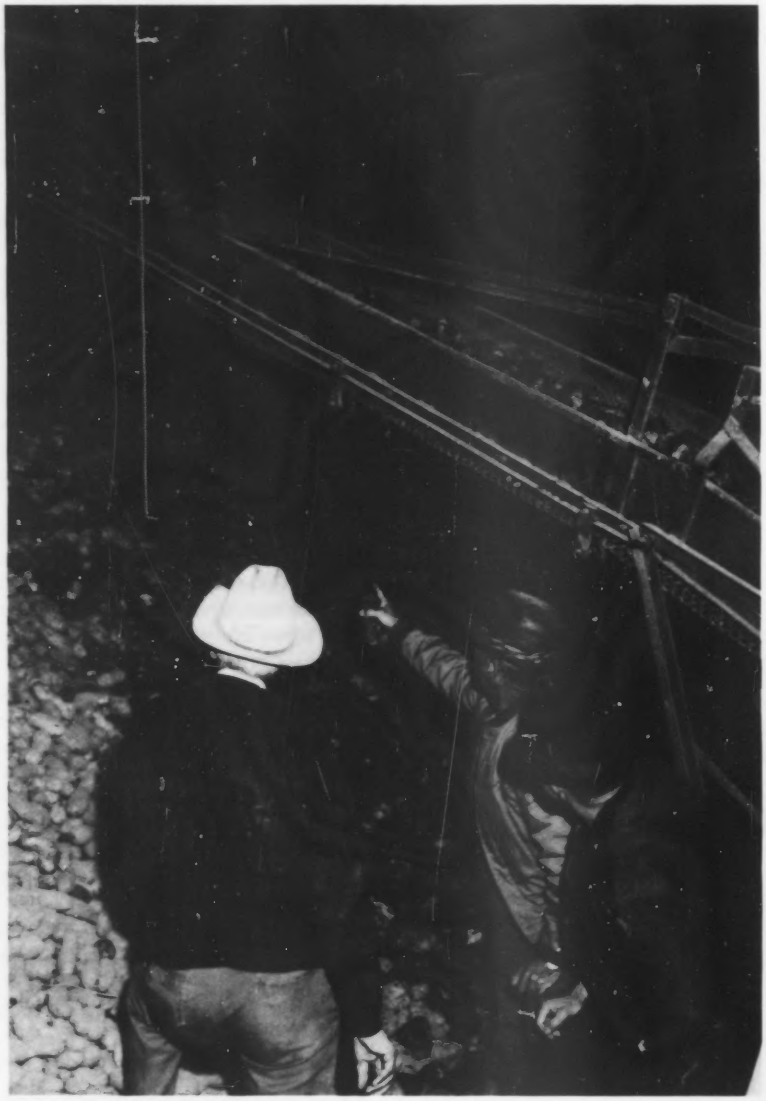
The problems often concern catfish, since Georgia ranks third in the Nation in catfish production. The county agent has a handy troubleshooting reference guide at his fingertips—the "Catfish Production Techniques Manual." It has a detailed table of contents for quick reference and a section for each phase of the industry. Quantities of these sections are available for distribution. When information is requested on one phase of the industry, the pertinent section is supplied; thus, publication costs are lowered.

The catfish farming industry is new, and techniques are changing rapidly. The manual is bound in a looseleaf notebook so that it can be easily and inexpensively kept up to date.

County agents also attend periodic training sessions. But their time is limited, so much new research information is simply mailed to them as it becomes available. This information is prepared in a form that can be distributed directly to their clients.

The Georgia Extension forestry department mails "Timely Tips on Timber and Wildlife" to the county agents quarterly. These tips remind landowners what they should do on certain dates, and are written so the agent can use them in the news media with little or no editing.

It takes time to guide landowners through the awareness, planning, and execution stages. Helping them efficiently maintain such a wide variety of enterprises is a challenge. But the millions of dollars they are earning from their wildlife operations make it all worthwhile. □



Visiting the Neibaurs' potato storage area are, left to right, Ira Neibaur; Jay Garner, area Extension potato specialist; and Sterling Schow, Power County Extension agricultural agent.

Extension proves a point

by
James L. Johnson
Agricultural Editor
University of Idaho

It all started with a letter—a letter asking for help. The end result more than equaled the most optimistic expectations anyone had.

The letter came to Sterling Schow, Power County (Idaho) Extension agricultural agent. In effect it said:

"We've expanded our farming operation by getting more land and more machinery and more labor. We've tried everything we know, and we can't grow more than 220 sacks of potatoes per acre. It just isn't paying off. What can you and your Extension Service do to help us? Look over our farming practices that we've listed in this letter. Then tell us what to do."

The letter came from Ira Neibaur & Sons, Inc., a farm operation located near American Falls. The letter pointed out the goals the operation would like to achieve: 350-400 sacks of potatoes per acre, grading 60-70 percent No. 1's quality.

This letter put into motion quite a string of events. Agent Schow contacted Dr. Richard E. Ohms, Extension State potato specialist, and Jay Garner, Extension area potato specialist. They in turn contacted other specialists and University of Idaho Experiment Station personnel who could help.

Planting rates and dates were worked out. Soil samples were taken and analyzed and fertilizer recommendations were prepared. An irrigation schedule was tied in with a computer program that would tell when and how much to water. Other cultural practices received close attention.

The information was funneled back to Schow, providing a good illustration of how the Extension Service system works. Garner and Schow then sat down with the Neibaurs and went over all the information. They developed a course of action, flexible enough to stand adjusting to fit the Neibaur situation as the potato season progressed.

"You might call it a package of practices," Garner points out. "Of course there are various combinations of practices that growers can put together in light of their own situation, so the set we made up for the Neibaurs might not be the best set of practices for someone else. As it turned out, we made several adjustments in the Neibaur program before we were through."

Garner kept in close contact as the season progressed, visiting the fields or talking with the Neibaurs on the telephone about once a week. If the program was to succeed, everything had to be kept as close to the schedule as possible.

Interest ran high at harvest time. Jay Garner, area potato specialist (right), and County Agent Sterling Schow (in dark hat) were on hand to see for themselves what the yield and quality looked like.

As it turned out, one of the Neibaur fields (Field A) kept pretty close to schedule all the way. The other two fields weren't quite as close.

About half way through harvest, Ira Neibaur told Garner and Schow, "Field A yielded 357.3 hundredweight sacks per acre of marketable potatoes. It looks like we're going to have to join the liar's club. Nobody is going to believe us."

The other fields yielded under 350 sacks per acre but still considerably higher than the Neibaurs had been getting and considerably higher than the 225 sack per acre average for Power County. Quality was equally good.

So where does the Extension Service go from here? Does this mean the only way farmers can be helped is by individualized help and attention? Not at all.

As Schow pointed out: "This should be considered a demonstration of what can happen when information that is already available is put into a complete program of action adapted to a particular farm. There's no magic formula, just strong need for a well-planned course of action, hard work, and careful attention to management practices."

Strong efforts were made to educate other potato farmers in the county and to make the information available to agents in other potato producing counties.

Schow reported that a full sectional meeting at the 24th annual Power County Farm and Home Institute was devoted to the Neibaur result demonstration. Both Jay Garner and Seth Neibaur appeared on the program.

Garner prepared a report that reviewed the program's development, the gathering of basic information, and the item-by-item development of the field program. Items such as fertility program, irrigation, and planting rates and dates were listed. For each, he explained the practice the Neibaurs had been following in prior years, the program recommended by Extension, and what was actually carried out in the field.

A copy of this report was sent to each agent in potato-producing counties of Idaho. Feedback indicates that they have used the information to advantage among their own clientele.

Schow reports he also has received feedback from growers in his own county. Many of them are taking a second, more critical, look at the practice of expanding operations by increasing the acreage devoted to potato production.

"It has been interesting to see and hear them talk about expansion from the standpoint of putting more land, machinery, seed, fertilizer, and labor into the enterprise," Schow reports.

A second go-around is underway with the Neibaur operation. They want to see whether they can do a better job and make the demonstration even more dramatic.

Schow reports that this back-to-back 2-year demonstration will make the results just that much more creditable. He plans to put out a check list for potato growers to follow in producing maximum yields in his area after this year's crop. □

Below, feedlot employees gain first-hand experience from a veterinarian during the afternoon session of a 1-day workshop.

Serving agriculture's 'big businesses'

by
L. M. Schake
Area Livestock Specialist
Texas Extension Service

A new dimension and challenge in Extension activities is emerging as some phases of agriculture evolve from small operations to multimillion dollar agribusiness ventures. A good example is the beef cattle commercial feedlot industry in the irrigated plains area of the Southwest.

Several Extension programs and activities have developed within the feedlot industry. These programs in themselves are not new, but their application to agribusiness has unique considerations, especially in shaping future Extension emphasis.

Any Extension program requires fresh, responsive, and dynamic leadership to fulfill its objective. These criteria are even more keenly appreciated by professional agribusinesses, since

A series of Extension-sponsored seminars for consulting nutritionists led to the formation of the Plains Nutrition Council. At left is a meeting of the group's executive board.

their leadership is most highly trained and competent. Some Extension programs are being reoriented to be most effective for these industries.

One of the major problems in working with large businesses is created by their size. A large commercial feedyard, for example, can easily be stratified into numerous levels of work and responsibility. No one Extension program would be equally effective for all employees.

So, in conjunction with industry leaders, I recently initiated a series of educational programs devoted to the various unique segments within the feedlot industry.

Feedlot employee workshops were established to train the personnel responsible for the health management of feedlot cattle. The 1-day workshops were held at three strategic locations within the Texas feedlot industry. Veterinarians, a feedlot manager, and an Extension Service animal nutrition specialist discussed diseases, medicants, nutrition, and management.

Topics were presented at morning sessions and afternoons were devoted to the study and discussion of actual case histories of disease-stricken cattle in local feedlots. This program was repeated on successive days at each location by the same team of speakers. Proceedings of the workshop were printed and distributed within the industry.

Several months after the workshop a questionnaire was circulated to the feedlot managers whose employees had participated. These questionnaires permitted them to evaulate the workshop by relating the subsequent performance of employees and suggesting possible ways of improving the workshop.

The managers' comments indicated that the workshops were successful and showed a need for similar training for office personnel, feed mill employees, truck drivers, yard foremen, and feedlot managers.

A 2-day training program for feedlot managers was established as a result. This program was presented by independent management consultants and was cosponsored by the Texas Cattle Feeders Association and a feed manufacturer. Topics included the management process, organization, communications, professional business leadership, and other related areas.

Professional consultants form another vital segment of the feedlot industry. Consulting nutritionists are a prime example. In order to enhance their effectiveness, the Extension Service invited all consulting nutritionists serving the Texas feedlot industry to a series of field seminars.

This led to the organization of the Plains Nutrition Council which currently has over 60 members. The group voted to hold six bimonthly seminars a year for the purpose of evaluating new research data, sponsoring guest speakers on specific industry problems, and exchanging ideas.

Similar potentials exist for consultants in engineering, waste disposal, animal health, marketing, finance, and human resources.

Two field research trials conducted in feedlots demonstrated the possible applications of four different methods of grain sorghum processing. This concept is a technical and refined extension of the result demonstration.

Each trial involved more than 400 head of cattle and was supervised and reported in Departmental Technical Reports by an area Extension specialist. Analyses included statistical interpretation of the data as well as estimates of cost involved for each method of grain processing.

Many individuals and commercial firms helped establish and conduct these field research trials. Each trial was first completely discussed and agreed upon by all parties and then outlined in a formal memorandum of agreement. The Departmental Technical Reports resulting from the trials were distributed throughout the industry. They also are effective teaching aids.

Opportunities for Extension Service specialists to work effectively with large commercial agricultural industries have all of the basic challenges of any other effective Extension Service program—plus many new avenues of approach. □

Volunteers raise hopes in York County

by
Margaret T. Walsh
Extension Home Economist
York County, Virginia

All families face problems from time to time. But most families can cope with them. They know where to go for help.

For some, however, lack of employment, lack of education, or family illness present problems over which they have no control. They lack transportation to take a sick or hurt child for medical aid. They have no financial resources to fall back on when the father becomes temporarily unemployed, often because seasonal employment is the only way of life he has ever known.

For about 100 York County, Virginia, families caught in this vicious, complex cycle, a ray of hope has appeared. For 2 years the York County Volunteer Association (YCVA) has been on hand, 24 hours a day, to help wherever and whenever a need has been recognized.

Three years ago a PTA Welfare Committee discovered three brothers in school who had not eaten in 3 days, due to the father's mortal illness and both parents' illiteracy. By helping this family, a small group of people became aware of the plight of others.

Out of this has grown the York County Volunteer Association, whose purpose is to help families help themselves, with no questions asked about the *whys* of the situation.

In the beginning the Association merely provided food for a hungry family, a mortgage or rent payment for an unemployed father, shoes so a child could go to school, or transportation to the Health Clinic for a mother.

But within weeks, it was obvious that even in relatively well-to-do York County, a sizable segment of the population was caught in tangled webs of insurmountable problems.

It was then that they asked Extension home economist Margaret Walsh for help. In the early months she spent countless hours meeting with the volunteers, often until the wee small hours. Her contribution was largely that of helping them identify existing resources and helping get publicity to encourage support from the community at large.

She interested the local governing body in YCVA projects, and they made funds available for her use in educational programs for disadvantaged families.

The need for more financial support led to establishment of the Bargain Box, a used clothing store. It is manned by volunteers 5 days a week and nets about $12,000 a year.

Gradually the calls for help increased. One of Extension's major roles has been to help the volunteers recognize that most problems of these families fall into certain categories—substandard housing, lack of public transportation, and unemployment and underemployment. Underlying it all was illiteracy and feelings of utter hopelessness.

Extension helped the volunteers bring together a group to explore the possibility of setting up a day care center. Since this was financially unfeasible, the idea for a biweekly educational program for disadvantaged mothers and children emerged.

In March 1968 the "Lackey Program" opened in a neighborhood church. Qualified volunteer teachers provided a kindergarten and a nursery school program for 75 children while Extension held homemaking classes for 15 mothers. Twice a week this was topped off with a hot lunch, and transportation was thrown in for good measure.

In the spring of 1969, when eligible children were enrolled in Head Start classes, the local school system sat up and took notice. Each child who had been in the "Lackey Program" was found to be 6 months to a year ahead of the other Head Start children in language and social skills.

After a quick evaluation, the school administration approached the volunteers with an offer of four classrooms, transportation from all points in the county, and the use of Head Start funds for the 1969-70 school year. The volunteers were to provide the teaching staff three mornings a week.

And Extension home economists, whose number had now increased to three, planned and coordinated the programs and activities for mothers. With this the Parent-Child Development Center came into being and has now completed a full year of operation.

Charles R. Perkins, Extension agent, resource development, has worked closely with the YCVA on solutions to families' economic problems. As a result, an "Outreach Office" is now open in Yorktown one morning a week, making representatives and services of the Virginia Employment Commission, OEO, and Virginia Department of Rehabilitation readily available. A York County Extension agent is also on hand to serve in a screening and referral capacity for all county governmental agencies.

Mrs. Walsh and W. O. Holland, Jr., agricultural Extension agent, have helped the YCVA explore solutions to housing problems. They have arranged meetings of the volunteers with representatives of the Farmers Home Administration, a local real estate agency, and some interested faculty members of the nearby College of William and Mary.

Two families have received FHA loans. And the YCVA is now preparing to purchase a large tract of land which will be developed into housing for low-income families. Extension's major role here has been in bringing together the resources of many agencies and groups to attack a problem of mutual interest.

Early in 1969 York County was designated as a pilot county in the Expanded Food and Nutrition Education Program, under the supervision of Mrs. Virginia Nance, Extension home economist. She supplements the YCVA programs by working closely with the disadvantaged families.

The volunteers help with followup counseling and educational programs. Mrs. Nance and the program technicians (aides) keep the volunteers informed of additional needs and progress of families they have helped.

The efforts of the volunteers brought attention to the fact that lack of cooperation and communication between agencies often made unnecessary problems. So Extension's next step was to lead the organization of the York County Inter-Agency Council, composed of representatives of all agencies and groups concerned with social services. This Council meets each month to coordinate agency efforts.

An additional indication of the scope of the Association's day-to-day activities is the list of its standing committees. They include:

A Transportation Committee on duty at all times to transport mothers and children to needed services.

A Clothing Bank Committee handles supplies of children's clothing.

A Food Bank Committee keeps a large supply of food on hand for anyone in need. Donations are from school children and church groups.

A Welfare Committee investigates, counsels, and provides help for a multitude of other needs—from paying a mortgage to arranging for health care to seeking Food Stamp applicants.

A Housing Committee to help families apply for loans, find rental property, deal with contractors, etc. Twenty high school boys have dismantled a "donated house." Other volunteers use the lumber and hardware to repair or rebuild substandard houses.

A Tutoring Committee of qualified teachers who teach reading and math to illiterates, school dropouts, and students who need more individual attention.

In the entire program, Extension has served as a catalyst—providing guidance, continuity, and cohesiveness. The inspiration, personal commitment, and vision of the individual volunteers, however, have given the program impetus.

To this group the word "impossible" does not exist. Who else, when faced with accepting a gift of 5,000 white uniforms if they could be moved "by this afternoon at 3:00," would immediately say, "We'll sell them for $1 apiece, and then we can buy that bus we need!" □

Above, a college student volunteer helps with the mothers' program at the Parent-Child Development Center. At right, a volunteer nurse cares for a child's skin condition at the Development Center, where children get regular medical and dental care.

Science of emergencies

"A Tornado Watch is now in effect for this area." Fifteen minutes later: "Tornado Warning! Take Cover."

Know the difference? And what to do about them? Not knowing could cost you your life.

Fortunately, 3,055 students in 28 Arkansas schools do know the difference, plus a lot of other things to be done in emergencies. Students in 16 counties learned what to do through a series of Science of Emergencies programs planned and presented by L. L. Phillips, 4-H rural civil defense agent. D. S. Lantrip, State 4-H agent, helped with preparation of the lessons.

The series of three 1-hour sessions features the Science of Tornadoes, Science of Radiation, and Science of Protection from Radiation. Students in the classes have ranged from elementary school to high school.

Here's what Phillips includes in each of the classroom presentations:

Science of Tornadoes: He begins with a brief introduction on the contents of the Science of Emergencies program and an overview of the three meetings. Two short films are presented. "Tornado" acquaints the students with the dangers of tornadoes and emphasizes precautions to be taken to reduce the death and damage toll. "Five Days of Betsy" tells the actual story of Hurricane Betsy, which struck several Gulf States.

He also demonstrates three ways to purify drinking water during certain disasters and gives an illustrated talk on preparing meals without cooking.

Science of Radiation: Miniature models of atoms acquaint students with the simplest of atoms and how radiation is given off. A film, "A Is for Atom," explains the structure of the atom, using an analogy to the solar system. It describes stable and unstable atoms and tells the story of the discovery of nuclear fission. It also reviews some of the many benefits of atomic radiation.

Another film, "About Fallout," uses both animated and live action to illustrate the basic nature of fallout radiation, its effects on the cells of the body, what it does to food and water, and how to guard against the danger of fallout radiation.

Phillips gets the students started on atomic-energized seed demonstrations, and leaves them workbooks to guide them in carrying out the experiments. He also demonstrates and exhibits a Geiger counter and other instruments for detecting radioactive materials.

Science of Protection From Radiation: For this session, Phillips presents

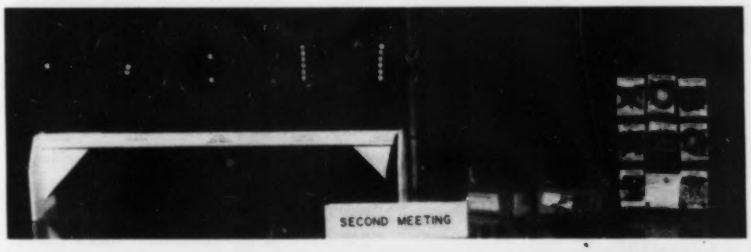
by
L. L. Phillips
4-H Agent, Rural Civil Defense
and
Richard D. Van Brackle
Assistant Extension Editor
University of Arkansas

a series of slides along with a model fallout shelter and a poster showing different types of shelters. Another series of slides shows the storing of food and water, emphasizing a 2-week stockpile of survival foods in the home or fallout shelter.

At the conclusion, he helps the students plan followup work, including the seed demonstrations and other involvement of teachers and students. Literature, workbooks, and seeds are left in the classroom.

The agent made the models he used for the series, but he called on many other sources for materials needed to supplement his presentations.

Posters and emergency handbooks came from the U.S. Atomic Energy Commission, Washington, D.C.; the U.S. Weather Bureau in Little Rock, Arkansas; and the Fourth Army Audio-Visual Support Center, Fort Sam Houston, Texas. He obtained slides from the U.S. Office of Civil Defense, Washington, D.C.



Above are the visuals and demonstration materials L. L. Phillips, 4-H rural civil defense agent, used in his Science of Emergencies classroom presentations. At left, Phillips demonstrates water purification to a group of students.

Other materials used included Geiger counter instruments from the Arkansas State Health Department; workbooks and atomic-energized seeds from Oak Ridge Atom Industries, Oak Ridge, Tennessee; and civil defense publications from the Arkansas Cooperative Extension Service and the U.S. Department of Agriculture.

Cooperation from schools has been excellent. Phillips approaches them through the county agents, who contact school officials to explain the program. The Science of Emergencies series is presented only through science classes, and the classroom science teachers are responsible for the followup activities.

Phillips does not test the students on the material he presents, although the teacher may choose to do so later. Two or more students at each school who have attended all three sessions volunteer to write a short evaluation of the program. These are sent to the county Extension agent, who forwards them to the State office.

How do the students react? One said, "I hope we can see more films and learn about tornadoes so we can be safe from weather disasters."

And another: "We enjoyed your program on Emergency Preparedness. We discussed these in Mr. Ferguson's science class. We were tested on this. We feel that we learned a lot about an important subject."

One high school teacher wrote: "Your program served as a review to our upper classmen, an interesting introduction to our seventh and eighth graders, and a very important part of our current study to the freshmen." □

Education for action on mental health problems

The Texas Agricultural Extension Service, because of its recognized educational leadership, has been chosen to guide the State in a mental health and mental retardation education program.

The program, which began about a year ago, has been developed through combined efforts of the Texas Department of Mental Health and Mental Retardation, the Texas Agricultural Extension Service, and local citizens' committees.

This pilot program reaches 42 counties in three geographic areas. This extensive educational effort by the Extension Service is part of a total program to enhance the services, treatment, and facilities for all Texans with mental health problems.

The Texas Department of Mental Health and Mental Retardation was given a mandate by the Texas legislature to provide MH/MR services within easy reach of every citizen.

In addition to its network of State hospitals for the mentally ill and State schools for the retarded, the department is accomplishing this task through the development of clinics, outreach centers, day care centers, vocational training, special education, and the like throughout all areas of the State. This requires the cooperation of many State agencies, organizations, and communities.

The Texas Department of Mental Health and Mental Retardation saw the need for a well-organized program of local awareness, education, and action—especially in rural areas—about the identification and solution of MH/MR problems.

Their recognition of Extension's educational leadership in virtually all of the State's 254 counties led to development of Extension's mental health and mental retardation program. An agreement was signed in 1969 between the two agencies.

Program objectives specified by the agreement are:

—to foster and enhance public awareness, interest, and concern for mental health and mental retardation in the sparsely populated areas of Texas,

—to inform the population of the mental health and mental retardation services available to meet their immediate needs,

—to educate the population in rural areas of the State on factors essential to improving the mental health status of the population,

—to develop recommendations and priority for the delivery of mental health and mental retardation services in specified counties through intensive studies conducted by the county program building committee,

—to stimulate community reaction necessary for combating mental illness and mental retardation at the local level.

Dr. Vernon L. Pellett and James O. Standley were employed as Extension mental health and mental retardation education specialists. Development of the educational programs was their responsibility.

Mental illness is the number one health problem in the United States. More than half of all hospital beds are occupied by mental patients. One out of 10 persons needs treatment for mental illness now, and one out of 12 will be hospitalized for mental illness in his lifetime.

More than half the people who visit a doctor with physical complaints have emotional problems that are partly or wholly responsible. Mental health is a factor in delinquency, divorce, alcoholism, drug abuse, and crime.

Mental retardation, although basically different from mental illness, touches the lives of everyone in a community. There are about 5.4 million retardates in the United States. An estimated three out of every 100 newborn babies are retarded. Fortunately, only 5 to 6 percent will need institutional care at any one time.

The mildly retarded account for 90 percent of the retardates and are capable of being educated within limits. Their development is slow, but with special education, special vocational training, and appropriate supervision they can work in competitive employment and live independent adult lives. This, of course, depends upon community resources to help families educate and train the retarded.

Responsible participation in group decisions is a basis of democratic theory and of the Extension philosophy of involving local people in determining Extension educational programs. So the MH/MR education program in Texas is being developed with the aid of subcommittees of the Extension county program building committees in each county.

Membership of county MH/MR education committees is determined on a geographical, organizational, and special interest basis. Representation comes from such groups as mental

by
Vernon L. Pellett
Mental Health and Mental Retardation Education Specialist
Texas Cooperative Extension Service

A regional coordinator for the Texas Department of Mental Health and Mental Retardation outlines educational program resources at a workshop in Kingsville.

health associations, associations for retarded children, community councils, church groups, home demonstration clubs, service and civic clubs, women's clubs, special education groups, members of the medical and nursing profession, and other health, welfare, or social service groups. Committee size varies from 5 to about 20.

Committee functions and responsibilities are similar to those of any other county planning committee. They study available background information and collect and interpret additional information as needed. They establish program objectives and annual goals, develop plans of action, and assume some responsibility for carrying out plans. Finally, the committee is responsible for evaluating and revising programs as needed.

County MH/MR educational committees are encouraged to study and interpret information such as population, income, cultural backgrounds, education levels, and service facilities. Other kinds of helpful information are projected number of retarded persons, projected number of persons needing psychiatric treatment, known cases receiving services in State and private schools, special education classes, day care centers, sheltered workshops, State hospitals, private hospitals, centers, clinics, and rehabilitation training.

The work of county MH/MR educational committees has resulted in a variety of educational programs and activities using numerous educational program resources. Individual, group, and mass media methods have been employed.

Individual methods primarily include home visits by some local resource person to families with mentally ill or retarded members.

Meetings, workshops, clinics, classes, and tours have been conducted with home demonstration clubs, 4-H Clubs, PTA's, school groups, service clubs, civic groups, professional groups, parents of retarded children, parents of young children, expectant mothers, and church groups.

Newspaper articles, radio programs, and printed bulletins and leaflets have been the primary mass media utilized.

In addition to involving people in educational activities and exposing them to mass media, Extension has created some action-oriented programs. Establishment of special education classes in schools, organizations for parents of retarded children, community outreach clinics, recreation programs for retarded children, and volunteer programs in State institutions have been inspired by the Extension MH/MR educational programs in some Texas counties.

Many aspects of the educational program for mental health and mental retardation can be integrated into ongoing Extension programs. Extension has, in fact, for many years been conducting educational programs that promote good mental health. Youth development programs, family life and home management programs, and economic production on the family farm all contribute to an improved environment for family living within the community.

The MH/MR program has demonstrated that Extension agents are capable, with a minimal amount of training and resource materials, to help local committees organize and develop effective educational programs in mental health and mental retardation.

Many Extension agents have worked with people on committees who have never been involved in the Extension program. Their programs have expanded to serve new clientele in great need. Extension agents and the county MH/MR education committees have found problems to be real and the need for education great. They have found that many people are concerned and willing to devote time and effort to this program.

Extension has the leadership ability and organizational knowledge to apply educational resources to the problems of mental health and mental retardation. The pilot program also has demonstrated that Extension can successfully coordinate educational work through contractual arrangements with service agencies of State government. □

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The people won

A major event at the 55th annual meeting of the National Association of County Agricultural Agents was the banquet honoring the winners in the Public Information Awards Program.

The accomplishments of those receiving awards are outstanding. They were the best, and they deserved the honor and recognition. But this writer holds a strong suspicion that those so honored weren't the real winners. The real winners in this effort are the people who are fortunate enough to have these men giving leadership to Extension educational programs in their counties.

After all, the basic nature of Extension work always has been and always will be effective communications. Our product is providing knowledge on how to make a better living and how to live better. This requires a broad knowledge base on the part of those on the firing line—the county agents. They must have the knowledge themselves or they must know how to get it.

But regardless of how much knowledge they and other knowledge sources available to them have, the knowledge is of questionable value until it is transmitted in usable form to those who can use it.

Knowledge must be communicated in a way that makes it believable. It must offer practical solutions to problems or suggest opportunities for making a better living and living better. It must be feasible—something a person or family can do within the limitation of resources available. Last, it must provide motivation by emphasizing the rewards of suggested action.

These are the characteristics that communications skills add to scientific and technical knowledge to get it applied. Communications skills help us make our product attractive, palatable, and desirable. County agents who possess superior skills in communications are able to initiate new and innovative programs with a minimum of false starts and see them through to a successful conclusion. The people whose agents provide this kind of leadership really are the winners.

And this writer also strongly suspects that the greatest reward to the agents honored is not the certificate and cash award, but the satisfaction of seeing the progress and advancement people make as a result of their efforts.—WJW

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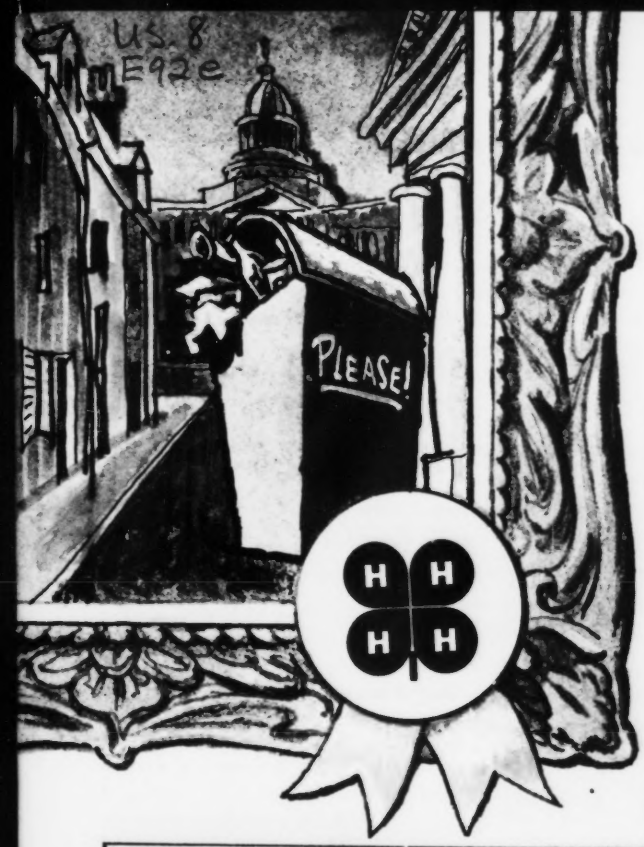
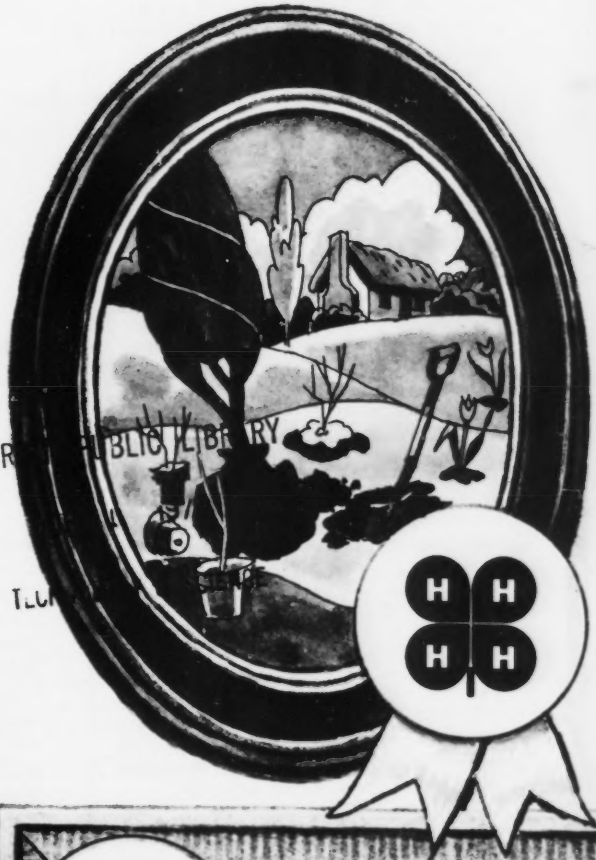
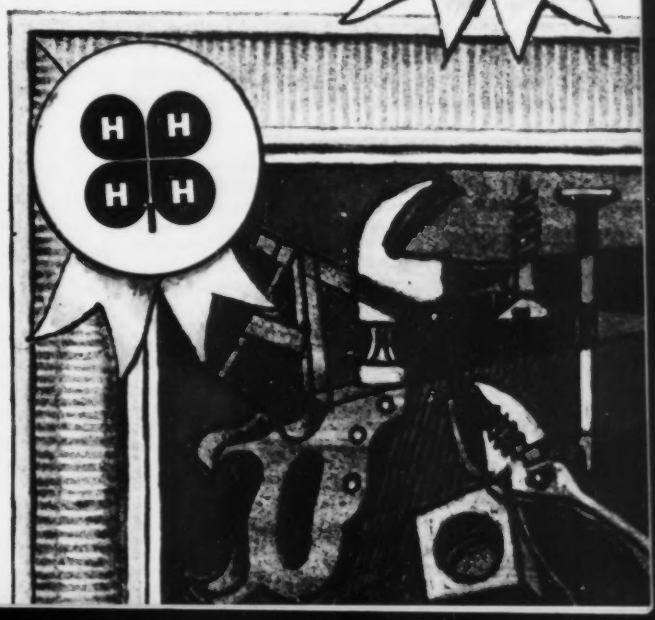
EXTENSION SERVICE
REVIEW
U.S. DEPARTMENT OF AGRICULTURE * OCTOBER 1970







4-H Beautification Award
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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.

CLIFFORD M. HARDIN
Secretary of Agriculture

EDWIN L. KIRBY, *Administrator*
Extension Service

Prepared in
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EXTENSION SERVICE
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4-H beautification award

Long before environmental quality became a number one issue, 4-H'ers everywhere were not only concerned about it, but *doing* something about it. Their 4-H experiences have helped them recognize community improvement needs and have taught them how to organize to achieve these improvements. 4-H'ers, for years, have been conducting anti-litter campaigns, planting trees and flowers, cleaning up parks and roadsides, beautifying school, church, and community center grounds—enthusiastically working on the things they felt would make them prouder of their communities.

And their efforts have not gone unnoticed. Their individual accomplishments have been publicized and recognized at all levels, local to national. At the annual meeting of the Keep America Beautiful organization next month in New York City, the total 4-H organization will be recognized for its continuing contributions to beautification and litter control.

Keep America Beautiful, Inc., is a nationwide leader in beautification and litter control efforts, providing valuable backup support and coordination for government, private, and business activities in this field. At its "Salute to Youth" luncheon, Keep America Beautiful will thank 4-H and nine other national youth organizations for their help in improving environmental quality.

Every 4-H'er who has helped make even one little spot more beautiful should feel very much included in this national recognition. It is the small individual contributions of 4-H'ers across the country that have made the national organization deserving of such an award. —MAW

by
Fletcher Sweet
Associate Extension Editor
University of Tennessee

Q & A radio format gets response

Can you imagine an Extension radio program that makes everyone concerned happy?

Would you double the time of your show if you had been on a 15-minute show once a week for years?

Both questions pose some "I don't know, but . . . " problems. Mrs. Wileva Mullins, veteran of 15 years as home agent in Benton County, Tennessee, didn't find the obstacles insurmountable. She doubled her time on the air; and she is keeping everybody happy. She spends the extra 15 minutes answering questions which listeners phone in.

"I'm glad now that we doubled the time of the show," she says. "At first I thought I couldn't do it. But it offers so many more possibilities for Extension teaching, for reaching large numbers of people in a short time, and for enlisting more and more people in making use of Extension information."

The station manager, Ron Cole, is happy: "We talked over a question-and-answer type of program. The home agent was a bit doubtful that she could make a go of it, but she was willing to try. We think it is an excellent part of our programing."

Cole even fills in for Mrs. Mullins when she cannot do the show. He doesn't answer the questions on home economics, but he takes the calls and talks with the callers.

"Feedback indicates that a lot more people are listening than just homemakers," Mrs. Mullins said. "I've had comments from dentists, druggists, farmers—just about all segments of our rural and small town audiences. Their comments are very flattering."

And how does this kind of show do Extension teaching?

This is the team that conducts Extension's 30-minute question-and-answer show. WFWL station engineer Charlie Baylor receives calls, and signals Extension Home Economist Mrs. Wileva Mullins when the calls are for her. The phone beside the mike lets her talk with callers on the air.

"I had been doing a 15-minute show of the usual kind," the home agent explained, "giving information tied to local names and developments, announcing meeting dates, reporting on Extension activities.

"Then when the station manager asked about my taking 15 more minutes, I was surprised, and fearful at first. We decided to try the phoned-in question technique. The caller and I can talk right on the air. Our first show went on without previous build-up, and I was surprised to have 12 calls immediately. Seven more calls were waiting for me when I returned to the office."

The home agent invites resource person guests to help with her Extension program priority objectives. For example, when she was pushing better health practices for young homemakers, she was backed up by a public health nurse and a local doctor, who fielded the health questions.

And here's the kind of thing the women just love:

One woman called in response to a word about stain removal. She wanted to know how to remove coffee stains from her glass percolator bowl.

"I'm sorry, I can't give you an answer right now on that," the home agent said. "But I know that some of our listeners have the answer. Would someone give us the answer?"

Immediately, she had five calls on coffee stain removal. The women who rushed to her aid with information must have beamed when they heard their solutions given and their names mentioned on the air.

The possibilities for Extension teaching are almost unlimited. All that's needed is a resourceful agent, and a radio station such as Benton County's WFWL, that is willing to try a different kind of show. The public will do the rest. □

County Extension Director Paul Crews, left, points out some of the good qualities of three offspring of animals awarded through the county's swine improvement program. Their sire and dam came from leading corn belt swine producers.

Variations on a theme

. . . better swine for Suwannee

by
Paul Crews
County Extension Director
Suwannee County, Florida

A 5-year program to upgrade the livestock in Suwannee County, Florida, has had far-reaching effects. Eventually, it should bring economic benefits of over $4 million to the county.

It's an idea that has met with marked success and one that other rural counties might want to consider. The basic plan is to distribute top quality breeding stock among the county's swine producers, thereby improving the swine industry. Each recipient must put two of his best gilts back into the program each year. As a result, the number given away doubles. In the meantime, a swine population explosion is taking place.

The Agricultural Committee of the Suwannee County Chamber of Commerce started the program in 1963 to counteract the effects of a cut in the county's tobacco allotment. Acreage of tobacco, long the chief source of income in the region, had been severely reduced since 1960. Something had to be developed to take tobacco's place in the economy. What would it be?

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by
Nevyle Shackelford
Extension Information Specialist
University of Kentucky

. . . more milk for needy families

Families are so fond of the young cows they get through the heifer chain that they treat them almost like children. The young man above is hand feeding the holstein which is producing milk for his family.

County Agent Bill Francis' heifer chain project in economically-depressed Knott County, Kentucky, cannot be considered unique, since it is somewhat like the traditional 4-H pig chain. This attempt to help poor families fare better at the table is, however, a bit unusual.

It all started about a year ago. Casting about for programs that might have long range benefits for low-income families, Francis hit upon the idea of providing them with cows—and, therefore, a more nutritious diet.

He mentioned the idea to a religious group in Ohio that is noted for its concern for the good welfare of less fortunate people. To his delight, the organization, largely made up of farmers, not only thought it worthwhile, but also agreed to sponsor the project and donate 15 bred yearling holstein heifers to it.

The heifer chain, like the pig chain, is a simple project. The 15 young cows were placed with certain preselected families with the understanding that the first heifer calf dropped by each cow would be raised for a year and then turned over for breeding and placing with other needy families. If the first calf was a bull, the family could sell it, slaughter it for beef, or otherwise dispose of it as they wished.

To qualify to receive a heifer, Francis said, the low-income families had to have five or more small children at home. They were required to have, or provide, adequate shelter for the animals, some pasture, and at least a half acre of corn.

The "five children" requirement was met easily. The county agent's records show that the participating families have from seven to twenty-two children at home—the average is nine.

This self-perpetuating project has been a satisfying success during the short time it has been in progress. The families are so proud of their "milk cows" that they pamper them and treat them almost like children.

Some of the families are getting more milk than they can use. By selling the surplus, they receive more than enough money to pay the cow's feed bill. The cows are contributing to the nutrition of more than 240 people, and there is a waiting list for the young heifer calves when they become available.

Participants in the program are high in their praise of it. Some say that it is one of the few "poverty programs" that has ever really helped them, except temporarily.

The program, according to Francis, has two objectives. It was designed primarily to provide needy families with a better diet and an opportunity to help themselves. There was also the hope that it would introduce a better strain of livestock into the county. Both objectives seem to have been met already.

County Agent Bill Francis' heifer chain may not be exactly new, but because of it many needy children are drinking more milk. And the milk the families are getting is not a handout, but something which they helped to produce. To a proud but poor people, this means a lot. □

These two articles describe different approaches to a basic program. In Florida, the goal was better swine herds; in Kentucky it was primarily better nutrition. Both agents found this a good way to provide maximum assistance with minimum resources and a high degree of citizen involvement.

by
George Bowers
Agricultural Extension Agent
Clay County, North Carolina

Extension helps poultry industry grow

"If Clay County farmers can be said to place more dependence upon one particular enterprise than upon another, it would be poultry . . . estimates based upon a recent survey made in the county are that poultry will have brought more than $150,000 in cash to Clay County farmers."

This is a quote from the 1941 annual report written by the Clay County, North Carolina, Extension staff. That $150,000 may have seemed big in 1941—but by 1969 the annual income from poultry in the county had risen to $4,340,100.

In the 1941 report, the Extension staff indicated that they had been emphasizing poultry production in their educational programs for 3 or 4 years. Extension has continued to be an important factor in the growth of the county's poultry business.

Here are some of the ways Extension has contributed to this outstanding growth in the county's economy.

During 1942, Clay County was just

Extension Agent George Bowers, above left, helps Hayes Gibson check the automatic equipment in his modern poultry house. He has a cage operation with automatic feeding, egg collection, and manure removal. At left, Bowers checks eggs at the J. S. Guest farm, which has narrow cage houses. Guest does feeding with a battery powered feed cart.

getting started in the poultry business. Producers received Extension's assistance in problems of feeding, housing, culling, and disease and parasite control.

According to the 1942 annual report, practically all farm families received some timely information from Extension agents about the feeding and general management of farm flocks.

For the next several years, poultry and egg production continued to constitute an important part of Extension's program for increasing farm income. Then, in 1948, the long range Extension program for Clay County farmers included poultry as one of the enterprises to receive major emphasis.

Hatching eggs for broilers were the primary source of poultry income for the county from the beginning, and county agents' educational work played an important role in getting the enterprise on its feet. From Clay County, the hatching egg business has spread throughout western North Carolina.

Three or four years ago, however, the hatching egg industry began having troubles. This placed some new educational responsibilities on Extension.

Some of the hatching operations began moving out of Clay County and locating in areas nearer the broiler grow-out and processing operations. Competition was keen, and growers felt they could cut costs by moving their breeder flocks nearer the markets.

For the hatching egg operations which remain, Extension agents have been putting more emphasis on the importance of modern poultry housing. An Extension agricultural engineer from North Carolina State University conducted training sessions for agents and also assisted with producer meetings. Industry personnel participated in some of the meetings.

With the decline in the hatching egg business, one of Extension's most important tasks was to help poultrymen find some alternatives. Most promising was commercial egg production. This seemed like a good potential, since the county had several empty poultry houses which could be adapted to this use.

Extension helped organize a county-wide meeting of poultrymen and businessmen to discuss the local potential for commercial egg production.

Many of the poultrymen in the county felt that a local egg grading, packing, and marketing outlet was needed for commercial egg production to grow. They named five representatives to a committee to study the opportunities. The committee decided that a local cooperative marketing outlet was the best way to market the eggs. They have appointed a board of directors, gathered supporting information, and are now seeking sources of financing.

Despite the lack of a cooperative marketing outlet, commercial egg production has grown in Clay County during the last few years. Several poultrymen who once produced hatching eggs have put cages in their conventional houses and are producing commercial eggs.

The $4,340,100 income from poultry in 1969 represents 75 percent of the county's total farm income. Cooperation between Extension, producers, and agribusinesses in Clay County has done much to help poultry maintain its position of importance in the county's economy. □

Mrs. Etta Webster, above, talks to a classroom full of eager learners at the 4-H summer program sponsored by the East Baton Rouge Extension office. She is one of several professional Extension aides who helped teach the weeklong sessions.

The 4-H summer program offered several forms of arts and crafts. Below, professional Extension aide Kathleen Riley shows some of the older youth how to work with clay and colors.

Summer learning in Louisiana

by
Phillip H. Massey
Associate Specialist (Editorial)
Louisiana Extension Service

It had elements of Sesame Street and Captain Kangaroo, but it was much broader than a 27-inch television screen.

That's one way of describing Louisiana's highly successful 1970 4-H Summer Education and Recreation Program. The parish office of the Louisiana Cooperative Extension Service sponsored the program at four schools in East Baton Rouge.

Children ages 6 to 11 from low-income families flocked to the weeklong summer programs in numbers which increased as each week progressed

Extension's summer youth venture was a meaningful educational and recreational experience. It reached the youth at an age when much of life's basic information is absorbed and permanent living patterns are established.

In the past, low-income 4-H'ers in Louisiana have brought about changes for the better in the quality of rural and urban home life. It was Extension's success in reaching adults through youth which prompted the 4-H summer program in East Baton Rouge.

Each week's program started on a Monday morning with the Pledge of Allegiance to the flag. It concluded on Friday with the awarding of diplomas. But a whole lot of things happened in between.

The brainchild of Associate County Agent George Simoneaux, 4-H Club agent for East Baton Rouge, the pro-

The youngsters were fed two snacks and a lunch each day. Below, Mrs. Marion Walker, associate Extension home economist (center) discusses an upcoming meal with the lunchroom supervisor (left), and an Extension nutrition aide.

gram provided youngsters with something constructive to do in idle vacation days. 4-H boys and girls from various areas of the parish constituted a segment of the enrollees. Many more of their friends made up the bulk of those in attendance.

Programs began at 9 each morning. Four groups of youngsters were taught in separate sessions the basics of nutrition, grooming and hygiene, and citizenship, and were given an opportunity to express themselves in arts and crafts.

Like TV's Sesame Street and Captain Kangaroo, the 4-H summer program tried to create within each youngster an awareness and appreciation of values expected of social beings in our society. They learned, for instance, that politeness and patriotism are still very "in" qualities.

In addition to attending classes, the youths received lunch at noon and snacks each morning and afternoon.

While the boys and girls learned principles of nutrition, good grooming, citizenship and other facts, Extension's adult nutrition aides got practical experience in food preparation by helping prepare the snacks and meals for the youths.

Mrs. Ruby Mire, Extension home economist, has overseen the operation of the East Baton Rouge Special Nutrition Program since its beginning a year and a half ago. Supervision of the 4-H summer program was in the hands of Associate County Agent James L. Perkins. He was assisted by Mrs. Marion D. Walker, associate Extension home economist.

Four professional Extension aides, all college graduates, carried the teaching load of the summer session.

Class topics included such elements of citizenship as histories of the U.S. and Louisiana flags, and the history of Louisiana and its agricultural and industrial wealth. Each day began with a general assembly where the youngsters pledged allegiance to the flag and sang patriotic songs.

Handicrafts classes featured artistic creations made with inexpensive household items. In addition to keeping the boys and girls busy, the crafts helped them expand on their innate creativity. They worked with woodburning materials, styrofoam, clay, and other media.

One teacher emphasized the elements of good nutrition, the basic food groups, and how a balanced diet contributes to everyday effectiveness as a physical being.

Good grooming instruction included care of hair and the making of homemade shampoos, deodorants, and other items essential to good health and a neat appearance.

The staff also assisted in supervised recreation each afternoon.

Special resource persons from the Baton Rouge area lectured at the four schools. These included Olympic hurdles champion, Willie Davenport, formerly with Southern University and now with the Mayor-President's Council on Youth Opportunity; Mrs. Georgia Sanders, State Extension program specialist; local dentists; and representatives of the Soil Conservation Service, East Baton Rouge sheriff's office, Louisiana Wildlife and Fisheries Commission, and the State Department of Health.

The proof of the program's value, however, is best expressed by the children. Certainly the enthusiasm is encouraging. The quota of participants at Arlington School was 40, but by week's end 70 were coming daily; the program at Port Hudson Elementary opened with 56 youths and closed a week later with 78; and the same trend was repeated at Northwestern High and Ryan Elementary.

Two youngsters from each of four age groups met with instructors and supervisors at the end of each week to tell what they thought of the program. The almost unanimous opinion has been, "It just doesn't last long enough."

"Not a world of change can be brought about with just a week of learning," says program supervisor Perkins, "but it's a start." □

This Montgomery County, Virginia, program won a national award from Keep America Beautiful, Inc., in 1969, and also the 1970 Keep Virginia Beautiful "Sweepstakes Award."

Remove ugliness—add beauty

by
J. C. Garrett
Community Landscape Improvement Specialist
and
Mrs. Virginia B. Shriver
Special Assignment Writer
Virginia Polytechnic Institute

"Remove Ugliness and Add Beauty" is a slogan that's catching on throughout the State of Virginia. It was originated by the Montgomery County Improvement Council (MCIC), which has won State and national recognition for its work in litter control and beautification.

The Improvement Council has several educational objectives, but its primary role is that of teacher—striving to teach the advantages of cooperative effort between groups and the value of organized projected planning. It also tries to inspire the people of Montgomery County to have a greater appreciation for pleasing surroundings, both natural and developed.

The MCIC, formed in 1966, is composed of individuals and representatives of adult and youth groups throughout the county. Groups represented include civic organizations, garden clubs, 4-H Clubs, Boy Scout and Girl Scout troops, and others. The Council is encouraged by the county planning commission, Extension agents, and the Montgomery County Board of Supervisors.

The Council works with the county government and planning commission on environmental improvements and makes suggestions to them. All government agencies, associations, and similar groups are considered resource outlets.

This includes the county's Extension agents, designated Extension specialists, the board of supervisors, the county planning commission, the Public Service Authority, town managers, Virginia Department of Highways, Virginia Department of Health, the superintendent of the county schools, the county sheriff, the commonwealth attorney, and a U.S. Forest Service ranger.

The MCIC efforts that have earned them two awards began in late 1968 when area chairmen and community and group representatives were chosen and received orientation training. A special campaign to "Remove Ugliness and Add Beauty" was conducted the next May. It spurred public awareness of the need for litter removal and general cleanup and beautification activities.

The Virginia Cooperative Extension Service helped with program planning, presented educational programs, and distributed informational materials before and during the campaigns.

Extension agents in Montgomery County took the lead in helping convert local requests for special services, such as landscape improvement of public areas, to overall community improvement activities. This also helped to orient a new clientele to the Extension educational processes.

Pre-program conferences held by the county Extension staff and area program leaders and specialists were essential for starting and implementing the program. Brainstorming sessions were used effectively to involve a cross-section of the public in recognizing local problems and some of the possible solutions. The local Extension office served as the contact center.

Orientation sessions included panel discussions, question and answer periods, and other activities involving the resource people. Special training sessions, such as landscape clinics and information team training, helped take care of individual needs while involving more people in the overall program. New leaders frequently emerged from such sessions.

The litter-prevention campaign kickoff featured a proclamation signed by the chairman of the county board of supervisors and mayors in the county. A slide program, "Appreciating Our Surroundings," emphasized awareness of the need for improving areas.

Newspapers, radio, and other media throughout the county publicized campaign activities before, during, and after the campaign.

Leaders in the Montgomery County cleanup campaign, below, watch junk car bodies being loaded to be smashed and sold for scrap. At right, 4-H'ers participate in the spring "Remove Ugliness" campaign.

Extension home demonstration clubs and other groups located areas needing cleaning and improving. They also informed contractors, builders, and building owners of the county litter ordinance and asked their cooperation. They commended businesses and industries making efforts to control litter and improve their premises.

Local merchants were kept informed about campaign plans and activities. Several of them supplied shopping bags for litter collection or trucks to take litter to the landfills.

County youth representatives helped plan projects. Youth organizations, especially the 4-H Clubs and Boy Scouts, were active in distributing litter bags and collecting litter in parks, recreation areas, and along roadsides.

All schools in the area participated in the litter-prevention efforts. Students at the Blacksburg High School, for example, collected three truckloads of trash and relocated the litter receptacles on the school grounds. The principal commented that the project helped develop "good mental attitudes about litter problems."

During the campaign, the State highway department spent $10,000 to clean up highways and roadsides in the county and $2,250 to screen an automobile graveyard. The department also provided maps showing the location of landfills.

A countywide tour in June to view achievements was followed by preliminary planning sessions for a similar campaign in October. The fall campaign also was successful in cleaning up eyesores and making people more aware of their surroundings.

A significant improvement in cooperation between county and town governments resulted from the council's efforts to beautify the county. Other achievements were a growing recognition of the litter problem and of the need for laws and concerted community action to control litter and other contributors to community ugliness. The county board of supervisors publicly commended the council for the public services rendered.

The board of supervisors passed two ordinances in November which were supported by the Council—one taxing and regulating automobile graveyards and the other prohibiting inoperative automobiles on residential property in the county.

The Montgomery County Council attributes its success, in part, to some guidelines it has developed through experience. Local groups are urged to build improvement efforts around sound objectives based on the needs and wishes of the majority of the people in the community.

Council membership consists solely of lay citizens representing local organizations and concerned individuals. Representatives of government agencies, local government, and other similar professions are designated as resource people.

By establishing long-term and short-term objectives based on local needs, the calendar of supporting activities can be planned at least a year ahead. Clean-up campaigns, for example, are considered program activities. Advanced planning helps extensively in the greater involvement of people, better publicity, and more efficient use and assured availability of the time of lay and professional workers.

Partly because of the efforts of the Council, Montgomery County has been a pace setter in the statewide community improvement education program sponsored by the Cooperative Extension Service. The "Remove Ugliness and Add Beauty" campaign represents a major activity in fulfilling the basic program objectives for a better environment. □

by
Arland R. Meade
Head, Agricultural Publications
University of Connecticut

Extension sparks broad involvement

Council studies family's role

Would you believe that people were throwing their weight around to get a reservation at an all-day meeting of a council on the family—and not making it? And that people came to the meeting place with the $7.50 registration and lunch fee in hand hoping for "no shows" among the 300 who had reservations?

It happened in Connecticut.

Why? Was the topic so hot? The promotion so great? The lunch so superb? The speakers so irresistible?

All these aspects contributed, but the story behind the event is what is worth telling. Only in part is it a Cooperative Extension story, but that part is significant. It's a story of individuals and what they accomplished—individuals with deep concern, strong initiatives, and ability to think and act big.

Let's start with Dr. Eleanore Luckey, head of the department of child development and family relations, and not on the Extension staff. Through Dr. Luckey's initiative, an informal council was formed in 1966.

The group was named Connecticut Council on the Family. They benefited from Dr. Luckey's experience as an officer in family relations councils in Minnesota and Iowa and a tristate group involving Connecticut. Her drive and devotion to this cause were important, too.

The Council—and especially Dr. Luckey—provided leadership for twice-a-year forum type conferences. The conferences were self-sufficient financially, dedicated to the family, and vital in bringing together those who worked, however broadly, in the famuly relations field.

Some felt, however, that individuals carried their own specialties away from the meetings as well as to them; that forum meetings, however educational, were not geared to provide followup.

Extension participants—no doubt influenced by Extension's previous organizational successes—pushed for more organization and more Extension involvement.

Paul Nuttall, Extension human relations specialist, was elected to the Council's planning committee. He said to Extension administration, "We should work more with people and organizations outside Extension when they have the same goals we do. By supporting an enlarged statewide family council, we can serve an Extension purpose."

He, along with Anne Holloway, coordinator of special Extension programs, got the go-ahead. They brought more Extension individuals into the activities.

The November 1968 Council session was a workshop sponsored jointly by Extension and the Connecticut Council on the Family. Extension's widespread people-involvement boosted attendance. And the group decided to organize into a formal council.

At that time Nuttall and Holloway were on the eight-person steering committee, which also included highly placed officials of the Archdiocese of Hartford; the Family Relations Division, Superior Court of Connecticut; State Parent-Teacher Association; University of Bridgeport; and the State Department of Health. The broad involvement in the "movement" was evident.

At the May 1969 session, the cooperators completed the formal organization of the Connecticut Council on the Family. The Hartford Courant stated:

"The newly-formed organization, cosponsored by the Cooperative Extension Service of the University of Connecticut, seeks to clarify the role of the family in a changing society. Recognizing the family as the basic unit in our society, members hope to meet the needs of Connecticut families by functioning as a planning body, educational forum, and resource facility."

A giant in solving problems of organization was William N. MacKay, executive secretary, Greater Hartford Community Council. He provided organizational and legal knowledge and was the prime writer of the constitution.

The Council elected as chairman John P. Conlin, director, Family Relations Division, Superior Court of Connecticut; as secretary, Anne Holloway; and as a member of the executive board, Paul Nuttall. Dr. Frederick Humphrey, associate professor of child development and family relations, University of Connecticut, became program chairman.

Attendance in May was high, but in November it was sensational. Extension experience, expertise, staff support, and the right topic made the big difference.

As Anne Holloway puts it: "Extension people are immersed in the nature of long range planning, the importance of involving people in learning situations, and the many chores needed before successful meetings."

All newspapers and radio stations in the State got announcements and promotional articles from the Department of Agricultural Publications. These helped to build "climate," and supported the many other preparation activities:

—Council members contacted concerned individuals and organizations,

—Council members distributed announcement fliers and encouraged organizations to send representatives,

—County Extension home economists pitched in to involve prospects, including their county advisory councils,

—Extension helped the new council to involve a wide range of people in the program, making Extension education, as well as the work of the council, more effective,

—Extension helped the council deal with current crucial problems of the family.

What really happened in this "sellout" meeting mentioned in the beginning?

At a large centrally-located restaurant, places were reserved for 150. Reservations poured in until no more spaces were available. Attendance mushroomed to 330. And many were turned away.

Anne Holloway felt a critical need to include representatives of the disadvantaged. She arranged for "scholarships" from several organizations.

The Extension Service designated the session as a training experience for nutrition aides, and many attended; so did some urban program aides. Some municipalities sent staff and paid their fees.

The theme of the November session was "The Black Family: Nexus of the Black Community." Leading the program were 17 outstanding professionals from the black community. An important point brought out during the meeting was that the black participants felt too many white professionals have little knowledge of or sensitivity to the black family.

Nuttall, Anne Holloway, and Doris Lane, assistant director of home economics Extension, compiled some reasons Extension was able to contribute so much to the turn-away attendance. They believe these factors can and should be brought to bear on other cooperative ventures.

Extension is accustomed to:

—Thinking big and, more important, trying big,

—Realizing that long planning and plenty of legwork are necessary for success,

—Working with problems in depth, including the involvement of all concerned,

—Understanding interdisciplinary approaches,

—Putting resources into a worthwhile operation, with no intent to dominate it,

—Using educational inputs and selection of relevant topics,

—Seeking dynamic speaker-leaders from outside Extension from any part of the country.

The Extension Service has the advantages of:

—Organizational know-how through experience,

—Statewide contacts and staff that can move statewide,

—Back-up support through professional press and publications staff,

—County staffs with contacts and know-how.

The future looks bright for a viable Connecticut Council on the Family—independent, self-supporting, moving. It needs no cosponsors, for it enjoys a membership that can draw informal support from many organizations. The conspicuous Extension efforts during 1968 and 1969 served their purposes and have become history. □

Discussion group leaders, above, summarize into a microphone some of the points raised during the May meeting of the Council on the Family. At left, members of a Spanish-speaking discussion group listen intently.

by
Sherman P. Lubotsky
Financial Management Agent
Wisconsin Extension Service

Helping welfare families buy homes

How can families on welfare buy their own homes? They can do it in Milwaukee, if they know the procedure to follow.

Like many other areas in the United States, Milwaukee is faced with an extreme shortage of housing. Few new units are being built. Rentals are scarce. Landlords dislike renting to large families, especially if they are poor, of a minority group, and have only one parent.

Since renting is not feasible for these families, they must turn to home ownership as the answer to their housing needs.

The Milwaukee County Department of Public Welfare is helping families get financial aid to purchase homes. The University of Wisconsin Extension Service has teamed together with them to offer the families a weekly Home Buying Clinic and to train inspectors who can insure that they are getting good buys.

Because of large families' problems, the Welfare Department limits the home ownership program to families of five or more.

More than 650 welfare families have purchased homes under this housing program. Buyers receive interest payment subsidies provided under Section 235 of the National Housing Act of 1968. The buyer pays as little as 1 percent interest on the mortgage, and the Federal Housing Administration pays up to 7 1/2 percent of the FHA-insured mortgage.

A family of six receiving an $89 rental grant can purchase a home costing between $12,000 and $13,000.

All home buyers receiving financial aid must have the approval of Kenneth Payne, housing coordinator for the Milwaukee County Welfare Department. And he asks all buyers to attend the Extension Home Buying Clinic. Attendance is voluntary, but all families are urged to go.

The Home Buying Clinic provides the home buyer with information on:

—the advantages and disadvantages of home ownership,

—the cost of owning,

—government programs helping low-income families to buy and rent homes,

—organizations which will donate the $200 required for the minimum down-payment,

—how to find the best house,

—how to determine what it is worth,

—how to inspect and buy a house,

—how to protect yourselves legally and financially when buying a house.

A staff of housing inspectors trained by University Extension inspect all welfare recipients' houses before they sign the mortgage. The inspectors make sure the house meets the family's needs and is in good condition.

Without the education provided by the Home Buying Clinic, the welfare families could become the victims of aggressive and unscrupulous real estate sellers.

Armed with facts, information, and check lists, the welfare families have avoided problems. They have been purchasing the best homes in the best neighborhoods that their money will allow.

University Extension has helped to make this possible. □

Sherman P. Lubotsky, financial management agent, introduces a clinic session covering important facts about the home buying process.

. . . better swine for Suwannee

continued from page 4

Suwannee County agricultural leaders, led by County Extension Director Paul Crews, took careful stock of the county's assets. They decided to put its best resources to work.

Because of a rural development project providing for the use of Dolomite limestone, farmers were producing grain more profitably. The limestone is a good land builder that helps get the maximum benefit of fertilizer and increases corn yields.

With the county producing grain so bountifully, Crews and his agricultural leaders decided it would make good sense to promote livestock production. They hit upon the idea of encouraging the production of more quality pork, since only about 12 to 14 percent of the pork used in Florida is produced within the State.

The top agricultural, civic, and youth leaders on the Suwannee County Agricultural Extension Advisory Committee were unanimous in their support. They agreed that the swine project was one Extension could work on for the benefit of the entire county.

During the 5-year program, 108 of the highest quality swine available were awarded to livestock producers in Suwannee County. Recipients were selected on the basis of their cooperation with the Extension agents, recordkeeping ability, and willingness to carry out recommended practices.

An out-of-county judging team of professional agriculture workers visited the farms of applicants to determine the winners and their placings.

At the end of this first 5-year program, many people wanted it to continue. An active Rural Areas Development agriculture committee helped organize a Livestock Improvement Association and start another 5-year program, with Chamber of Commerce support.

Fifty top-quality swine were awarded to Suwannee County producers in January 1969 at the first awards banquet of the second 5-year program. The 25 purebred boars and 25 bred, crossbred gilts were imported from some of the best swine farms in the Corn Belt. Five farmers won five gilts and one boar, and the remaining boars went to individual producers.

At the 1970 event, 10 farmers received a set of five boars and one gilt, and the additional boars were distributed individually.

Next year 100 gilts will be awarded; the following year 200; and the final year, 400 gilts will be given to 80 local producers.

The awards program itself is impressive. The swine are presented to the winners at the event. The hogs are ushered through a fenced runway in front of the stage to greet their new owners.

The agricultural coliseum was overflowing for the 1970 program. Florida's Governor and other dignitaries spoke and helped present the awards.

How is the program financed? The participating producers support 75 percent of the swine improvement program with a $5 annual membership fee. They return two bred gilts for each gilt awarded and three market hogs for each boar awarded. The remaining 25 percent of the financing comes from contributions of merchants, businessmen, farmer organizations, and other interested local persons.

The Live Oak Rotary Club and the Suwannee County Farm Bureau, for example, have agreed to help support the program for the remaining 4 years. The Rotary Club will purchase two bred gilts each year for 4-H Club members, and the Farm Bureau will do the same for the three FFA chapters in the county.

What are the economic benefits? The 1,058 animals awarded during the program will cost in excess of $170,000. By the end of the 5 years, their economic benefit will amount to $1,500,000.

Since the 1969 awards banquet, when 25 bred gilts and 25 purebred boars were awarded to Suwannee County farmers, about 4,000 high quality crossbred animals have been farrowed on the farms in Suwannee County. Economists estimate that over the useful lifetime of the original animals, they will contribute $4,500,000 to Suwannee County's economy.

This unique program of bolstering the agricultural economy comes not from the Government, but from the businessmen and farmers who are interested in upgrading the county's swine herds. The people run the program, and Extension provides the necessary backup support and technical assistance. □

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Measuring EFNEP Progress

"Twenty-four hour food recalls" show that Extension's Expanded Food and Nutrition Education Program (EFNEP) for low-income hard-to-reach families is definitely helping them improve their diets.

The program has helped 19 percent of the families enrolled to achieve an adequate diet and an additional 23 percent to improve their diets with at least one serving per day from each of the basic four food groups.

The "food recall" is a device for measuring the adequacy of family diets. Program aides conduct food recalls among enrolled homemakers at 6-month intervals to measure their progress. They are asked simply to remember what foods they ate during the 24 hours prior to the survey.

The information obtained through the recall is evaluated on the basis of the Basic Four food groups—milk, meat, fruits and vegetables, and bread and cereals. Individuals receiving two servings daily from the first two groups and four servings daily from the latter two are considered to have an adequate diet.

The Expanded Food and Nutrition Education Program is now being conducted in more than 1,000 counties and cities throughout the Nation. About half of the nearly 700,000 families the aides have contacted since the program went nationwide in 1969 have enrolled and participated in the program.

Currently, more than 237,000 families containing more than 1 million persons are enrolled in EFNEP. Nearly 60,000 receive similar information through group activities. In addition, more than 100,000 youth from low-income families participate in 4-H type nutrition programs which are part of EFNEP.

About 63 percent of the enrolled families receive annual incomes of less than $3,000; about 28 percent receive $3,000 to $5,000; and about 9 percent receive more than $5,000. About 59 percent live in urban areas, 33 percent in rural nonfarm areas, and 8 percent on farms.

Program families are 33 percent Caucasian, 48 percent Negro, 17 percent Spanish-American, and 2 percent other. Forty-three percent of the aides are Caucasian, 43 percent Negro, 11 percent Spanish-American, and 3 percent other.—WJW

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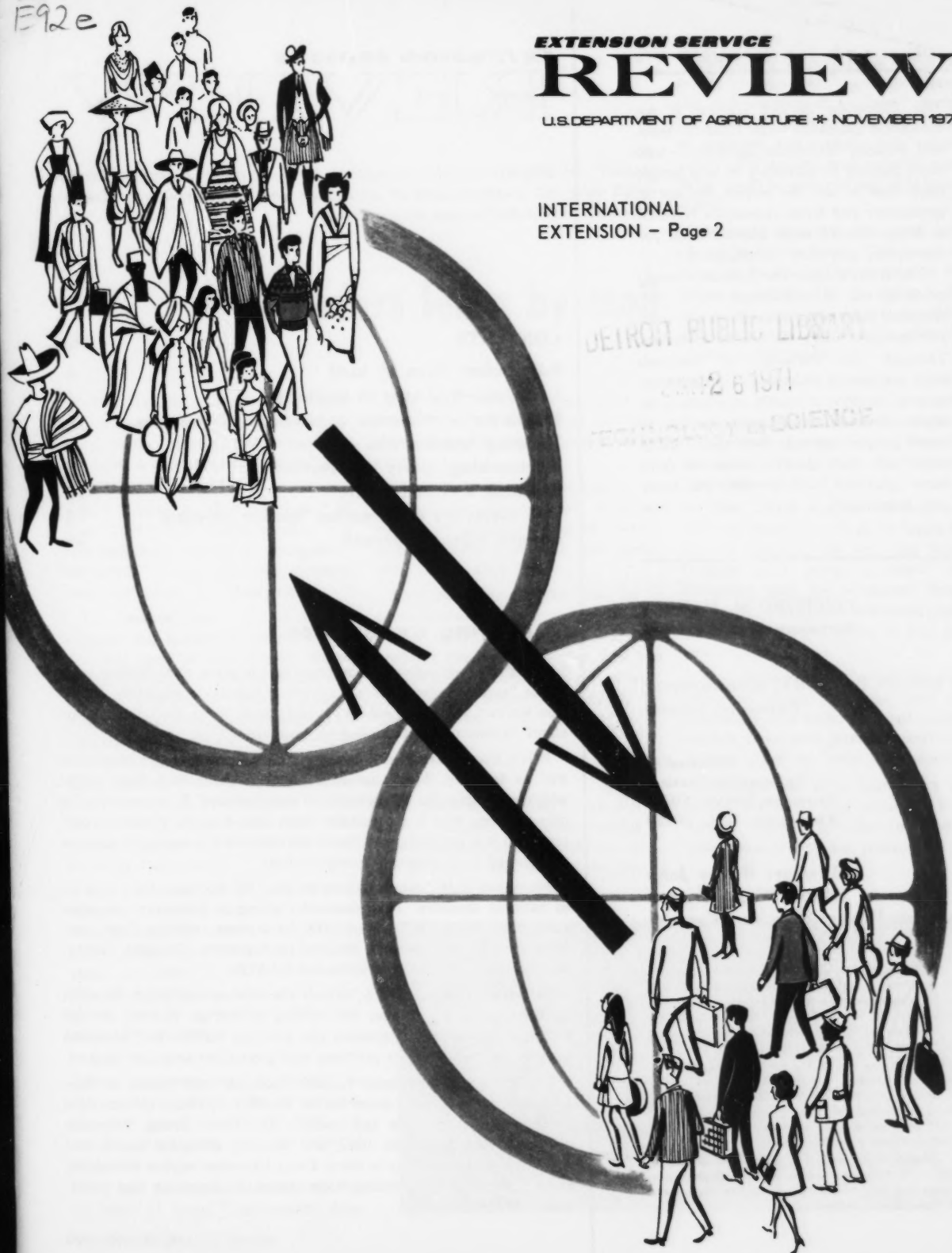

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The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about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

CLIFFORD M. HARDIN
Secretary of Agriculture

EDWIN L. KIRBY, *Administrator*
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A sharing experience

Many foreign agriculturists who come here to study want to learn some of the "success secrets" of our system of Extension education. Extension workers at the Federal, State, and county levels share information about Extension with these visitors from around the world.

It is a sharing experience, because the visitors have much to give, as well as to learn. Many use educational methods with their people which are applicable to segments of our audience. It is rewarding to help someone who is enthusiastic about spreading the Extension concept; and it is enriching to come in contact with the variety of cultures represented by Extension's foreign visitors.

More than 22,000 people from more than 100 Nations—local workers to national directors—have received training in Extension education since 1944. Since 1967, about 1,000 have come annually. Last year, India sent the most trainees, followed by Argentina, Thailand, Turkey, and Pakistan. The training is funded by AID.

Extension Service, USDA, orients the trainees and helps them set up their schedules. Besides the training of foreign visitors, the ES Office of International Extension also arranges for full-time Extension workers to staff overseas positions and gives them technical support.

The foreign visitors learn valuable technical information in their academic studies in the United States. But they also want to know how to apply this knowledge and teach it to others. Seeing Extension operate at the grassroots level, and working alongside agents and specialists, is the best way to learn. Every Extension worker who serves as an example to these visitors helps spread the Extension idea worldwide.—MAW

by
Marjorie Ann Tennant
Assistant Extension Editor
Kansas State University

4-H leaders learn by mail

"Pull up the most comfortable chair, grab a pencil, and you're ready to explore, study, and learn more about 4-H and being a volunteer adult leader," was the invitation.

In a "first of its kind in Kansas," 88 Reno County 4-H leaders enrolled in a correspondence course of "programed instruction" to gain new ideas, information, and insight into their role.

Ten lessons make up the course, explains Bill Umscheid, county Extension 4-H agent in Reno County. Based on the Self Study Course for Adult 4-H Leaders produced by Human Factors Research Laboratory, Colorado State University, the lesson topics include Why 4-H, Planning the Program, 4-H Club Meeting, Teaching Methods, How Youth Grow Up, Motivation of Youth, Parent Cooperation, 4-H in the Community, Resources To Help You, and Learning Experiences.

The classroom was in each leader's home as he read the lesson and answered the questions. The material in this self-study course is "programed." Each lesson or chapter is divided into small bits of information. After each paragraph there is a question, with four alternative answers.

Each leader works at his own speed. When the answer sheet is returned to the county Extension office for grading, the next lesson and answer sheet are mailed. The graded sheets are returned to leaders.

"I find the lessons a convenient way to learn at home," commented Mrs. Harold Dick, community leader for the Buhler 4-H Club and one of the organizers of the 4-H ceramic project in the county.

"I discovered new approaches in working with girls and boys, in getting parents to cooperate, and in making meetings more interesting and worthwhile," Mrs. Dick said.

Umschied brought the idea for a correspondence course when he returned from University of Maryland graduate school. He sent two letters to all 300 leaders, community and project, reviewing the course and outlining the chapter topics.

Tests at the beginning and end of the course let Umscheid evaluate the "learning and changes of attitudes" during the course. Leaders have an opportunity to comment and evaluate their experience. What was the most valuable part? What could be removed and what topics added?

Umscheid finds that the lessons have caused leaders to think, "What are we doing as leaders?" The material in the units is specific and he believes the future will show that leaders are using the information. He plans to offer the course to new leaders.

A highlight of the course was a group meeting with Dr. Hope Daugherty, Extension specialist in child and youth development, Kansas State University, discussing "A Human Development Approach to 4-H Work."

"The 4-H'ers you are working with now will remember you in the future for the relationships, the way you 'come through' as a person to them," Dr. Daugherty said. She advocated "bending the project to fit the individual youth, not bending the girl or boy to fit a project."

She emphasized that among the most important things girls and boys can experience with leaders are self respect, success, democratic process at work, and judging values or "what is important."

Thoughts and ideas sparked by this course will come into action as Reno County leaders use the information throughout the coming years. □

Bill Umscheid, left, Reno County 4-H agent, discusses the leader-training correspondence course with two of the 88 leaders who enrolled the first time the course was offered.

Learning—first step in teaching

Extension Farm Adviser Walter Emrick flags an interesting crimson clover deviation he has spotted. He'll collect the seeds at maturity for planting in one of his test plots.

Before you can be a teacher, you have to be a learner. That has been our experience ever since we started trying to get wornout unirrigated grain land in Madera County converted to more productive annual clover pasture.

The first thing we learned—18 years ago—was that growing clover on old dry-farmed grainland wasn't a traditional farming job. But today 37,000 acres—more than half of the county's remaining barley land—have gone into annual clovers.

In the late spring you can drive for

by
Walter E. Emrick
County Extension Director
Madera County, California

4 miles past uninterrupted rose and crimson clover in bloom in one area east of Madera, the county seat. One 200-acre field, where cattle were weighed in and out, produced 320 pounds of beef to the acre.

Before we could tell that story, however, we had to learn how to make the clover grow.

We started with laboriously prepared seedbeds. They involved considerable cost, and we drew a near-complete blank every time.

We couldn't afford to spend much money on this land. So we looked for a simpler and cheaper approach. The simplest was just to have the seed flown on, right in the untouched grain stubble. We applied fertilizer with a ground rig and went over the field with a ring roller.

That did the job. We had the firm seedbed we needed, and we had stubble and straw to protect the little clover plants from cold and keep the soil from drying out. We tried to get the seed on just ahead of the rain, even if it sometimes meant flying in the rain. When the first fall rain was hard enough and long enough, we didn't have to use the ring roller.

After all those years of field research, with a lot of help from ranchers and Extension Range Specialists Les Berry and Jim Street, we have a formula that is working for a one-season conversion. Extension Soils Specialist Bill Martin was a great help too.

With every year's experience, we have learned more about planting and managing our annual clover pastures. One important thing we learned is that they must be fertilized every other year, since most San Joaquin Valley soils are low in phosphorus and sulfur.

Another thing we have learned is that after the first year clover fields must be grazed heavily during the summer and early fall months. Unless most of the old growth is removed it will interfere with the clover seedlings that start to grow after the first fall rains. They can't push up through a lot of old growth and trash.

We have learned that pasturing established clover pastures heavily in the fall and winter months is important too. The clover increases nitrogen in the soil. The increased nitrogen makes the grasses grow vigorously. They will crowd out the clover, if they are not eaten off by livestock.

By the middle of March the ground has warmed up, so the clover starts to grow and crowd the grasses. Cattle are then moved off the field so the clover can set a good seed crop. The clovers we plant are all annuals and must have a chance to seed each year to maintain a good stand. It may be necessary to bring in extra animals to eat off the clover fields properly. We have to tell ranchers: "Don't be afraid you will overgraze your dry clover pastures."

Persuading a rancher to convert from grain to clover is usually done with a pencil. It costs at least $24 an acre to grow a crop of barley on this land.

At 1,200 pounds of barley to an acre, a fair yield, the average grower is really losing money. At 1,400 pounds, which is better than average, he is making less than $4 an acre, or $2 per year, since half his land must lie fallow every year.

Growing annual clover pasture and stocking it with steers will cost the rancher something more than $21 an acre. But annual beef production of 150 pounds should net more than $8 an acre each year. And 200 pounds of beef should net more than $18. At 250 pounds, it should run over $28, and some pasture yields have been higher.

This is tired land. Some of it has grown grain continuously for more than 80 years. Very little has ever been fertilized and our studies question whether fertilizer will pay for itself on grain. Rainfall, not fertility, is our limiting factor.

Put into clover, the same land produces beef, with likelihood of a much better return to the rancher. If we ever do need to put the land back into grain, it will be much better land for its years in clover.

It's not too hard to convince farmers to accept a new technique of proven worth. But it takes a lot of learning and experimenting on the part of Extension—with the help of willing producers—before a new technique is ready to be taught. □

Simplicity + relevance + promotion = success

What are the key ingredients for successfully reaching the largest number of people with a minimum of effort?

Keep it simple, make it relevant to their needs, and involve the resources of the mass media for promotion. These things contributed to the success of the first spring garden clinic in southwestern Indiana.

During the reorganization of Extension in that part of the State, a need for home horticulture education was stressed. Agents, tuned in to the needs of their clientele, reported that increasingly larger numbers of homeowners wanted this kind of service.

An increase in leisure time, affluent living, and a large investment in plant materials and chemicals were contributing to the homeowners' demand for educational programs in horticulture.

Past programs which consisted of "one-shot" approaches to specific subject matter failed to attract audiences. At one such meeting in the summer of 1969, Fred Sievers, garden columnist for the Evansville Press, wondered why. Sensitive to the needs of his readers, he realized that many people were interested in home horticulture. He suggested moving the meeting into a suburban setting, promoting it through the newspapers, and featuring subject matter appealing to the majority of the people.

The editor of Sievers' newspaper pledged support, and planning got underway. Appeal was aimed at the average homeowner, the guy who "putters around" with plants in his leisure time. Four subject matter areas were chosen—shrubs, lawns, trees, and landscaping—because they were the most popular and of universal concern. Purdue University horticultural specialists were contacted, and four resource people were scheduled for the 4-night clinic set for the spring of 1970.

Promotion got underway in the fall of 1969. A special letter went to every garden club and family living club asking them to include the clinic on their 1970 calendar. Another announcement and a personal invitation from the Evansville Press were mailed to each club president a month before the clinic.

The major promotion was through the Evansville Press. A front-page article one week prior to the clinic heralded its approach. The day before each clinic, a feature article was published concerning the next day's resource person and his subject matter.

Each day there was a followup feature article about the previous evening's

by
Allen E. Boger
Area Extension Agent
Daviess County, Indiana

session and announcements about the upcoming session. In addition, advertisements were placed in the newspaper and the editor commented on the clinic on the editorial page. The editorial was illustrated with a cartoon.

The response was tremendous. Although attendance was only expected to be about 200, the first session attracted some 400 interested homeowners. According to the 1,200 attendance cards distributed during the 4-night clinic, 688 different individuals attended. Of these, 404 attended one session; 124 attended two; 92 attended three; and 68 attended all four.

Holding the clinic on four consecutive nights did not seem to affect the attendance, although competition with sectional basketball games on the last two nights did. People attended from throughout the tri-state region including Kentucky and Illinois. Nineteen different communities were represented, and one participant traveled 130 miles.

A survey of the audience revealed both young married and retired couples present. All economic levels were represented, from industrial executives and professional people to blue collar workers.

Were the people really interested, or were they just curious? Extensive notetaking by the audience, personal comments, and willingness to ask questions in a large and formal setting indicated that they were interested.

One woman commented proudly, "I told my son he would have to fix his own supper tonight, because I had to go back to college." A truck driver said, "I'm willing to spend my evening here, because I know it's important to improve me."

The clinic was held at the University of Evansville. Other campus activities crowded the available parking, and many people walked several blocks in the rain and snow to attend.

The sessions were conducted as informally as possible and covered general subject matter appealing to the diverse interests of the audience. Each session consisted of a slide presentation followed by a question and answer period.

Each evening, the participants received publications relating to the subject matter being covered. The Evansville Press provided a special souvenir envelope in which the bulletins could be filed. This was a popular item and aided in the promotion of the clinic.

William R. Burleigh, managing editor of the Evansville Press, stated that they were "elated with the results of the clinic, especially considering that it was a maiden effort."

What are the plans for the future? Who can argue with success! □

An Extension staff member, left, displays one of the special souvenir envelopes given to clinic participants to use in filing Extension publications that were distributed. Below, Dr. Philip Carpenter addresses the overflow audience which resulted from the coupling of Extension resources with the mass media.

Intent upon the speaker's presentation, left, is a segment of the large crowd. Many people displayed their interest further by taking notes. Subject matter relevant to homeowners' needs was an important factor in attracting large audiences.

Training 'women who care'

"Women Who Care"—a training program for volunteers who work with low-income families—has begun its third year in Orange County, California.

Home Advisor Dorothy Wenck originated the program to bring together two "needing" groups:

—Low-income homemakers throughout the county who need not only material things but also consumer education, confidence in themselves, and a renewed faith in a society in which no one seems to care about them.

—Nonemployed married women who have time, homemaking talents, abilities as sensitive communicators, and the need to do something meaningful in their lives.

The 150 women who have completed the training have served as volunteers with community agencies such as the Welfare and Probation Departments, Navy Relief, Head Start, and Volunteer Bureaus.

The home advisor recruits volunteers through her newsletter and weekly byline columns, news stories, letters to agencies and churches, and talks to women's groups. "Word-of-mouth" advertising by the volunteers helps, too.

A one-page sheet describing the program is used as "recruiting literature."

The homemaker-volunteers range in age from early 20's to late 60's with 30's to 50's predominating. Their education varies from a few who did not graduate from high school to a few with master's degrees. About a third are high school graduates, a third have some college, another third a college degree. About 10 percent are home economists.

While most of the volunteers are white, a few are Negro and Mexican-American. The white, middle class women have been well accepted by homemakers of other ethnic groups.

In initiating the program, the home advisor obtained the enthusiastic cooperation of the county welfare director. The department assisted with the training by providing speakers and by setting up field trips with social workers for the volunteers.

A volunteer and volunteer-in-training, above, help an elderly welfare recipient and her brother choose best buys at a supermarket. At right, two volunteers practice teaching sewing to each other before working with homemakers.

The Welfare Department appointed a full-time volunteer coordinator to plan the Department's use of the volunteers after their training is completed.

Other agencies—particularly the County Probation Department—soon became involved and not only assisted with training but also used the volunteers.

The training consists of 15 to 20 3-hour meetings. Topics are:

—Basic home economics information—nutrition and food buying (greatest emphasis on these), money management and use of credit, home management, and clothing care.

—Life styles and problems of the poor,

—Community agencies and how they help the poor; and how volunteers can help the agencies,

—Ideas for motivating and teaching adults with limited income and education, with emphasis on sensitivity to their feelings.

Lecture-discussions with visual aids form the basis of the training. These are varied with small group discussions, skits, and guest speakers who include Extension specialists and representatives of community agencies.

Class members plan and prepare low-cost meals for a week for their family and report on menus and costs. They also teach a short lesson on food buying to a small group of their classmates.

The volunteers build a file of resource material distributed in class—USDA and University of California pamphlets as

by
Dorothy A. Wenck
Extension Home Advisor
Orange County, California

well as county mimeographed material. Some of these are available to them to give to families.

The first classes met twice weekly for 10 weeks. This kept the class size small —about 30 participants—and weeded out those just casually interested.

The 15 weekly classes last year resulted in classes which were too large, less rapport, and loss of impetus. Twice-weekly meetings were resumed in the fall of 1970.

Volunteers who complete the training tell the home advisor which agencies they prefer to work with. The agencies coordinate the volunteers.

While the Extension office does not function as a volunteer bureau, some requests for volunteers do come directly to the home advisor. Often she helps an agency plan for the use of volunteers.

Cooperating agencies include: County Welfare, Probation, and Health Departments; Community Action Council neighborhood centers; Head Start; Community Mental Health; State Employment Service; Navy Relief; school districts; private welfare agencies; and volunteer bureaus.

How do the volunteers teach? Are they successful?

Most volunteers teach one homemaker at a time. Homemakers are referred to volunteers by social workers, probation officers, public health nurses, or psychiatric social workers.

After being introduced to the homemaker by the case worker, the volunteer visits the homemaker in her home weekly, or oftener. She makes friends with her, helps her to define her problems, and tries to help her solve these problems, one at a time.

Sometimes the volunteer is highly successful; sometimes she sees little progress. Her services may range from helping a woman plan a budget or learn to use Food Stamps, to helping a welfare recipient find a job, outfit children for school, or refurnish a burned-out house.

In every case, the volunteer's friendship and "caring" is her most important contribution, according to case workers.

Not all Women Who Care volunteers teach on a one-to-one basis. Some teach groups of low-income homemakers in cooperation with programs such as Head Start, Preschool Bilingual Program, WIN (Work Incentive—a Labor Department program), and Salvation Army.

The teaching may be a "one-shot" meeting on a specific subject such as food buying, or it may be a series of meetings.

Three teams of about 12 volunteers taught six classes of mothers who met weekly as part of a Federally funded Preschool Bilingual Program in one of the school districts. Subjects included arts and crafts, knitting, sewing, money management, and food buying.

Only one of these volunteers spoke Spanish, but they all were highly successful in developing rapport with the Mexican-American women. They saw much personal growth in the women and a development of community spirit within the group.

In another case, the volunteers cooperated with the Food Stamp Nutrition Education Committee. Four teams of them manned food buying information tables in supermarkets having a high ratio of Food Stamp users.

To help maintain contact with the volunteers, the home advisor sends them a monthly newsletter containing consumer information and news about their activities.

Occasional followup training meetings at the Extension office help volunteers to continue learning and to share experiences.

Not all the women who begin training complete it (about 25 percent drop out); not all who complete the training actually serve as volunteers.

But even those who do not volunteer benefit from the training because they become better informed consumers and learn about their community and the agencies which serve it.

The program functions much like a sieve, straining out the top-notch talent and funneling it into areas of need. From each class comes a group of hard-working, dedicated volunteers.

Professionals who have worked with the volunteers have praised them highly for their ability to help low-income homemakers with their immediate problems as well as provide moral support in a crisis.

And through their active participation in the "caring society" the volunteers have enriched their own lives. They have gained knowledge, discovered talents, made new friends, and had the satisfaction of using their homemaking talents to help others. □

by
Gerald R. McKay
Visual Education Specialist
Minnesota Extension Service

Teleteaching—party line revived

Two generations ago one could lift a telephone receiver and keep reasonably well informed on community happenings and new ways of doing things. This unofficial and informal method of communication was fairly effective. Research has since proven that learning from one's neighbors is one of our best communication methods.

Minnesota used the telephone party line for 59 meetings last winter and spring. These meetings reached 296 groups in 35 Minnesota counties, at an average out-of-pocket cost of less than $30 per meeting.

Some of the meetings were not complete successes, but the majority met the needs of the audiences, brought them information they could not have gotten in any other way, and supplemented their regular programs.

We have much yet to learn about using the telephone in Extension work, but we did finish the season with a wealth of experience that will make our teleteaching more effective next year. And our experience may help others use the telephone as a new dimension in Extension teaching.

County Extension agents selected target groups last year as they planned their program of work. The first telelecture was in November and the last one in March. Subjects included 4-H leadership, horse care, dairy management, fabrics, floor covering, consumer P's and Q's, veterinary medicine, and 4-H organization. In the horse care and veterinary medicine series, registrants were charged tuition; other courses were free. Courses consisted of either three or four weekly meetings.

All programs originated in the radio studio of our Department of Information and Agricultural Journalism office. The telephone was connected through the radio broadcast console. Voices coming into the studio could be heard through studio speakers and the participants didn't need ear phones. And they used regular radio microphones instead of the telephone transmitter. This was convenient when two or three lecturers were contributing to the program.

Each receiving station had a Dukane unit enabling an audience of up to 200 to hear satisfactorily if the room had reasonably good acoustics. Each Dukane unit had a telephone transmitter to allow communication with the sending station. Groups varied in size from 5 to 120 people. As long as the receiving equipment functioned properly, it was adequate for the job.

The number of simultaneous listening groups for any given program ranged from one to nine, with an average of about five. Each call, except for single stations, was a conference call put through by a central operator in the city where the program originated.

More than nine groups could have participated at one time with feedback still possible from each. Twenty groups probably could be accommodated with this kind of program, but beyond this, feedback would be difficult.

Charges for the telephone company's part of the operation could be divided into three categories—installation of equipment, rental of equipment, and line charges. Installation was $25 per month per listening unit and rental $35 per month.

Line charges varied with distance from the initiating point and length of time the line was in service. Average line charges for the 296 groups figured out to about $15 per meeting. The time averaged about 1 hour and 45 minutes, although some went up to 2-1/2 hours.

A network of 24-hour dedicated lines could have been used more effectively but at a considerably higher total cost. If other University departments or State agencies could schedule enough meetings to use a major portion of the 24 hours, however, the cost per program might have been lower than the conference call system.

Publicity was handled at the local level. The starting time was emphasized, because the programs had to begin on time. Stopping time was flexible, however. Lecturers usually continued until questions from the groups were all answered or interest seemed to be waning.

It was very important for the speaker to adapt his message carefully to his particular audience. Usually a color slide of the speaker introduced him, to establish some rapport with the audience. Considerable misunderstanding resulted unless the speaker knew his audience well and made sure his material was geared to their background and needs. The best audience interest occurred when at least two people presented the material.

Most speakers talked no longer than 20 minutes without a break for questions or local group discussions. When segments of a presentation exceeded this, communication between the speaker and groups suffered.

In all but one meeting, visuals were sent to the groups. The group leaders studied them ahead of time and presented them during the meeting according to directions of the speaker.

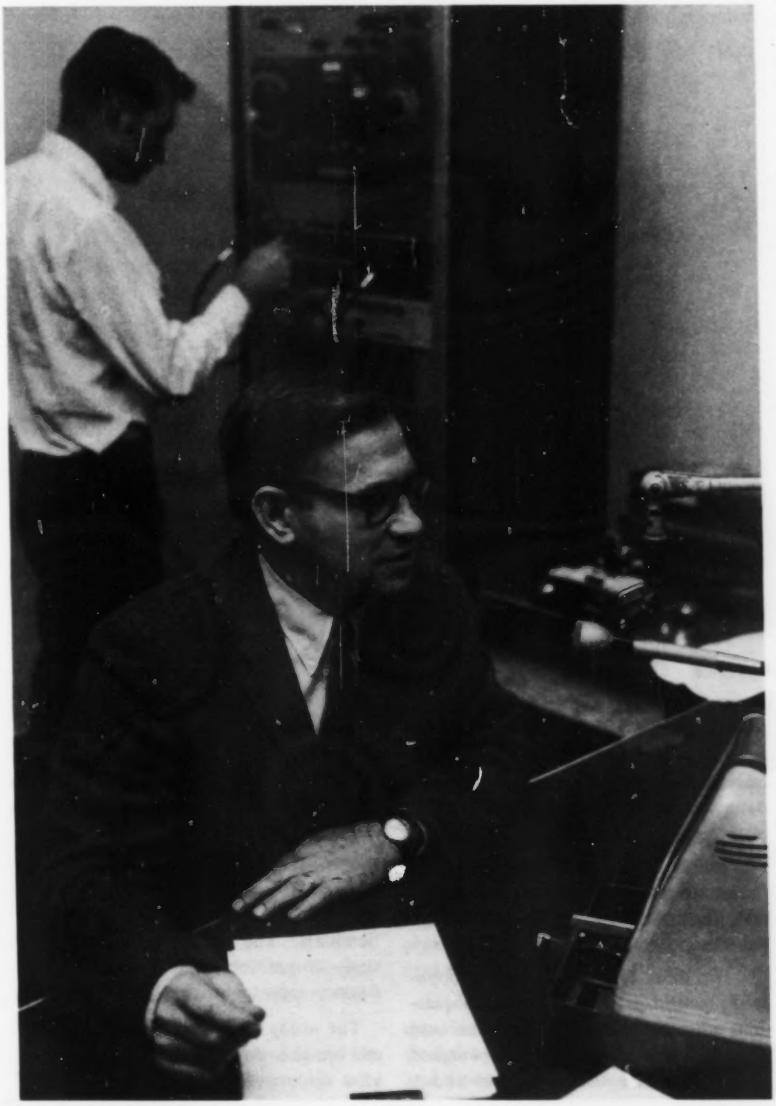
Visuals included 2 by 2 slides, overhead transparencies, and samples of fabrics and floor coverings. A few mimeographed handouts were used for one program.

In the one meeting without visuals, the group leaders indicated some dissatisfaction and a lower level of audience interest.

If visuals are to be used, they should be planned by someone with audio-visual experience working with the presenter well in advance and mailed to the group leaders several days ahead of the meeting.

Careful training of the person in charge of each group (usually an Extension agent) is essential if he is to operate the receiving equipment effectively. Some difficulties arose when new people operated the Dukane equipment without enough experience. A few groups had difficulty in getting started because their leader was not familiar with all the switches. New and simpler to operate equipment may be available in the future.

In the series of programs on horse care, the instructor visited each group personally for the first meeting. Thus, he had an opportunity to get acquainted with and study his audience. This was effective but would be somewhat difficult if more than a half-dozen groups were involved.



Instructors were picked from Extension, research, and resident teaching staffs in the Institute of Agriculture. Speakers with Extension backgrounds seemed to identify with their audience more quickly and completely than the others did. This may have been because the Extension staff already had met some of their listeners at other meetings around the State.

The groups did some evaluation after each series to help plan future use of the telephone. Admittedly, all of the series were not successful. Some could have been done better if the speakers could have been present at the meetings. Since this was not possible, the telelecture at least was useful as an alternative to no meetings.

A survey to determine reaction to all the series showed that 33 percent liked the method very much and 60 percent liked it fairly well. Eighty-eight percent were using telelecture for the first time. About 85 percent thought the amount of material covered and the level of difficulty were about right. Ten percent had other opinions.

More than two thirds of those questioned felt the presentations were good technically, and very few had suggestions for improvement. Several comments stressed the importance of visuals.

Many subjects were suggested for possible future teleteaching programs. These covered almost the entire gamut of Extension work.

Evaluation must give directions for work in the years ahead. It now appears that, despite some shortcomings, telelecture was worthwhile in our program. We will probably continue to find greater uses for it as we look ahead to crowded Extension schedules. □

Leonard Harkness, Minnesota's State leader for 4-H and youth development, presents a telelecture on 4-H leadership. Robert Dieser, electronics technician, sees that the equipment is in shape.

Planning a river's future

by
Stewart K. Wright
Water Resource Development Specialist
New York Extension Service

The quiet, beautiful Susquehanna River in south central New York State has been the subject of heated controversy for more than 30 years. Cooperative Extension has been invited to play an educational role in the dispute.

The river originates in Otsego Lake at Cooperstown and flows southward through Pennsylvania and Maryland. It provides the Chesapeake Bay with its major source of fresh water.

This usually quiet rivér went on a rampage in 1935 and again in 1936, causing millions of dollars of damage and loss of life. Flood Control Acts in 1936 and later authorized seven dams, of which two are constructed.

Water Resource Agencies contend that the additional dams are needed to provide flood control, improve water quality, store water for future uses, and provide recreation opportunities.

Dairy farmers and other residents of the villages and towns in the rolling hills and narrow, deep valleys of the Appalachian Highlands bitterly oppose additional construction. They claim the dams are not needed.

They say other solutions, such as flood zoning, levees, and upstream small watershed flood control structures, would accomplish the same thing. A long, highly organized effort to prevent construction of the other five large dams has been successful.

Interest in the issues increased with the anticipated completion, in July 1970, of a 7-year study of the river by State and Federal agencies.

An Eastern Susquehanna Water Resources Planning and Development Board was formed, consisting of lay leaders appointed by boards of supervisors of seven counties in central New York.

Also, farmers and conservationists organized the South Central New York Resource Conservation and Development Project. This group identified the need for an educational program dealing with water resources. They invited Extension's cooperation.

Through special Resource Conservation and Development funding, I was assigned as Extension water resource development specialist for the seven-county region. Having headquarters in the same community as the RC&D coordinator assured easy communication.

My task has been to develop citizen leadership in water resources and increase communications between water resource planners and local citizens.

Two of the educational programs which have been carried out will serve as examples of how this task is being performed.

The League of Women Voters of Oneonta, a city of 12,000 located downstream from one of the proposed dams, asked Extension to organize and lead a panel discussion about the project.

Twenty-minute presentations were followed by 5-minute rebuttal statements. I set the stage by describing the water resource planning which led to the recommendation in favor of building the dam. Emphasis was given to the fact that the purpose of the meeting was to present the pros and cons of the project and give equal opportunity to both sides for discussion.

Panel members were:

—a New York State Division of Water Resources engineer who emphasized flood control and water quality benefits resulting from the proposed dam,

—a Soil Conservation Service planner who pointed out why a small watershed project to provide adequate flood control for downstream areas was not a feasible alternative,

—two dairy farmers, leaders of opposition to the project, who raised questions about the need for the dam and what it would accomplish, as weighed against the losses of farm land and a reduced tax base. They also asked whether small upland flood control structures would be feasible alternatives.

The panel discussion showed that educational programs in a conflict situation can be objective if all sides of the issues can be publicly discussed. Panel participants appreciated the opportunity to present their points of view—on an equal basis with advocates of the opposite viewpoint.

The League of Women Voters members felt that the meeting was an excellent opportunity to discuss facts and opinions about the issues. The discussion brought out the need for citizen participation in water resource planning and development so that water resource agencies and planners can understand local priorities and attitudes.

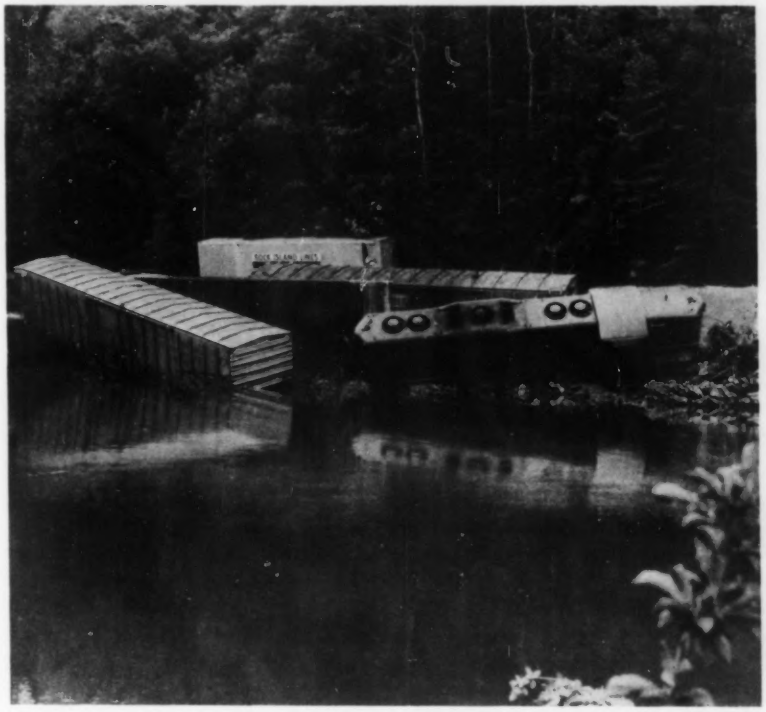
Another scene of an Extension educational program on this subject was McGraw, a central New York community of 1,300. A June 1969 flood there damaged homes, businesses, and industrial plants.

The need for an educational program was recognized by the Soil Conservation Service, the State Division of Water Resources, and the Cortland County agricultural agent.

I helped them, along with water resource planners, engineers, and local leaders, to organize a series of five Water Planning and Management Seminars. The audience included two study committees and Water Resource Agency representatives.

The study committees were appointed by the county agricultural agent after discussion with local leaders. One

The 1969 flood at McGraw, New York, which caused the train derailment below, prompted citizens to seek education on water resources. At right, Stewart Wright (center) Extension water resource development specialist, talks with other leaders of a water resource seminar.



represented the village and the other represented the county as a whole.

Seminar topics were:

—local water problems,

—roles and responsibilities of water resource agencies,

—a review of plans for the Tioughnioga River Basin, a northeastern tributary to the Susquehanna,

—a review of flood control plans for McGraw,

—a report on courses of action for community leaders who have had previous experience in dealing with water resource projects.

Speakers at the seminars included engineers, soil conservationists, and planners from State, Federal, and local organizations.

Evaluation was obtained through a questionnaire and a post-meeting appraisal by Water Resource Agency staff and Cooperative Extension staff. It revealed that 18 of 23 participants would like to continue studies of the county's water resources. The questionnaire revealed, also, that flood control and water quality were the key problems.

Good visual aids have added a great deal to the overall educational effort. These include:

—black and white pictures and colored slides taken from a rented airplane especially for this purpose,

—flood damage pictures adapted for use with an overhead projector,

—overhead transparencies of watershed maps, with overlays showing location of proposed dams, as well as cost information,

—a watershed map outline reproduced onto a flash card. This map was also used in a letter to residents of the affected area.

Another helpful educational method is to search newspaper files for information about past water problems, especially floods. These can be reproduced for distribution by mail and at meetings. A summary of them is an effective accompaniment to pictures used to illustrate discussions of water problems.

These pilot regional education activities, a part of the Extension community resource development program, have shown that unbiased educational programs can result in increased communication between water resource planners and local citizens. They can provide a communications link and effective feedback of local people's priorities and attitudes about water resource problems and plans. □

by
Ray B. Gummerson
District Resource Development Leader
Michigan Extension Service

Two States try a recreation 'border crossing'

A recent recreation industry tour involving Extension personnel from Michigan's Upper Peninsula and northern Wisconsin proved once again that one of the best ways to accomplish inservice training is to "learn by doing."

The "recreation border crossing" was conceived by Michigan agents who heard that their Wisconsin counterparts were heavily involved in action-oriented recreation programs. They wanted to take a closer look.

Ray Gummerson, district Extension resource development leader in Marquette, Michigan, contacted Herman Smith, area recreation resources agent in Rhinelander, Wisconsin, to set the inservice training wheels in motion.

Both agreed that careful planning would be necessary to avoid having "just another tour". So, agents were surveyed to determine just what kind of private and public operations they wanted to study. Recreation complexes, successful resorts, and lodging establishments topped their lists.

They indicated that a workshop approach and personal involvement in some aspects of evaluation would be meaningful. The latter was achieved through use of specially designed forms for evaluating both the management and the physical attractions visited.

The agents said they wanted to hear the story from those actually involved in the various recreation enterprises that were visited. This turned out to be the highlight of the tour.

Agent-to-agent contact was built into the program so that workers from the two States had the opportunity for both formal and informal information swapping.

Agents gather in the recreation center of a trailer park to hear a financial presentation by the trailer camp owner.

The mechanics of the tour were worked out effectively by Herman Smith. Through his personal knowledge of many northern Wisconsin recreation attractions and his close working relationships with the Wisconsin Extension agents, the tour agenda was carefully selected.

Included were stops at:

—a large recreation complex specializing in all-season conference facilities,

—a medium-size resort facility featuring family vacations,

—inland lake marina operations,

—community-sponsored logging museum,

—travel trailer parks,

—specialty restaurant operations,

—a craft shop,

—a commercial ski chalet facility,

—downhill and ski jumping installations,

—deep sea charter boat operations,

—State and Federal parks and scenic attractions.

All managers were on hand to supply valuable information on their operations. In appropriate cases they supplied detailed figures on the costs and profit margins of their enterprises.

The agents tried some fishing while analyzing the charter boat operation. Wisconsin area agent Herman Smith, left, shows Michigan district leader Ray Gummerson a fin clip showing that this is a Wisconsin fish.

A native craft shop provided a little fun, plus an insight into this type of enterprise.

Specialists from Michigan State University's Parks and Recreation Department and the University of Wisconsin's Center for Recreation Resources Development were on hand to prepare the agents to better evaluate the various stops.

They opened the workshop portion of the tour with discussions of the economic considerations agents should take into account as they evaluated the various operations. They distributed work sheets providing base information on income and expense factors, the principles of income generation in private recreation, and score cards for evaluating the recreation facilities' management.

A competitive aspect was introduced when agents were asked to hand in their evaluation sheets for comparison with master ratings prepared previously by the recreation specialists.

The agents traveled to the tour stops by automobile. At least one of the Wisconsin hosts was in each Michigan car so that a continual exchange of information took place.

The local county agents were program chairmen in their respective counties. Their intimate knowledge of their clientele in the various recreation enterprises opened information doors that otherwise could have remained closed.

The tour concluded with an informal poolside discussion at one of the resorts. Agents from both States summed up what they had seen and came up with some significant observations on methods of Extension involvement in recreation development programs.

The Michigan-Wisconsin border crossing was termed successful by those involved. The combination of Extension specialists, agents, and administrators, plus the active participants from the recreation enterprises, proved once again that you can "learn by doing." □

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Toward Balanced Growth

The first great challenge was meeting the food and fiber needs of World War I. Then came the Great Depression, followed by World War II. Next came the post-World War II period when agriculture entered the age of mechanization. In each case Extension acquitted itself with honor. Each of these challenges has provided unique experiences that will serve Extension well in meeting the challenge of rural development and balanced growth.

As this issue of Extension Service Review went to press, the USDA Graduate School, in cooperation with the USDA, was sponsoring a series of lectures to examine and define the choices open to the American people. The theme of the lecture series was "Toward Balanced Growth." It was prompted by the report of the National Goals Research Staff, entitled "Toward Balanced Growth—Quantity with Quality." Dr. Henry Ahlgren, USDA Deputy Under Secretary for Rural Development, opened the lecture series. Dr. Ahlgren, former Chancellor and Extension Director at the University of Wisconsin, defined balanced growth as "balanced growth of population, balance in the use of land resources as well as balances in economic growth, educational opportunities, and a pleasant environment, including access to both scenic beauty and the cultural amenities."

Dr. Ahlgren said balanced growth is not inconsistent with rural development. Rural development is a strategy of growth and development of non-metropolitan America, bearing great import for metropolitan America. He described the central component of this strategy as an effort to "redirect the growth of this Nation in order to improve the conditions of the urban population and at the same time to increase the rate of growth of non-metropolitan America."

Dr. Ahlgren mentioned several policies that would help revitalize rural America and reduce costly trends in cities. These include policies to achieve industrial expansion, growth of small existing cities in non-metropolitan areas, and building new cities, improved services in rural areas, a rural development bank, and full employment.

Concluding his discussion Dr. Ahlgren said, "It is our desire to work with all of our people and our institutions to obtain a national consensus and develop national policies for balanced growth and population distribution. There can be no doubt that it is in the common interest of both rural and urban Americans."

The key to development of growth policies and to success of their implementation is the "national consensus" Dr. Ahlgren mentioned.

True consensus is developed through thoughtful discussion and consideration of the alternatives. Such discussion and consideration can occur only in an atmosphere of objective evaluation of the salient facts and data.

Extension's credentials in helping people objectively evaluate their alternatives are buttressed by more than 50 years' experience. This experience just could be the basis for Extension's greatest contribution to the people of the United States. The hour is too late for false starts resulting from indecision. We, the people, must be on course.—WJW

☆ 431-907 (P.O. 4)

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REVIEW

U.S. DEPARTMENT OF AGRICULTURE * DECEMBER 1970

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TREASURES of PROFESSIONAL IMPROVEMENT

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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.

CLIFFORD M. HARDIN
Secretary of Agriculture

EDWIN L. KIRBY, *Administrator*
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CONTENTS

Professional improvement

The December issue of the Extension Service Review again is devoted in part to a listing of many of the professional improvement opportunities available to Extension workers. And there probably are more opportunities that we are not aware of. If you know of other sources of training or financial assistance, please urge those in charge to put the Extension Service Review on their mailing list. This should help assure that every Extension worker knows about all possible routes to professional improvement.

Some of you who have particularly good experiences with various kinds of professional improvement activities in the coming year may want to share them. Take some pictures during the course of your training, write to us briefly about what you did and why you would recommend it for other Extension workers. We'll consider your experience as the topic for an article in next December's Extension Service Review.

Remember, the Review is a forum where you are invited to share *any* of your successful, innovative methods and programs with your fellow workers. We welcome your ideas.—MAW

by
Dean C. Bork
Extension Agricultural Editor
Michigan State University

Gardens—for better nutrition

Edgar Kidd (center), Monroe County, Michigan, Extension agricultural agent, gets help in sorting some of the 5,200 donated packages of garden seeds.

Reminiscent of the Victory Gardens of the 1940's is a new vegetable garden project involving all the Monroe County, Michigan, Extension staff.

Nutritional surveys in the county showed that low-income families often had poor diets—especially lack of vegetables and fruit. About 3,500 families, mostly in rural and smalltown areas, have an annual income less than $3,000. The project was aimed at them.

The county Extension director, home economist, agricultural agent, 4-H youth agent, and expanded food and nutrition education personnel designed a program that encourages low-income families to establish and manage home vegetable gardens.

A well-managed, quarter-acre garden can produce fruits and vegetables worth up to $600. These convenient and readily available foods provide a valuable daily supplement to a family's diet. Surplus vegetables and fruits can be preserved, adding to the balance and quantity of the family food supply.

"Many people have little or no experience in growing fruits and vegetables," notes Edgar Kidd, Extension agricultural agent. "Also, there are few family work or recreation projects that promote family pride and unity."

Kidd had a year's experience with a similar program in the Detroit area before moving to Monroe County. (Extension Service Review, November 1968.) He emphasized that a home garden can be a source of:

—a variety of wholesome foods,

—savings in family food budgets,

—pride in accomplishment,

—family effort and recreation,

—home ground beautification,

—improved physical and mental health.

"Pilot efforts in 1969 indicated that low-income families can be motivated to improve their gardening efforts with encouragement and information, and with the provision of high-quality seeds," Kidd points out.

"Our staff aims to teach how to plant and grow a garden, how to prepare the food for the table, and how to can, freeze, and store garden produce," adds County Extension Director F. Paul Nevel.

"Also, we work with the children in special projects that challenge their imagination and build confidence in themselves, and we help the families help themselves in any other way possible," explains Nevel.

County clergy, the Bureau of Social Service, the Community Action Program, and city, village, and township officials help locate low-income families and get meeting places.

"Contacts are made directly with the families," Kidd says. "Public announcements would probably attract everyone but the clientele we are trying to reach."

The local Office of Economic Opportunity provided $350 for purchase of garden seed. Several commercial seed companies donated about the same amount of free seed.

Thirteen neighborhood garden clinics last spring were designed to arouse interest in home vegetable gardens as family projects and to give practical, reliable gardening instructions. Garden literature and supplies of adaptable garden seeds were distributed at the clinics.

About 5,200 packages of garden seeds and 1,100 pieces of literature were distributed to the 588 persons attending. The staff maintains contact with clinic participants by mail and personal contact.

Four harvest fairs around the county allowed families to display some of their produce. Local garden clubs and other donors provided $125 for ribbons and $1 premiums. Some donors served as judges.

Kidd reports that the Cooperative Extension Service reached a new audience. None of the people had heard of "Extension Service" and only a couple had heard of "county agent."

Also, as a result of the garden project, new youth groups have been formed and local leadership for them has developed. □

by
James E. Lawrence
Extension Communication Coordinator
Cornell University

Putting Extension on a spot

This logo accompanies a wide range of Extension TV messages directed to more than a million New York and Pennsylvania viewers.

In these days of "telling it like it is," it should be no surprise that a group of New York and Pennsylvania agents have discovered they can reach a large, responsive audience with effective educational messages through television simply by putting Extension on a "spot."

This is happening at WNBF-TV, Channel 12, in Binghamton, New York. The station's 120-mile wide coverage area encompasses a potential audience of more than a million city and suburban dwellers, farm operators, and rural nonfarm residents.

What Extension agents are telling them concerns their livelihood and their general well-being. This includes information on nutrition, food stamps, forage pests, outdoor recreation, farm safety, environmental quality, and many other subjects.

The "spot" Extension finds itself on at WNBF-TV is what broadcasters call those brief, to-the-point segments that come between and during various television programs. They are of two basic types, one being the well-known "commercial." The other, aired free of charge, is the public service announcement or PSA.

Plans to reach viewers with these short broadcast messages began to unfold about 2 years ago. Agents and station personnel had a long history of outstanding public service relationships. They came together to evaluate Extension's participation in television and to seek more effective use of the medium.

Up to that point, Extension agents in surrounding New York and Pennsylvania counties took turns producing their own programs on area stations in a definite time period on a regularly scheduled basis. Viewers responded well to this approach, but the times and technology called for a change.

The increased use of video tape, for example, allowed stations to shift nonsponsored programs to hours and days with a smaller audience base as the demand for commercial time increased.

Also, the rise of educational television stations brought greater sophistication to the medium. Viewers looked to commercial stations more for pure entertainment and less for educational programs that filled a solid block of time. In short, the regularly scheduled Extension "show" on commercial television had become passe.

In seeking alternatives, agents and the WNBF-TV management decided to let the public service announcement carry Extension's message. As someone observed, "The PSA gets in and out quick and makes a point before anyone can tune it out."

To Kay Gorman, who coordinates Extension home economics TV activities through WNBF-TV and other local stations, the benefits of this new experience are clearly defined. "We reach a lot more people who pay a lot more attention to our message as a public service announcement than when we did regularly scheduled programs. Also, this approach has generated considerable interest in television among agents," states Mrs. Gorman.

Many of them, including agents who have been using the medium for more than a decade, now look at television from a fresh viewpoint. They see numerous possibilities for disseminating

material directly to minority groups, low-income families, and different types of farm operators, as well as the general public.

Agricultural agent Doyle Thomas, Susquehanna County, Pennsylvania, likes the idea that a spot about a practice or a problem provokes almost instant action from farmers. Dick Brown, Broome County, New York, sees a direct link between the landscaping tips he gives as TV announcements and a sharp increase in the calls and visits he receives from homeowners. His colleague Art Freije is excited about the potentials of TV spots as a way to involve city youngsters in 4-H programs.

Arrangements with WNBF-TV allow agents to serve mainly as consultants and sources of expert information rather than as on-camera performers. The station's staff handles these and other production assignments with professional dispatch.

Best of all, viewers are being exposed to Extension information on days and during time periods rarely available to agents in the past. Phone calls, letters, and visits to county offices verify it is a brandnew experience for many.

TV program director Don Snyder reported on the extent of this greater effectiveness during a recent workshop. At the height of Extension's regularly scheduled 15-minute and half hour educational programs, the highest ratings indicated information going to about 7,000 homes once a week. Now, through public service announcements, Extension may reach an average of 12,000 homes each day. When the messages fall into prime viewing time, the information may be seen in more than 50,000 homes.

Since the spots are staggered throughout the broadcast day, many different people are exposed to them. "The average Extension public service announcement is seen by 85 to 90 percent of the people who live in our viewing area," says the program director.

Getting the TV spots produced and plugged into the WNBF-TV program schedule is the task of a nine-member steering committee which plans and coordinates the flow of announcements.

Committee members include agents with agricultural, home economics, and 4-H responsibilities from both States; communication specialists from Cornell and Penn State;, and a WNBF-TV representative.

Agents from 16 counties, half on each side of the New York-Pennsylvania border, have an opportunity to participate in the project.

The full committee meets quarterly, but someone must check the day-to-day details involved in producing and scheduling announcements. Credit for this phase goes to Don Snyder, as the station representative, and to Mrs. Gorman, who is steering committee secretary as well as TV coordinator.

Both see that schedules are followed, deadlines are met, and production materials are on hand when needed. They also insure clear and open communications among agents and between Extension and station personnel.

All spots are produced in color on video tape and run 20, 30, and 60 seconds in length. Most of them are one minute. Subject matter is determined at the quarterly committee meetings, where representatives present their ideas as well as suggestions from their colleagues.

Once the schedule is approved for the next 3 months, it is up to the agent who made the proposal—working through Mrs. Gorman and Don Snyder—to provide the information and all other appropriate materials to the station's production unit.

A writer, artist, announcer, and TV director, in consultation with the Extension agent, combine talents to create the announcement.

The station devotes the same amount of time, energy, and dedication to producing a PSA as to producing a commercial announcement. This is clearly evidenced by the consistently high quality and professionalism viewers see in the finished product.

All involved agree that putting Extension on a "spot" is not an easy job. But once you see the results, whether on your own TV set or reflected in the response people everywhere give your message, you know it's worth the effort. □

Kay Gorman, Extension home economist, checks production schedules with WNBF-TV program director Don Snyder to assure a smooth, continuous flow of public service announcements.

Transporting the cultural arts to rural residents

by
Joyce Ann Bower
State Extension Specialist (Press)
West Virginia University

Many people have an interest in art and music, but when the nearest art exhibit or concert is 60 miles away, even the most ardent arts enthusiast begins to have second thoughts about attending.

In much of West Virginia, particularly the rural areas, formal opportunities to become acquainted with the arts are limited. An educational study project is one method the Extension Service is using to transport the cultural arts to persons who want to learn more about them.

Although Extension agents had been conducting various cultural arts activities with both youth and adults for years, they needed more complete materials, particularly on art and music. And the agents wanted people to benefit from West Virginia University's expertise in these fields.

In 1965, county, area, and State Extension personnel asked the University's Creative Arts Center to help develop an educational program. For the most part, the Arts Center people were unfamiliar with Extension work, but they could see the potential of this method to teach appreciation for the arts and were eager to help.

The Extension Service commissioned two Creative Arts Center professors to write the music and art units; an Extension program leader for women developed another on creative crafts. Together, the six lessons on music, 10 in art, and 12 of crafts make up the "Education Through the Cultural Arts" project. The lessons are designed for individual or group study.

In preparing the music lessons, Music Professor Scott Stringham was guided by what he thought "a person seriously interested in learning about music should look at—the basics of music." Topics of his lessons include jazz, Classicism, Romanticism, the American musical stage, U.S. music, and folk music of the world. Thirteen prerecorded tapes are part of the unit.

The art unit, written by Professor Barbara Drainer, includes seven art reproductions and several slides, as well as lessons on such subjects as color, design, techniques, contemporary art, selected artists, and West Virginia artists.

Mrs. Eleanor Glenn, retired Extension program leader for women, coordinated the entire project and developed the crafts unit. Crafts were included in the project because they are part of West Virginia's mountain heritage, she explains.

Through this unit, she hopes to revive interest in early crafts, many of which are becoming extinct. Mrs. Glenn says that Extension wants to encourage quality, creative crafts, instead of just "busy work."

"What we're doing now should be cherished a hundred years from now," she points out, "and we must get away from the idea that crafts are just for women." The crafts unit includes directions for such activities as rug making; needlework; corn shuckery; wood, leather, nature, and metal crafts; and crafts for children.

The State office assembled 300 project kits for distribution to the 55 county and six area Extension offices and to five

Homemakers, opposite, discuss a painting as part of an Extension home study project in art. Below, young people at a Mountain Heritage Weekend explore some aspects of mountain culture.

regional libraries for use by agents and other interested persons.

Each kit contained a guide book for each unit, bibliographies, a list of recordings and visuals, and the 28 lessons. Thousands of copies of the individual lessons were printed. The music tapes and art slides were kept at the area offices for scheduling to agents and interested groups.

In a series of meetings throughout the State, Professors Stringham and Drainer trained local people to teach the lessons. Attending were local leaders, teachers, and others interested in teaching art and music.

The 12,000 members of Extension Homemakers Clubs are a major audience for the project, but other groups also are using the lessons.

Teachers, for example, have used the information in their classrooms, In Marshall County, retarded children have made some of the crafts; also, the county music director requested the music lessons for use in the schools. Men and women in an adult education art class studied the art unit.

The materials have made an impact in ways other than direct study. Parkersburg area residents became acquainted with the music unit through five 30-minute television programs. The county home agent worked with a music consultant from the local PACE (Projects to Advance Creativity in Education) Center in preparing and hosting the shows.

More than 100 music students from four area junior high schools performed the music. Certificates were offered to those who watched the programs.

After studying the crafts unit, the 177 Homemakers Club members in Braxton County became concerned that Appalachian crafts have been forgotten by many. They have been working for a year and a half to establish a county craft center where classes may be held and quality crafts created.

The center became a community endeavor. The Board of Education gave the women permission to renovate an abandoned school building; a garden club hired a painter; the Lions Club had a well drilled; a lumber company provided a new porch; and an electric firm wired the center.

The women purchased a $300 kiln, and a loom has been donated. Local craftsmen have volunteered to conduct workshops in weaving and ceramics. The women expect to have classes started this spring.

Other Extension Homemakers have toured the Mellon Art Gallery, National Gallery of Art, and West Virginia University art exhibits; participated in the State Arts and Crafts Fair; had a local artist demonstrate painting techniques; attended concerts; and conducted a one-act play contest.

Extension has developed other cultural arts activities, too. More than 1,000 youngsters representing various youth organizations have attended Mountain Heritage Weekends in various areas of the State during the last 2 years. Agents in the Charleston area devised the program to acquaint youngsters with a tremendous heritage which too often has been neglected, forgotten, or labeled inferior.

The camps were funded by the West Virginia Arts and Humanities Council (a State agency) and Title I of the Higher Education Act. The youngsters played mountain instruments, sang ballads, and learned country dances. They, in turn, have taught these Appalachian arts and folklore to other boys and girls. A similar weekend is being planned for adult leaders.

Another cultural learning experience was the artist-in-residence at a State park, sponsored by the Arts Center and Extension.

The Arts Center is working with Extension agents in the Eastern Panhandle area to help schools and communities obtain cultural programs from the University. Brochures listing available speakers and performers have been distributed to school and community groups. The area Extension office coordinates the scheduling of WVU musical performances, art exhibits, lectures, workshops, and drama productions in the eight counties.

County agents also help promote and schedule the Creative Arts Center's puppet mobile in communities and schools throughout the State. During the 1969 school year, 50,000 youngsters and adults saw the puppet show, which was presented 400 times.

The "Education Through the Cultural Arts" project will reach even more people in the future because the West Virginia Arts and Humanities Council plans to reprint 300 copies of the music and art units for use by local community groups.

The Council's executive director praises the materials: "They're designed so that anyone with leadership ability can teach them. We want to get them into the living rooms, the coal camps, and the rural areas to give people a basic idea of music and art appreciation."

He praised the Extension Service for being "open-minded enough to dive right into the arts."

He plans to send copies to the 12 other Appalachian States and to two Western States which have shown interest in the program. After he described the project at a regional arts meeting, representatives from the Southeastern States requested copies, too. □

Professional improvement opportunities

. . . schools and workshops

Western Community Resource Development Workshop

The Western Regional Community Resource Development Workshop will be held June 15-25, 1971, at Colorado State University.

Work in selected laboratory communities will provide participants the unique opportunity to experience firsthand the many implications of working in a community and with community leaders. Participants will share experiences and will discuss concepts, methodologies, and their individual roles with nationally recognized leaders in community resource development.

Each participant will be requested to bring current materials such as research studies, special CRD program information, and video tapes to share with the group.

Details concerning registration fees and accommodation rates will be announced later. For additional information contact: Dr. Donald M. Sorensen, Workshop Coordinator, Department of Economics, Colorado State University, Fort Collins, Colorado 80521. □

Southern RD Workshop

The Southern Regional Rural Development Workshop will be held January 12-14, 1971, in Birmingham, Alabama. The workshop is intended primarily for community and resource development specialists in the Southern Region. Some research workers from the Southern Region will attend, however, and a limited number of persons from outside the region can be accommodated.

For further information, contact T.D. Aaron, Assistant Extension Director, P.O. Box 748, Tifton, Georgia 31794. □

Community Resource Shortcourse

The fourth annual University of Missouri Community Resource Shortcourse will be held June 1-12, 1971, at the University of Missouri, Columbia.

The theme will be "The Application of the Community Development Process to Area and Regional Planning and Development." The University of Missouri Department of Regional and Community Affairs invites the participation of planning directors and agency personnel interested in application of the community development process. No credit will be given, and participation will be limited to 40 persons.

Costs will be announced later. For more information, contact Hugh Denney, Department of Regional and Community Affairs, University of Missouri, 728 Clark Hall, Columbia, Missouri 65201. □

N. C. Summer School

This 3-week summer session will be held June 21-July 9, 1971, North Carolina State University, Raleigh. Tentative plans include courses in ecology and environment, resource development, use of volunteers, administrative management, youth development, and adult learning and other areas relevant to technical agriculture and home economics. Address Dr. Edgar J. Boone, Head, Department of Adult Education, North Carolina State University, Raleigh, North Carolina 27607. □

Arizona Winter School

Regional Extension Winter School will be held January 25-February 12, 1971, at the University of Arizona, Tucson. Courses offered:

—Public Affairs Education

—Developmental Approaches in Consumer Education

—Volunteer Staff Development

—Residential Landscape Development

—Agribusiness Management

—Techniques for Teaching and Learning

—Cultural Implications of Technological Change.

Obtain the Winter School brochure from Kenneth S. Olson, Director, Western Regional Extension Winter School, Room 303H, Agriculture Building, University of Arizona, Tucson, Arizona 85721. □

Colorado Workshop

Colorado State University is changing its traditional 3-week summer school to a 2-week workshop, June 14-June 25, 1971. The change will provide flexibility to meet changing needs of Extension workers and other professionals in continuing adult education, and will be adaptable to different circumstances of work assignments, vacation and study plans. About 10 courses will be offered.

For further information and application for enrollment write to Dr. Denzil O. Clegg, Director of the National Extension Summer School, Colorado State University, Fort Collins, Colorado 80521. □

. . . for Extension home economists

J. C. Penney

An annual fellowship of $2,000 has been established by the J. C. Penney Company 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. Mary Lockhoff, Danville, Pennsylvania 17821. □

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. Mary Lockhoff, Danville, Pennsylvania 17821. □

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 for one month's study. Each State may nominate one candidate. Nominations are due May 1, and selections will be made by the National Association scholarship committee. Applications are handled by the State Association professional improvement and fellowship chairmen in cooperation with State home economics leaders.

Forms may be secured from the professional improvement chairman of the State Extension Home Economists Association or from the national chairman, Mrs. Mary Lockhoff, Danville, Pennsylvania 17821. □

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, 1971, to Mrs. Lydia Lynde, 6008 Grove Avenue, Alexandria, Virginia 22307. □

. . . for 4-H agents

Rockford Map Publishers

The National Association of Extension 4-H Agents administers a $100 scholarship provided by Rockford Map Publishers. This scholarship is limited to Extension agents doing youth work in Minnesota, Indiana, Wisconsin, Ohio, West Virginia, Michigan, Illinois, and Pennsylvania. Applicants do not have to be a member of the Association to receive this scholarship.

Application forms may be obtained by contacting Donald MacVean, Courthouse, Pulaski, New York 13142, Chairman of the Professional Improvement Committee of NAEA, and must be submitted before November 1. □

Washington State

The Edward E. Graff Educational Grant of $1,100 is for study of 4-H Club work in the State of Washington. Applications are due April 1. Contact Lester N. Liebel, Extension Training Coordinator, 208-A Wilson Hall, Washington State University, Pullman, Washington 99163. □

National Association of Extension 4-H Agents

The National Association of Extension 4-H Agents offers $1,050 annually in scholarships to its members. To be eligible, applicants must have been a member of the Association the year prior to and the year of application. The scholarships are for summer or winter schools, travel study, or other graduate work.

Application forms may be obtained from Donald MacVean, Chairman of the Professional Improvement Committee, Courthouse, Pulaski, N.Y. 13142. □

. . . at land-grant universities

University of Kentucky Assistantships

The Center for Developmental Change at the University of Kentucky will award assistantships to outstanding M.A. and Ph.D. candidates desiring to concentrate in their selected disciplines on relevant themes about change. 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 each devote 20 hours weekly in Center-sponsored project activities while working for their degrees in academic departments of the University. 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 waiver of nonresident tuition. Awards are $2,400 for students working for the master's degree, $3,000 for students with a master's working for a doctorate, and $3,600 for students who have successfully completed prethesis examinations for the Ph.D.

For information write Daniel L. Wentz, Administrative Officer, Center for Developmental Change, University of Kentucky, Lexington, Kentucky 40506. □

William H. Hatch Fellowship

The William H. Hatch Fellowship offered by the University of Missouri Agricultural Experiment Station is for candidates for the Ph.D. degree. It carries a stipend of $4,600 the first year, and $4,800 the second year. There is no restriction on the area of study and research except that it must be supervised by a department within the College of Agriculture. The candidate may choose his department.

The effective date of this fellowship is July 1; however, applications must be submitted for consideration prior to March 1, 1971, as the recipient will be announced on March 15 or soon after. The Dean of the College of Agriculture is in charge of selection.

A copy of the brochure and details regarding information to be included in an application may be obtained from the Dean of the College of Agriculture, 2-69 Agriculture Building, Columbia, Missouri 65201. □

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, Department of Agricultural Education, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210. □

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 and Continuing Education.

Additional assistantships may become available. Assistantships are for 12 months and pay $280 per month or $3,360 for the 12-month period, plus remission of fees which amount to $1,200.

Contact Dr. E. R. Ryden, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland 20742. □

Academic Program for Black Students

Through a Rockefeller Foundation grant, the Institute of Food and Agricultural Sciences, University of Florida, offers an academic development program in agriculture and related fields for black American students.

Students applying for admission are required to take the Graduate Record Examination. The GRE score and grade point average for the junior and senior years are used in determining admission to the Graduate School. A combined score of 500 (including GPA of 2.75) will qualify an applicant for full admission.

Graduate assistantships for one-third time service, at $290 per month, are available to students who meet requirements for admission. The Rockefeller Foundation grant is for the financial assistance of black Americans who are graduates of a 4-year college and are interested in graduate study in agriculture or related fields, but who fail to qualify for full admission.

Persons who are considered to have potential for graduate work are eligible to apply for up to three quarters of course work, after which they may be admitted to the Graduate School. During the period of pre-graduate study, the student will be enrolled as a special post-baccalaureate student and will receive financial assistance of $270 per month. After admisslon to the Graduate School, the student will be transferred to a regular assistantship in the department of his choice.

For application forms and other information, write to: Dr. Marvin A. Brooker, Institute of Food and Agricultural Sciences, Dan McCarty Hall, University of Florida, Gainesville, Florida 32601. □

Cornell University

The Department of Rural Sociology provides Extension, research, and teaching assistantships paying $3,600 annually plus payment of fees and waiver of tuition. These grants are available only to graduate students majoring in development 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. □

University of Wisconsin

The University of Wisconsin-Madison offers a limited number of assistantships through the Division of Program and Staff Development, University Extension, consisting of $304 per month for 12 months plus a waiver of out-of-state tuition. Contact Patrick G. Boyle, Director, Division of Program and Staff Development, 432 North Lake Street, Madison, Wisconsin 53706. □

University of Arizona

The University of Arizona offers financial assistance to graduate students in the form of research assistantships, teaching assistantships, and tuition scholarships. In most cases the registration fee of $160 a semester is not waived, although nonresident tuition of $890 is waived. Assistance ranges from $1,450 to $6,700 per year. Graduate study includes work toward both master's and doctoral degrees. Applications for appointments should be filed with the department heads before March 1. For forms and further information, write to Dean of the Graduate College, The University of Arizona, Tucson, Arizona 85721. □

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. □

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 and doctoral degree students—$2,000 to $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. Irwin R. Jahns, Chairman, Student Selection Committee, Department of Adult Education, College of Education, Florida State University, Tallahassee, Florida 32306. □

Harvard Fellowships for Government Careers

Littauer Fellowships

These fellowships are for public servants who have had considerable experience in government, and preferably some graduate study in the social sciences, and who plan definitely to continue their careers in government service, at either the Federal, State or local level.

Students in the School pursue individual programs of study. These may be concentrated in one of the social sciences, particularly economics or political science, or they may combine two or more fields in a manner suited to specific needs.

The fellowships are adjusted in amount to the needs of the student and may normally carry stipends up to a maximum of $6,600. Exceptions may be made at the discretion of the Fellowship Committee. □

Administration Fellowships

These fellowships are for recent college graduates who have had some experience in the public service and a distinguished record in their undergraduate work. A limited number of these fellowships are also available to recent college graduates without government experience who intend to enter the public service. Administration Fellowships carry stipends up to $5,200 with amounts adjusted to the needs of the student.

Persons interested in fellowships or admission may obtain application blanks, catalogs, and other information by writing to the Registrar, 123 Littauer Center, Harvard University, Cambridge, Massachusetts 02138. Applications should be filed by March 1, 1971. □

. . . Farm Foundation awards

Fellowships for Study of Social Sciences

The Farm Foundation offers fellowships to agricultural Extension workers, giving priority to administrators, including directors, assistant directors, and supervisors. County agents, home economics 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 9 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 9 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.

Applications are made through State Directors of Extension to Dr. R. J. Hildreth, 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. □

Scholarships for Study of Extension Supervision

The Farm Foundation will offer 10 scholarships of $200 each to Extension supervisors enrolling in the 1971 summer supervisory-administration course June 14-June 25 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. □

University of Chicago Fellowships

Extension workers who are concerned about the Extension role of the university in the urban setting are invited to apply for a $6,000 doctoral fellowship in adult education. Each of these two awards, which are provided by the Carnegie Corporation, is intended to provide the recipient with firsthand knowledge of the complementary and the competing functions of publicly and privately supported adult education programs in metropolitan areas, using the city of Chicago as a learning laboratory. Applicants should be preparing for positions of program or administrative leadership in broadly based university extension programs and should have a commitment to improving the quality of life in the city through the extension of university resources.

Other scholarships, fellowships, and assistantships for specialists, county agents, home agents, and youth workers who wish to work toward an M.A., Ph.D., or Certificate of Advanced Study in Adult Education are also available. The University of Chicago programs are best suited to individuals who are interested in learning about private universities, urban life, and adult education programs ranging far beyond conventional efforts.

The closing date for the acceptance of applications for awards for the 1971-72 academic year is February 1, 1971. Applications and further information are available from William S. Griffith, Chairman, Adult Education Special Field Committee, Department of Education, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637. □

Warner Scholarship

Mu Chapter of Epsilon Sigma Phi will award one scholarship of $100 to professionals in Extension Service for study of Extension methods through one of several ways—a 3-week summer or winter Extension school, academic study while on the job, or study leave.

Applications may be obtained from the State Extension training officer, or from the Staff Development Office, Extension Service, USDA, Washington, D.C. 20250. The deadline for filing applications is April 30, 1971. Announcement of the recipient will be made in May; the award will be granted after the study is completed. □

NSF Traineeships

The National Science Foundation will support an estimated 3,400 graduate students in 1971-1972 through its graduate traineeship program. This support represents commitments made to universities in prior years. No new graduate traineeship starts are contemplated. The selection of individuals to hold traineeships is the sole responsibility of the grantee. The names of universities holding continuing traineeship programs will be announced by the National Science Foundation on February 15, 1971. All inquiries about traineeships should be directed to the universities having traineeship awards. □

National Defense Graduate Fellowships

The purposes of this program are:

—To increase the number of well-qualified college and university teachers.

—To encourage development and full utilization of graduate programs leading to the doctorate.

—To promote a wider geographical distribution of such programs and expand the opportunities for doctoral study.

Allocation of fellowships to colleges and universities is announced by the Office of Education in January. Fellowship candidates apply directly to the graduate schools which then send their nominations for awards to the Commissioner of Education. Fellowships are tenable only in the approved programs at the institutions to which they have been allotted.

A fellowship is normally a 3-year award subject to the continued availability of appropriations and satisfactory student progress toward a degree. It provides a stipend of $2,400 the first 12-month year, $2,600 the second, and $2,800 the third, together with an allowance of $500 for each dependent.

An applicant must be a citizen or a national of the United States. He must intend to enroll in a full-time course of study leading to the doctorate, and he must be interested in an academic career of teaching in an institution of higher learning.

For further information, write directly to university officials concerned with graduate school programs. □

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Housing—crisis or opportunity?

"We have a crisis—a housing crisis—in the United States, the land of plenty. When written in Chinese, the word crisis is composed of two characters: one represents danger and one represents opportunity. Let us take this housing crisis and turn it into an opportunity to further implement our total Extension program. Let us strive to improve the housing conditions of every family." This is the challenge Dr. Fred R. Robertson, Vice President for Extension, Auburn University, placed before the National Extension Housing Conference in November in Atlanta, Georgia.

Dr. Robertson, in developing some approaches to meet the challenge, outlined the functions of housing and the ways housing affects people.

Housing has a close relationship to health. It protects its occupants from insects and animals as well as the sun, rain, and snow. It affects the way a family eats, sleeps, and keeps house. It is a major vehicle for socializing children as they grow up by the attitudes and patterns of behavior it fosters.

Housing affects friendship formation of both adults and children and plays a large role in whether a family's values are fulfilled or frustrated. Finally, and maybe most important, it fulfills psychic needs by providing identity and values of self-worth.

Dr. Robertson outlined approaches that may have application at the community and county levels in helping Extension meet its challenge in housing.

He urged Extension workers to become familiar with the current housing situation in rural communities and to create interest among businessmen and political, professional, and community lay leaders on the housing problem and ways they can become involved in implementing local housing developments and programs to alleviate the needs.

Extension may also use both direct and indirect means to reach rural families and those in small communities who have housing needs. The purpose here is to make them aware of the nature and extent of financial assistance programs available through the Farmers Home Administration and other agencies.

The indirect methods to which Dr. Robertson referred include involving in small group meetings people who have frequent and repeated contact with people with housing needs. They can be helpful in assessing the problem and needs. They also can make people aware of the various housing assistance programs available. The indirect method also includes working with groups and public agencies whose purpose is to sponsor projects permitted under certain assistance programs.

Direct assistance may include:

—Providing information, referrals, and assistance to families with inadequate housing who may be identified as a result of contacts through ongoing Extension activities.

—Implementing a specific housing project as part of the county Extension program to search out families with housing needs, provide information on assistance, and motivate them to accept and apply for assistance.

—Providing followup help to families receiving housing assistance to aid them in becoming responsible homeowners.

Certainly, the national housing situation is such that the space here does not permit doing justice to it or to the manner in which Dr. Robertson expressed it before the conference. It is national in that it reaches into each State, county, and hamlet. The nature and extent of the problem provides abundant opportunity for involvement of most disciplines represented on Extension staffs at all levels.—WJW

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