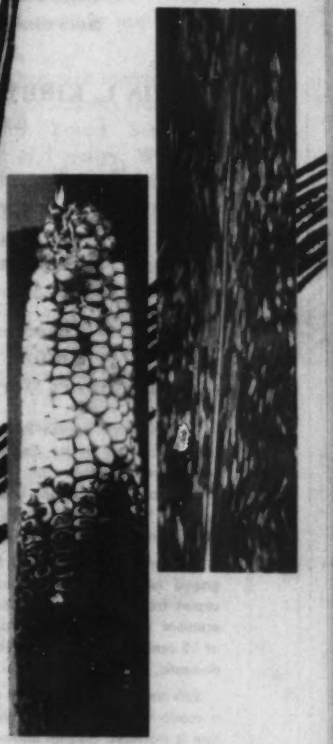
EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JANUARY 1971



CORN BLIGHT-PAGE 2

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

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

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EXTENSION SERVICE
REVIEW

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

CONTENTS

Followup to a crisis

It was one of those things that farmers—who despite modern technology still depend on Nature—expect now and then. Favored by weather and crop conditions, the corn blight crept insidiously into fields across the country. Following closely, and often in the vanguard, was Extension information designed to permit realistic assessment of the effects; inform of safe uses for the affected crop; and help producers recover.

Extension can take pride in the speed with which information flowed from Federal and State specialists to county agents to producers. Facts were disseminated by personal contacts, county and area meetings, and the mass media. State information offices worked frantically to produce timely publications, radio and television programs, and news releases.

And so, the crisis passed for the 1970 crop. But the educational needs are even greater now. To avert a similar disaster in 1971, farmers must know which seeds are blight-resistant and what production practices will reduce blight possibilities.

USDA and the seed industry are working together to provide guidance—but the word must get to individual producers. And that will take the closest cooperation between University researchers and Extension specialists, county agents, community leaders, and local agribusinessmen, as well as USDA agencies and the seed industry.

Nature still will have the last word; but perhaps she'll speak more softly this year.—MAW

Oregon's 'forest classroom'

by
Val Thoenig
Information Representative
Lane County, Oregon

On the tag end days of Indian summer in Oregon, there's a mass exodus of Eugene fifth graders to a different kind of classroom—a 20-acre wooded hillside about 10 miles west of Eugene.

The event: the Lane Extension Service school forestry tour.

In 8 years of this on-the-site study to learn about the forest industry and conservation, the kids have proven "how well they soak up and retain the information," says Lane Extension forester Bert Hockett, tour coordinator.

Eugene, Oregon, fifth graders learn about tree diseases and abnormalities at one of the 15-minute stops on the eighth annual Lane Extension Service school forestry tour.

Idea for developing the tract and tour originated 8 years ago, he explained. "Lane Extension and the Lane County forestry committee decided this was the route to give kids a practical view of the State's main industry. Now school administrators and teachers use the Extension handbooks and tour as an important supplement to the classroom unit on conservation."

The educational worth of the tour, Hockett says, is in the "faculty" and in the subject matter, which is presented in seven stations spaced amidst the trees and ferns, the rhododendrons and salal.

On 15-minute time schedules the youngsters rotate from station to station learning about tree identification, Christmas tree culture, fire control, foresters' tools, forest management, wildlife management, and multiple use of Oregon's woodland.

Their teachers are foresters, naturalists, and conservationists from Extension Service, U.S. Forest Service, State Department of Forestry, Western Lane Forest Protective Association, Oregon Game Commission, and timber companies.

During the 5 days of the tour the school buses shuttle the kids from schools to the hillside classroom.

And it takes all 5 days, Hockett said, to give each youngster a 2-hour "forestry experience." The magnitude of this year's tour: 2,349 fifth graders from 34 schools, 118 teachers, and 44 on-the-site instructors. □

by
Mary K. Mahoney
Extension Information Specialist
Texas Agricultural Extension Service

Aides help small farmers

A new intensified agricultural education planning assistance program is reaping large benefits for approximately 200 small farmers and ranchers of Starr County, Texas.

These small producers—most of whom have only a limited grasp of the English language—are making progress in many phases of agricultural production through the use of improved practices. Most, however, were not aware that educational assistance and cost-share farm programs were available to them until this pilot program was launched by the Texas Agricultural Extension Service about 18 months ago.

The Intensified Farm Planning Program is helping to increase the earning power of the small producers, according to Buford Dobie, Starr County Agricultural agent. Starr County is one of 10 in Texas where the program started in April 1969.

The Extension Service initiated the Intensified Farm Planning Program to help the farmers or ranchers who gross $10,000 or less annually. Many participants have a net income of less than $3,000.

The 10 counties stretch from the Red River to the Rio Grande, and include Milam, Cherokee, Red River, Lamar, Freestone, Lee, Washington, and Guadalupe, as well as Starr.

The pilot program was designed to help producers improve their earnings with a minimum disruption of their established social and community ties.

Agricultural program aides are employed to work with cooperators. The program aides provide assistance on an individual basis to develop farm and ranch plans, utilize available resources effectively, seek additional resources, and explore off-farm employment opportunities. Many of the cooperators in the pilot program were not being reached by present Extension programs and did not actively participate in educational programs or seek help available to them.

District agents serve as advisors to the program in each section of the State. Joe H. Rothe, State agricultural agent, is State advisor, and Dempsey Seastrunk, farm and home development specialist, is project leader.

In Starr County, Lazaro Rodriguez, the aide, works closely with the participating families and County Agent Dobie in planning improvements and in helping producers to follow through on their practices. Rodriguez is in contact with about 200 of the farmers and ranchers, and provides intensified help to 44 families at present.

Getting vital agricultural information and facts about farm cost-share programs to the small farmers is essential to progress, and both Dobie and Rodriguez can communicate with the cooperators in Spanish as well as English.

Some of the cooperators do not read in any language, so that written communications must necessarily be quite brief and contain simple messages which are enhanced by drawings.

Range deferment results in excellent stands of Buffel grass for a Starr County rancher, above right, who is working with County Agent Dobie, left, and Lazaro Rodriguez, program aide. Opposite, Rodriguez (right) shows a farmer how to irrigate a field of young tomato plants.

"As a result of the bilingual approach, many of the cooperating producers now have enough understanding about agricultural practices and Federal cost-sharing programs that they are doing effective long-range planning," notes Dobie.

Before the intensified farm planning project began, the small operators who knew of Federal assistance programs for farmers did not know how to qualify for these aids or apply for them. With additional help through this program, these Starr County farmers and ranchers are moving forward rapidly. As a result of added income realized through the program, the level of living of the families involved has improved.

Cooperating Starr County farmers and ranchers have established pasture demonstrations; planted cover crops; secured soil-test analyses; fertilized fields according to the test results; and improved efficiency of irrigation systems.

They began regular spraying of livestock to control parasites and reduce screwworm infestations; built cross fences to use range land to better advantage; drilled water wells and installed water troughs; and improved or rebuilt corrals to handle their livestock more effectively.

An example of the high degree of success of the Starr County farm planning program can be seen in the accomplishments of one of the ranchers. Although he operated 350 acres of rough pasture land, he had never seen his way clear to make needed improvements. Since learning about projects and Federal cost-share programs, he has rootplowed and seeded Buffel grass on 200 acres of this raw land.

Before the improvements were carried out, he was able to run only five cows on the land, and had to provide supplemental feed for the stock during the winter months. Since improving the land, the rancher is now carrying 45 mother cows and calves on the same amount of land, and is not having to feed them each winter.

Additionally, the rancher has drilled a good water well, installed a windmill and large water trough for the cattle; cross-fenced his land so that several pastures now have permanent water from the well; and built a new set of corrals to facilitate working and marketing the livestock. He also has learned the value of spraying his stock at regular intervals to control parasites and screwworm outbreaks.

The program benefits to this rancher and his five-member family do not stop there, however. They investigated the possibility of securing a Farmers Home Administration home improvement loan, and discovered that they could qualify for assistance. They have remodeled and added to their home.

Better quality livestock are now evident on this Starr County ranch. After increasing the carrying capacity of his land, the rancher bought improved breeding stock and culled less profitable animals from his herd. He is now selecting registered herd sires with great care, and he continues to build up his herd. The rancher and his family have set other improvement goals, which they believe can be realized.

Dobie and Rodriguez plan their educational programs to meet the needs of each farm and ranch family involved. They also work closely with members of the County Advisory Committee for the Intensified Farm Planning Program.

Serving on the Advisory Committee are Rene Barrera of Fronton, chairman and farmer-stockman; Andres Canales of Rio Grande City; Amando Oliveira, local Farmers Home Administration office manager; Alfonso Perez, County Agricultural Stabilization and Conservation Service office manager; Alonzo Lopez, a local rancher; and Elias Guerrero, district conservationist with the Starr County Soil and Water Conservation District.

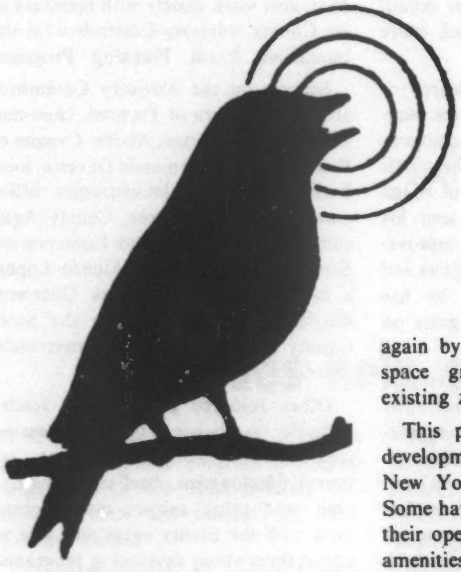
Other resource persons also render valuable assistance. Texas Extension specialists in farm management, resource development, beef cattle, agronomy, and other subject matter areas meet with the county agent and aide to advise them about developing programs. Latest research findings are being adapted for more efficient farm and ranch production.

Special equipment has been made available by the county for use in the program. A portable squeeze chute and a calf table have proven handy as ranchers work their cattle. The Extension Service has provided a portable livestock spray unit, and several chemical firms have provided insecticides for spraying the herds.

"This spray rig has literally opened many ranch gates to us, and has given us an opportunity to discuss better overall livestock programs," says Dobie.

Several of the farmers cooperating in the program have increased their tomato yields on irrigated land by adapting their equipment so that they can place phosphorus directly under the plants. Treated plants on the Guillermo Martinez farm at La Grulla this past season presented a sharp contrast to check rows which did not receive fertilizer, and yields were increased considerably.

Many of the practices carried out by the small ranchers and farmers are in cooperation with the county's ACP program and other programs, which Dobie and Rodriguez interpret to the cooperators. □



Spotlight on heritage

by
John D. Focht
Cooperative Extension Agent
Rockland County, New York

Rockland County, in southeastern New York, has been caricatured as a gigantic Rip Van Winkle of the lower Hudson Valley that has just been rudely awakened by the clamor for change. Its eastern coast along the Hudson River has been compared to the most beautiful aspects of the Rhine. Its center is breached by High Tor Mountain.

The great suburban sprawl that took over 27 counties in the tri-state metropolitan region surrounding New York City first began invading our back country farms and orchards little more than a decade ago. This was due primarily to the completion of three major highways to and through the county.

With its geographical center only 33 miles north of Manhattan, Rockland County has become a commuting suburb for New York City. Its population practically doubled between 1950 and 1960, and projections indicate it will double again by 1985, filling all the available space granted for developments by existing zoning regulations.

This puts us in the same stage of development as some other metropolitan New York counties of a decade ago. Some have lost as much as 90 percent of their open space. With it have gone the amenities such as quiet beauty and the pleasures and convenience of easy movement that attract people to recreation areas or parks.

New industries are sought to balance skyrocketing tax rates. Cracker box subdivisions are springing up. Shopping centers, largely architecturally distasteful, are becoming the norm. And the air and water around us are being polluted.

Faced with this situation, Rockland County wonders what its land will look like in 20 years.

Must we end up becoming a duplicate of 10,000 other places in suburbia that have lost their human touches and livability for want of trees, open space, and visual identity? Mediocrity can quickly blot out the best works of man and nature, wherever people forget their heritage.

Although "old timers" claim to know and appreciate the natural and historic wonders of the county, a lot of history and natural beauty can go down the drain before the newcomers realize what's being lost.

The public needs help in identifying, assessing, and interpreting its environmental heritage. The Cooperative Extension Service has hit upon an effective "sensitizer" to help bridge this awareness gap in Rockland County.

Our approach is a series of vest pocket guides. We hope to broaden public awareness of county resources by including heritage, hikes, and natural history in these leaflets. We aim them at teachers, parents, and youth leaders—hoping to encourage them to discover the county with their children.

One of our recent announcements for the series invited county residents to:

"Draw a circle around the place where you live. This is your MAGIC CIRCLE. Think of the discoveries it holds for you and your family. Rockland has many historic and scenic spots worth seeing. Magic Circle explorations can start in any neighborhood, and can be expanded as far as one's imagination.

"So, if you really want to see America, start at *home*. But first you must learn "what is." To start you off, Cooperative Extension offers a series of leaflets on county history, hiking, and nature."

A year's subscription costs $2. We hope to have 800 people enrolled in the program this year. Also, 3,000 teachers receive the leaflets free. This includes

90 percent of our elementary school teachers. Many report finding them useful background material for class field trips and discussions.

The layout for the leaflets evolved slowly through trial and error. We use 8-1/2- by 11-inch sheets folded into three panels. Our first issues were mimeographed, because we felt that economy was good. But these were just too messy, and failed to compete for attention with all the other mail people received.

Our text has justified columns and copy is reproduced by photo-offset. An advertising agency designed the format, and it's proving to be a good one that we can live with. To save time in preparing copy, this basic format has been printed on a stack of work sheets.

The symbol for the heritage series combines "Magic Circles" with the county map.

Another series, Nature and You, suggests conservation projects for youth groups and family participation. The first leaflet was a bluebird trail project, so we've taken that bird as a symbol.

Most of the text has been prepared by us, but several historians have also contributed materials, We hope other resource people will climb on the bandwagon.

In time, these leaflets will add up to a comprehensive inventory of nature and history in Rockland County. They will interpret the geological history of the area, plus its mineral, soil, water, and wildlife resources. The ecology of each different plant and animal community also will be detailed and illustrated. Cultural, social, and architectural values will be featured.

Unlike many other heritage projects that end up collecting dust on library shelves, each Magic Circle leaflet is a pocket guide encouraging people to go outdoors and discover their county in ever-widening circles.

We think this popular approach will pay big dividends. Perhaps it makes us a kind of environmental tourist bureau; but if it helps people appreciate their surroundings and involves them in environmental quality, it's worth it. □

The accompanying drawings are examples of the art which illustrates Rockland County's leaflets on the area's history, geography, and environment.

4-H'ers fight drug abuse

by
Charles W. Spradling
Area Extension Youth Specialist
University of Missouri

One of the most widespread social ills facing American youth today is the drug abuse problem. The Clay County 4-H Junior Leaders felt an obligation to do something about it.

At a junior leaders meeting last January, Extension Youth Specialist Charles Spradling outlined some of the problems. The 4-H'ers discussed his points and proposed some of their own. They decided the best action they could take was to provide an educational program for youth and adults on drug use and abuse.

A committee of eight members and adults was established to work with Extension youth agents in setting up a symposium on drug education.

During February, March, and April, the planning committee met with Spradling and Extension Youth Agent Lawrence A. Neuhausel. They helped the committee focus on the real problems of drug use and abuse. They worked with the committee to establish priorities, set goals, determine the program content, and plan publicity. Extension Youth Specialist Lawrence Agnew, who had been working with the Kansas City drug program, also helped.

After setting priorities, the committee set three goals:

—to clarify the terms "drug use and abuse,"

—to provide factual information concerning drug use and abuse,

—to set up a situation where youth and adults could talk together.

Several outside resource people met with the committee. They urged the committee to secure knowledgeable people as symposium speakers.

Dr. Robert Schultz, director of the Clay County Health Department, suggested that consideration be given to all aspects of the drug problem. He volunteered the use of Health Department facilities, including audio-visual supplies and a meeting place.

The youth specialist stressed that the manner in which sessions were conducted would be a determining factor in the amount of learning taking place. The committee began to look at methods for conducting each session.

The program content caused much difficulty. The group encountered problems about what should be taught, the best sequence of topics, and who could best present the topics.

Next, the committee questioned whether the symposium should be for youth, adults, or a mixed audience. And they wondered what the reactions of those attending would be if the audience were mixed.

The committee decided the symposium would be for both youth and adults. They felt offering it to both would help achieve the goal of dialog between young people and their parents.

Topics they chose were the psychological, moral, legal, and physiological aspects of drug use and abuse, and an introductory session to acquaint participants with background information on various types of drugs and their effects.

Speakers selected included professionals in pharmacology, psychiatry, mental health, the ministry, the Federal Bureau of Narcotics and Dangerous Drugs, and medicine. All of them had experience in conducting drug education programs.

The youth specialist obtained information about different methods of teaching, and the committee selected the method to be used.

Each of the five symposium sessions was divided into 30 minutes of formal lecture, followed by a 30-minute group discussion. For the discussion, participants were divided into groups of 10. After a break, a question and answer period enabled participants to ask questions on points needing clarification.

To publicize the symposium, the committee divided into groups. Each was assigned a specific publicity responsibility. One group handled public-

This program earned the Clay County Junior Leaders a 1969-70 Parents Magazine Youth Group Achievement Award for outstanding service to the community.

ity through the mass media. They contacted all radio and television stations and newspapers serving the Clay County area. And they wrote news releases to inform the public about the dates, time, and place of the symposium.

Another group worked through the public schools in Clay County. Posters were placed in each of the high schools, and brochures were distributed to each high school office. A third group contacted all churches in the county. This group left brochures announcing the symposium and got the cooperation of the minister in publicizing the symposium to his congregation.

Another group prepared posters and brochures to be displayed by local businesses.

The committee was concerned about evaluating the symposium. They made up a questionnaire to determine whether the goals had been reached. The questionnaire was used to:

—indicate the effectiveness of the speakers and knowledge gained by the participants,

—determine whether the distinction between drug use and abuse was clearly understood,

—decide whether these symposiums should be repeated and if followup was needed,

—evaluate the merits of a mixed audience versus separate sessions for youth and adults.

Results of the questionnaire indicated that participants clearly understood the difference between drug use and abuse. Participants said future programs also should be for a mixed audience. More youth than adults favored this approach.

The symposium speakers were quite effective. Comments on the questionnaires indicated that participants were pleased with the speakers' factual presentations. They appreciated having the opportunity to synthesize the material and then evaluate the moral aspects for themselves. They were pleased with getting sound factual information upon which to make value judgments.

The junior leaders paid for the symposium out of their own funds, raised by sponsoring a chicken barbecue. They learned how a committee functions, the responsibility of conducting an educational program, and how to cooperatively work together. They are now determining what their next program phase in drug education should be.

With opportunities to assume responsibility, youth can continue to grow and mature into responsible adults. They are capable of assuming responsibility, and youth leaders and parents should give them as much as they are able to accept. With careful help from youth leaders and parents, youth can provide an excellent means of serving the community.

We in Clay County are willing to challenge youth to accept wide responsibility and to assist them in carrying it out. More use of our youth as planners, teachers, and models can help our country continue to grow. □

At the first session, Dr. William McKnelly, associate professor at the Kansas University Medical Center, explained the various drugs, their psychological implications, and health factors. Here he explains categories of drugs.

Members of the planning committee, some of whom are pictured below, spent many hours working out the details of the drug symposium.

by
Douglas W. Darden
Associate Specialist (Editorial)
Louisiana Extension Service

Meeting community recreation needs

People in the town of Farmerville—a rural Louisiana community of 3,500—are demonstrating what can be done when business, Government, and private citizens work together on a community development project.

After about a year of hard work, a group of citizens formed the "Space Age Recreation Center," consisting of a prefabricated building and a fenced-in baseball diamond. Inside the building are facilities for games for teenagers. Local volunteers are dressing it up with paneling and concrete blocks. A full program of activities is in progress for youth and adults of Farmerville and the entire parish.

It all began in 1969 when a group of some 300 local families formed the Farmerville Community Improvement Organization and obtained a charter. The first order of business was to study what was needed to improve the community. The most immediate need was found to be a recreation hall and playground.

The organizers felt that, to be effective, each family should have a part in establishing the facilities, so each was asked to pledge what it felt it could contribute. Monthly contributions range from 25 cents to $16. Not all contributors pledged, but the organization takes in an average of $275 per month for operating its programs and improving the facilities.

Once it had the pledges, the group began looking for facilities. Located on what formerly had been the Union Parish Fair Grounds was a prefabricated building of more than 5,000 square feet that had been used for exhibits. It belonged to the parish police jury—the parish governing body—and had most recently been used to store materials used in training workers for a new garment factory. Half the building was filled with scraps of cloth.

Led by Willie Sensley, LSU Cooperative Extension agent and president of the local organization, a group of citizens asked for and received a 10-year lease on the building, with an option for another 10 years.

The first problem was what to do with all the cloth scraps. Working with the Community Action Program of the Office of Economic Opportunity, the organization encouraged parish people to use the scraps for making quilts. Homemakers pieced them at home, then gathered in the building to do the quilting. More than 500 quilts were made.

A Farmerville town councilman and architect donated plans for remodeling the inside of the building to make it appropriate for a community center. More than 50 percent of the cost of construction was donated by people in the community in the form of materials and labor. The remainder came from contributions.

Offices were constructed inside the building, including space for a locally-organized credit union. Kitchen and restroom facilities were included in the remodeling, along with a special room for a child care center.

An area adjacent to the building has been made into a baseball diamond. A police juryman sent equipment to grade the entire area so it would be appropriate for a playing field. The Claiborne Electric Cooperative agreed to move a power line that ran through the middle of the field.

Using equipment from an abandoned school, the parish sheriff's department, the City of Farmerville, and the police

Mrs. Genevieve Tompkins, above left, area Extension clothing specialist, watches a sewing class demonstration at the Center.

jury have installed lights and bleachers for the playing field. The town council is fencing the area, including the dugout areas and backstops for the field.

Work is continuing on the community center, but activities have long been underway. The OEO agreed to staff the center with its existing parish staff of two. The board of the Farmerville Community Improvement Organization, however, retained control of activities in the center. The center now operates with one full-time and three part-time OEO workers.

An Extension Service home economics agent soon began conducting sewing classes one afternoon a week. Two classes were taught—one for beginners and another for more advanced seamstresses.

Another activity involved a parish cleanup campaign that originally was sponsored by the parish Technical Action Panel. Taking it one step further, the local organization sponsored a Christmas lighting campaign, with emphasis on cleaning up. Forty-one families participated and local businessmen donated nine 14-pound turkeys for prizes. A Santa Claus distributed about 500 bags of candy at stops during the judging.

Special activities are conducted as the need arises. "Showers" are given for families whose homes have burned. A "clothing bank," is maintained at the center to provide a constant source of clothing for any needy family in the parish.

Even though there are many adult activities, most are geared to youth. During school time, the center is open each afternoon until 7 p.m. It is open later on weekends and all day during the summer.

Recreation activities include table tennis, shuffleboard, volleyball, pool, and dancing. Baseball and softball leagues were formed last spring.

Besides the adult committee in charge of activities, a teenage committee plans and carries out special activities for their group. Some activities they have sponsored are a coming-home party for college students and a valentine party.

Sensley, who is stepping down as president after the first year, says the Space Age Recreation Center has filled a real need in the community. He explains that the monthly meetings provide opportunities to develop leadership within the community. Also, the organization has provided the community with a focal point.

"When we started this thing," Sensley says, "people said it would never work. In fact, some of them actively opposed it. But some of the ones who opposed it the most are now some of the hardest workers and staunchest supporters." □

Above, homemakers display one of the 500 quilts made from scraps left in the recreation center building. OEO's Mrs. Bessie Warren, right, is Center coordinator. At left, some of the leaders who helped establish the recreation center discuss future plans. From left are Willie Sensley, Extension community and leadership development area agent; R. C. James, president-elect of the Center; Mayor J. G. Elliott; and Carlton White, town councilman.

Learning money management by mail

A group of Extension home economists in Kentucky's Wilderness Trail Area expanded the scope of Extension in their section of the State last year by inaugurating a learn-by-mail course in family financial management.

The course, entitled "Make Your Money Behave," was the first of its kind to be offered by the University of Kentucky Cooperative Extension Service. It was designed, administered, and evaluated by the home economists in the eight-county area—primarily by Mrs. Thelma Pursifull, Bell County home economics agent, and Miss Kathy Bullen, currently home economics agent in Boyd County, but at the time of the project, an Eastern Kentucky resource development specialist in family economics.

Mrs. Pursifull coordinated the correspondence course, and designed it to "reach a group of women who weren't being helped by traditional Extension programs."

by
Glenn Rutherford
Extension Information Specialist
University of Kentucky

She said women with jobs outside the home, and young mothers, often can't leave their jobs or children to attend homemakers club meetings.

"These families had received relatively little information on family financial management—and they desired additional help," she said.

"We had an area staff meeting and decided that each county staff would be responsible for enrolling people in its respective county," she explained.

To avoid confusion, the Bell County office was designated headquarters for the project. "Kathy Bullen and I determined specific enrollment requirements for the course," Mrs. Pursifull said, "and then spent about 6 weeks developing the lessons to be used."

Only individual adults living in the eight-county Wilderness Trail Area could enroll in the program. Enrollees had to complete and return a question sheet at the end of each lesson to qualify for a certificate of merit from the Cooperative Extension Service.

The six lessons which made up the "Make Your Money Behave" course were developed from similar materials written at Texas A & M University.

"Kathy and I tried to write the lessons on high school level. We had individuals enrolled in the course with educational levels ranging from the sixth grade to master's degrees and beyond. And they all seemed to understand the material. We didn't get any complaints about it," Mrs. Pursifull said.

A month and a half before the deadline for enrolling in the course, the project coordinators sent promotional material to radio and television stations and all newspapers in the area.

"We used both regular radio programs and spot announcements to develop interest in the course," she explained. So by the time the enrollment deadline rolled around, most people in the eight-county area had heard or read something about the course.

A total of 228 persons enrolled in the course—"Actually, quite a few others enrolled, but didn't fit the criteria for various reasons. We even had out-of-state residents try to enroll, and others wanted to enroll groups—entire home economics classes, for example."

Eighty-one persons admitted to the course failed to participate for various reasons, so when the first lesson was mailed out on February 15, there were 147 participants in the eight counties.

Each of the six lessons had a statement of purpose at the beginning—so the "students" were aware of what was to be taught in each specific segment. The lessons were entitled:

—Your Values, Your Guiding Stars
—How Good a Manager Are You?
—How To Live on What You Make
—Managing Your Bank Account
—Save Now—Buy Later
—Buy Smart!

"Each lesson had to be mailed back to our office before the next one was sent. Kathy and I evaluated all the answer sheets ourselves—in fact, once the lessons were underway, everything in the project was coordinated from this (the Bell County) office," Mrs. Pursifull said.

County agricultural Extension agents and other staff members referred all questions about the project to that office.

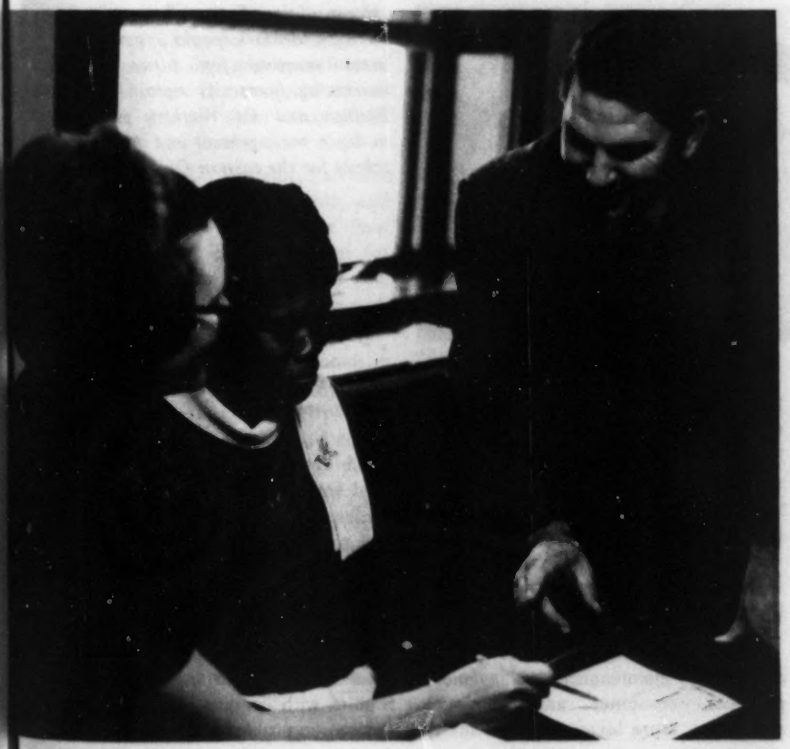
The course coordinator said having one office control the project simplified the administration of the course. "Kathy has a master's degree in family econom-

ics, so she understood the problems people have in home money management. Together we answered each of the questions the student had, and you know, there weren't too many."

Was the course a success? You bet!

"I was well satisfied with the results. There were some problems with the mechanics of producing the lessons, printing, things like that, that I would change if I were doing it again. But as far as the learning material presented in the course, well, it was excellent. We could see changes and improvements in the people as the lessons progressed. These people were accepting these concepts of sound money management and were putting them into practice."

Others involved in the project included: Henry Pope, area Extension director; Mrs. Florence Parker and Miss Helen Stevens, State Extension specialists in home management; Miss Vandilla Price, State specialist in resource development; Miss Stella Mitchell, USDA Extension specialist in home management; and the county Extension staffs. Mrs. Opal Mann and Mrs. Marcy Stewart, State home economics program leaders, also served as advisers. □



Two participants in the "Make Your Money Behave" correspondence course discuss it with Mrs. Thelma Pursifull, left, course coordinator. Mrs. Fred Bishop, center, is a housewife with seven children, and Billy Harbin is an insurance agent.

Marketing information interests many groups

Above, left, Extension economist Vern Vandemark speaks at a management meeting for farm supply marketing firms. At right, William Phillips and Ed Watkins plan an in-depth management and marketing school for the eastern Ohio area.

Dr. Lois Simonds, Extension economist, marketing information, talks with other members of a panel on future marketing programs, presented for the Ohio Agricultural Marketing Association.

The Ohio Cooperative Extension Service has conducted educational programs for the food trade for a number of years. The primary audience has been wholesalers and food retailers. But now, specialists are discovering a far broader role for marketing information.

In the past, the program has included the following elements:

—Statewide conferences have focused on quality maintenance, management practices, consumer and employee motivation, store layout, market analysis, inventory control, and advertising and promotion.

—A 2-day food distribution conference which appeals to many segments of the food trade is held on campus; a meat conference is sponsored for retailers and packers; and a frozen food conference is held for brokers, wholesalers, and retailers.

—Local staff members have served as resource people on programs for national and State trade associations. Studies with cooperating retailers have focused on problems of store acceptance

by
Edgar P. Watkins
Extension Economist
Food Distribution
The Ohio State University

by customers, motivation of employees and managers, sales forecasting in the meat department, analysis of customers in a market area, the development of case studies for management workshops, and a business summary of retail food stores.

—Specialists in food distribution and market information have pooled their talents and knowledge to develop programs for other groups of clientele who have interests in the practices and policies of food distribution firms.

For some time, however, those in food distribution and marketing information in Ohio have felt that knowledge of organization, pricing, and operation of food distribution firms should be of interest to groups other than food distributors.

Last year, Dr. Lois Simonds, Extension economist, marketing information, and Ed Watkins, Extension economist, food distribution, appeared on programs for turkey growers, nursery growers and nursery store operators, beekeepers, and other agricultural groups.

Both worked with subprofessionals in the Expanded Nutrition Program in metropolitan counties. They helped the aides understand retail pricing policies and identify areas of concern that their low-income clients had expressed.

Factual information about food marketing in low-income areas was provided by a study of a model city area in Columbus which Dr. Simonds conducted in cooperation with a staff member and graduate student of the Department of Agricultural Economics and Rural Sociology.

Ed Watkins and Dr. Vern Vandemark, Extension economist, food distribution, have served as resource persons on management clinics for cooperative managers and conducted programs for beef and pork farmers in cooperation with animal science specialists. They also have appeared before homemakers' groups to interpret practices and policies in the food distribution trade.

Ed Watkins has developed sessions for fruit growers on marketing practices. His training for roadside market operators is based on food retailing principles related to market location, layout, display, pricing, and merchandising.

Watkins and Dr. Simonds also developed an in-depth session on "Understanding Your Food Market" for homemakers and other interested groups. As a result of work with homemakers' groups, an additional series on "Inflation and our Nation's Pocketbook" was developed, including a resource bulletin on fiscal and monetary policy. This subject also has become a part of the Marketing Policy Seminar for community leaders held each year at many locations throughout the State.

According to these specialists, there is a definite trend among previously antagonistic groups (farmers, processors, food manufacturers, wholesalers, retailers, and consumer groups) to realize the need for cooperating more on common problems rather than continuing to blame each other.

This trend does not rule out the traditional buyer-seller relationship. It does more realistically recognize that we must concentrate on producing and distributing food products which consumers want, in the form that they want them, where they want them, and with some degree of quality assurance.

This type of programing in Extension is more difficult, the specialists point out, because each presentation must be tailored for its particular audience. At the same time, however, this broader approach does meet a real need in helping people understand how each segment of the food production and marketing process affects others, whether they be farmers, processors, retailers, or consumers. □

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Designs for living

Early in January the U.S. Department of Agriculture conducted a seminar on the environment and man. Representatives of the press and broadcast media in the Capital area and some other major cities were invited to participate. The seminar was built around the theme "Designs for Living."

Secretary of Agriculture Hardin opened the seminar by tracing the progress of man through development of technology to remove some of nature's harshness.

He pointed out how in the beginning man's impact was so small that nature was capable of overcoming deforming acts and returning to its original state with virtually no long term effects. Then, as man multiplied and his technology became more complex and further removed from processes compatible with nature, something began to change. The environment began to stretch beyond its elastic limit—to a point where it might no longer be capable of snapping back.

"We began to recognize how little we really knew about what we were doing to the environment, and how complex a structure our environment really is" the Secretary continued. "Only in recent years have we begun to understand that the application of our technologies requires new techniques of analysis, and new value orientations, if we are to continue man's progress in a manner which preserves and improves upon the quality of our environment."

Pointing up the building blocks in the Department's approach to environmental problems, the Secretary summarized its environmental mission under three chief, interrelated components:

—To provide life's essentials—food, fiber, forest products, water from the land, living space, and opportunities for greater human satisfaction.

—To protect and improve the physical environment—soil and water conservation, increased controls over pests, pathogens and forest fires, and efforts to improve food safety.

—To create amenities—recreation, opportunities for relaxation, attractiveness of local settings and broad landscapes.

In pursuing these missions, the Secretary listed four major environmental problem areas on which the Department will make a coordinated impact:

—Evolving and implementing a sound, workable land use policy as a prerequisite for effective management of natural resources;

—Developing and urbanizing rural America by stimulating job opportunities, multi-county planning, improved community services, and new growth centers;

—Overcoming and preventing environmental degradation, including provision for safe disposal of organic wastes on land and the increased use and recycling of raw materials; and

Improving food safety, food qualities, and nutrition—because environmental progress also depends on improving the social environment through better health.

"To bring agriculture's resources into full play," he said, "broad cooperation will be a 'must'—cooperation with allied agencies of all levels of government, with public and private organizations, with land-grant colleges and State Extension Services, and with individual farmers, ranchers, foresters and other citizens—rural and urban."—WJW

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REVIEW
U.S. DEPARTMENT OF AGRICULTURE * FEBRUARY 1971

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DEVELOPMENT—page 16

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

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

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EXTENSION SERVICE
REVIEW

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

CONTENTS

Challenge of a new city

There's a taste of tomorrow in the Howard County, Maryland, program described in this issue. The Extension home economist is finding that a "new town" offers special opportunities for Extension work. Think about the possibilities—a city where everyone is a new resident, all the homes are new, all the businesses are new, communities are just beginning to organize.

Here are opportunities for helping homemakers, youth, community groups, and businessmen at a time of adjustment when they are likely to be highly receptive to assistance. Extension has long been a leader in helping people to adjust to new situations. Here, as the Maryland home economist discovered, are a whole cityful of people trying to adjust at once.

Some planners foresee many "new cities" like Columbia, Maryland, to cope with the need for development away from existing metropolitan areas. These—like Columbia—would not be simply housing developments with a few amenities, but complete urban centers providing all the residential, employment, business, cultural, recreational, and entertainment needs of their citizens.

Maybe the "new town" idea will spread, maybe not. In any case, other developments are sure to come along to change people's needs. Extension's usefulness in this as yet uncertain future will depend on its ability to change with the times and not just respond to people's changing needs, but anticipate them.—MAW

by
Dean C. Bork
Extension Agricultural Editor
Michigan State University

Emphasis on the environment

At right, 4-H leader Richard Hunter helps a 4-H'er identify parts of a dissected grasshopper during a session in the college lab. Below, 4-H agent David Pratt (center) looks over a radioactivity measuring instrument with a club member as Hunter explains its operation.

Even before the national news magazines devoted major attention to environmental quality, an instructor at Ferris State College, Michigan, and young people from the area formed the Environmental Health 4-H Club.

"We try to study everything relating to the environment—water quality, air pollution, land use, insects, pesticides, food quality, and many other topics," explains Richard Hunter, club leader and college instructor.

The club meets every other Saturday in a laboratory on the college campus. The young people can use microscopes, plant and animal specimens, bacterial cultures, chemicals, models, instruments to measure radioactivity, and a variety of other laboratory equipment.

"Young people using the college's equipment and facilities to learn about the environment represents a new 4-H approach," says David Pratt, area Extension 4-H youth agent.

The equipment and facilities make it possible for the young people to study bacteria under microscopes, dissect grasshoppers, and see tiny plant and animal life in pond water.

"The kids really get a kick out of looking through a microscope and seeing organisms swimming around in a pond water sample," says Hunter.

The club puts into practice the 4-H motto of "learning by doing."

The young people went on several field trips last summer. They collected insects, took water samples from streams and lakes, saw the effects of land planning, and observed soil management techniques, among other things.

Hunter was a leader for a 4-H entomology project a few years ago but he was interested in a broader approach to the problem of environmental health. He thinks the new Environmental Health 4-H Club represents this broader approach to the complex, interacting area of environmental problems.

The club has two age groups. The younger group is for those 9 to 11 years of age. The older group includes 12- to 17-year-olds.

For the younger group, Hunter generally relies on experiments and visual aids as teaching mediums. "Difficult subject matter has to be presented in an interesting, fast-moving manner to keep a 10-year-old's attention," he points out.

Most communities probably have many people like Hunter who could contribute specialized talents and abilities to youth programs. Hunter is an experienced teacher devoted to increasing young people's understanding about his specialty—in this case, an especially relevant and contemporary subject area.

And use of school equipment and facilities for 4-H programs yields extra dividends for taxpayers' investment in education. □

by
Haley M. Jamison
Associate Professor, Animal Husbandry
Tennessee Extension Service

'Selling' performance testing

Want to upgrade the beef cattle industry in your county? Or in a corner of your State? Sell performance testing.

Here is how a Tennessee Extension agent goes about it:

"On my visits to beef herd owners in my county, sometimes I'll hook onto the portable scales before I start out. Then I suggest to the cattleman that we ought to weigh a few of his calves."

This is one method that M. O. Shephard, Jr., of Dickson County, Tennessee, uses. Another: "I've got a set of freeze-branding irons which I bought myself, and I'll do some freeze-branding—explaining to the beef cattle farmer that branding will help discourage stealing of cattle.

"If he has said before 'But I don't have my cattle numbered!' when asked to join the University of Tennessee beef cattle performance testing program, I'll ask why he doesn't join now; now he's got his cattle marked." This encourages joining the performance testing program.

At last count, "Shep" had 20 beef cattle farmers enrolled in the performance testing program in his county—way above average for the State. Those who have joined are sold on it.

"You've got to get the cattle owner to sell himself on the program," Shephard explains. "For instance, the branding itself and numbering of his beef cows may have been the last bit of resistance to joining the program.

"And those scales which I hook behind my pickup before an onfarm visit may just reveal good-doing calves that their owner didn't suspect were doing that well."

Even though one farmer had memorized each cow and when each calf was dropped, one of his calves weighed 130 pounds more than another by the same bull—a difference he had not estimated. "This farmer sold himself on the performance testing program with his beef cattle and promptly gave me the $10 entrance fee!"

Shephard's county has medium class soil, much running water, and is rolling in topography—perfect for a grass program. And with grass, the trend is toward beef cattle instead of sheep. Sheep are disappearing for several reasons: more dogs needed, and less labor available for shearing and other chores that go with a sheep flock.

Twenty years ago, when Shephard became Extension agent, the county had 15,000 to 20,000 acres of improved grassland. Now, about 100,000 acres have received modern lime and fertilizer treatments.

Agricultural income for Dickson County is up to $3.25 million a year—$1.5 million of which comes from beef cattle. This indicates the scope of the county's beef cattle enterprise.

Of course Shephard is sold on beef cattle himself or he couldn't sell others on it. He majored in animal science at the University of Tennessee and got a minor in agronomy. The two go hand-in-hand as agent background for Dickson County.

Like other agents, Shephard interests his farmers in special trips. He recalls when he persuaded a couple of carloads

Dr. Haley Jamison, left, and M. O. Shephard, Jr., third from left, explain some sales reasons why several prospects should join the Tennessee Beef Cattle Improvement Program.

of beef cattle owners to attend their first performance-tested bull sale. Not one of the five beef cattlemen in his car had paid over $350 for a bull. And about 85 percent of farmers in his county are part-time farmers—some are factory workers.

"How much will we have to pay for a bull down there if we buy one?" one cattleman asked.

"At the last sale held a year ago, the lowest-cost bull sold for $550," Shephard replied. The chatter in the car quieted down until they reached the sale location. They then scouted seven or eight bulls they all liked.

Came the bidding: one Dickson County farmer began adding money to a bull that had started at $1,000—a particularly fine bull. When the price reached $1,350 he asked Shephard if he ought to go higher. "You came down here to buy a bull, didn't you?" was the answer. The farmer bought the bull—for around $1,500. All the passengers in that car bought bulls.

On the ride home from that early December sale, the car was pretty quiet. Finally "Shep" broke the ice with, "You sure bought Momma a fine Christmas present!" And everybody relaxed.

"We're selling some bulls out of Dickson County now," Shephard says. "One cattleman sold three out of four bull calves he was saving out to some onfarm visitors for $250 each—which was underpricing them, I thought. But I did get him to keep the best bull calf.

"This improved beef cattle quality stems a lot from buying those good, performance-tested bulls. Since that first trip to the performance-tested bull sale, lots of such bulls have come into Dickson County. One year the cost of these totaled $11,000 or $12,000," Shephard recalls.

"I'd like to see enough top-notch cattle here that folks will say 'That's cattle country!' Not for me, but for the people—they deserve it. Thev are the finest people in the world!"

It's beginning to look like M. O. Shephard will realize his goal one of these years. □

County Agent M. O. Shephard, Jr., sells performance testing by getting out onto the Dickson County farms. Shephard, right, talks with a farm manager about putting cattle on test.

Nebraskans cooperate to establish new crop

Farmers in five Nebraska counties are proving what University of Nebraska horticulturists have been saying for quite a while—that vegetables can be a profitable crop in Nebraska, under the right conditions.

Some of them have been growing cucumbers for a Minnesota pickle company since 1967. And some have grossed as much as $1,833 per acre, even under extremely dry growing conditions.

County agents and University Horticulturists have worked closely with the company and the growers to insure the success of the venture. The project got started because the Minnesota company needed more growers to help with their expanding pickle business. The Department of Horticulture and Forestry was ready with the information they needed to help them pick the right location.

A brochure on the potential for vegetable production in Nebraska had already been prepared, describing growing season, annual precipitation, soils, and water resources in various areas.

The department also had compiled weather records for various parts of the State over the past 100 years and put these on computer tape.

With this help, the company decided that Pierce County, in northeast Nebraska, would be ideal for growing cucumbers. Also, they felt that by moving south from the Minnesota-Wisconsin area they could extend the growing season for fresh cucumbers by about 10 days to 2 weeks.

I helped company representatives conduct several grower meetings. At these, the possibilities for growing cucumbers were explained to the farmers. We stressed the fact that small, half-acre plots were best to start with. In other words, they were advised to plant only as many cucumbers as the wife and children of the family could care for.

In the first year, 1967, 181 farmers contracted for 146 acres. Because of unfavorable weather, however, not all growers delivered cucumbers.

Picking is the big problem. It requires around 300 to 400 hours of labor for each acre. Needless to day, most of the labor is used in picking.

by
Henry Kumpost
Cooperative Extension Agent
Pierce County, Nebraska

Many growers picked cucumbers every 3 days. Those who did this received above-average returns. Growers who picked every 2 days had a 16 percent increase in returns, while growers who picked cucumbers every day showed a 24 percent increase in return over those who harvested every 3 days.

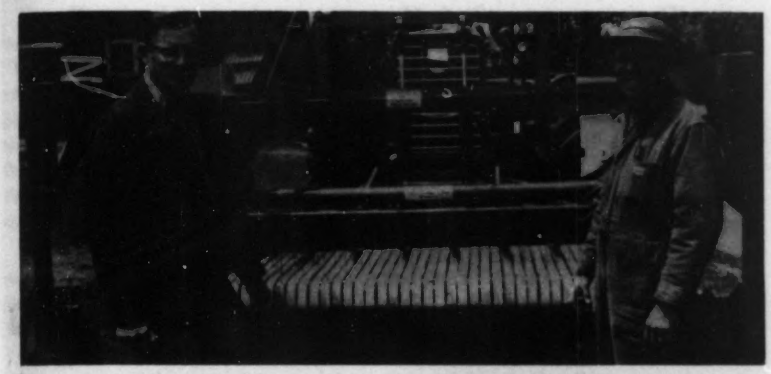
The greatest return came when the entire family was engaged in the cucumber growing project. The next best return was when older children were in charge. Next best was when the mother was in charge. When the man of the house was in charge, yields were down considerably. This generally was because the fathers' incentive to pick cucumbers may have lessened somewhat after performing other required duties.

Youngsters can do a good job of growing cucumbers, and the returns are high enough to be a good incentive for them.

The interest in cucumber production in northeast Nebraska became so strong that the company added six more collection stations in addition to the two original ones at Pierce and Scribner.

The company had 683 acres of commercial cucumbers under contract in 1968. Despite extremely dry weather over most of the area, the cucumbers maintained good yields. This surprised many of the growers, as they do not consider cucumbers a drought tolerant crop.

Acreage remained about the same in 1969 and 1970, and the crops again were profitable. In 1970, the company expanded its operations into four new counties—Richardson, Johnson, Nema-



At left, County Agent Kumpost and a Pierce County producer examine a mechanical cucumber harvester that that has been tested in the county. Existing models are not satisfactory because they destroy the vines in the picking process. This reduces yield, since not all cucumbers in a field are ready for harvest at once.

ha, and Pawnee. By moving the operation south, they hope to get a week or 10 days' longer growing season. I met with the county agents in these four counties to pass along to them Pierce County's experiences in cucumber growing.

The future looks good for profitable vegetable crops in Nebraska. Here, as anywhere, cooperation between Extension, the college of agriculture, growers, and the contracting company helps to insure that such ventures are undertaken with reasonably sure possibility for success. □

Two Pierce County farmers' wives, above left, demonstrate a "creeper" apparatus which makes cucumber picking easier. At right, Pierce County cucumbers are sorted and graded in a Minnesota plant.

by
D. G. Harwood, Jr.
and
R. C. Wells
Extension Economists, Farm Management
and
Ruth Sheehan
Assistant Television Editor
North Carolina State University

Estate planning—popular topic in N.C.

"My husband and I are past 70 years old, in poor health, and need advice as to the wisest way to leave our property for our three married daughters and eight grandchildren, and yet be safe in having what we need while we live."

Requests such as this prompted home and farm management specialists at North Carolina State University to initiate an educational program in estate planning. The public response to this program in North Carolina suggests that such an educational effort would benefit property owners in other States as well.

The experiences of Extension workers in North Carolina in organizing and conducting this program should be of value to workers in other States who are contemplating similar programs.

North Carolina Extension Farm Management Specialists R. C. Wells and D. G. Harwood, Jr., and Home Management Specialist Mrs. Justine Rozier used the University's educational television network to present a three-part series on estate planning in January 1970.

The 30-minute shows were aired at 7:30 p.m. on successive Wednesdays. The first presentation was entitled "Why Make a Will"; the second, "Property Transfer Methods"; and the third, "Estate Settlement and Death Taxes."

County agricultural and home economics agents publicized the TV series in their respective counties and encouraged people to view the series in their homes. And people watched—310 written requests for additional information were received from viewers. Although it cannot be measured with certainty, a response of this magnitude indicates a total viewing audience of about 8,000-10,000.

In addition, Extension workers in 10 counties organized viewing groups with followup discussion periods. Attendance in these counties for all three viewings totaled 1,024.

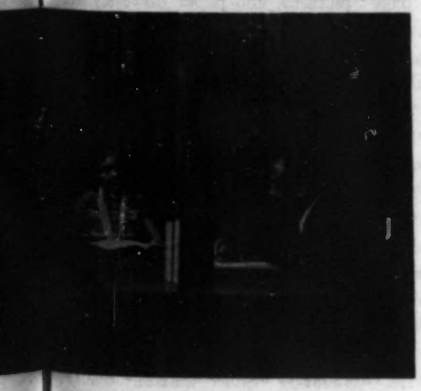
Rowe McNeely, Rowan County Extension chairman, said, "Our staff organized a group to see the series at the Farm and Health Center. Following the program on TV we had a discussion period along with questions and answers. We used local attorneys as experts in this field. The response was great."

Many planning conferences, such as the one at right, were held to coordinate visuals, scripts, advance publicity, organized viewing groups, publications, etc. Below, cameraman films a program segment depicting a couple visiting an attorney for counseling on estate planning.

Mrs. Dorothy Johnson, home economics agent in Johnston County, wrote, "The use of TV for such a program was unique and interesting. There were people present that had never been in the Extension office. It was something they were interested in knowing more about. If time had presented itself, they could have asked questions all night."

Because of the encouraging initial response, the series producer, Mrs. Ruth Sheehan, and the director, Mr. Dick Snavely, arranged additional showings. Videotapes of the series appeared on three commercial television stations during February, March, and April.

The series was rerun on the University network in July. Despite showings during nonprime viewing hours and some unforeseen scheduling difficulties, 155 written requests for more information were received. Requests for publications came from as far away as Texas and Massachusetts, presumably from viewers passing through North Carolina during the series.



Much of the success of the TV series can be attributed to organization and preparation done during 1969. Although Extension leaflets dealt with several facets of estate planning, no comprehensive publication in this area had been prepared.

W. P. Pinna, instructor in business law, helped prepare an extensive reference publication, an abbreviated leaflet, and the TV scripts. The publication and scripts were reviewed and endorsed by the North Carolina State Bar and the office of the Attorney General for the State of North Carolina.

In view of the concern of women in estate planning, advance information sent to county Extension workers stressed the importance of a joint approach to both husbands and wives in promotional activity.

Because of the technical nature of the information, the TV producer and director developed simple but effective visuals for highlighting important points. Participants adhered strictly to scripts to insure accuracy and conciseness.

A number of visual techniques provided visual variety and maintained viewer interest. For example, a simulated conference between a lawyer and clients was staged to acquaint viewers with the procedure of making a will. Special lighting effects were used, too. Promotion spots on TV and radio and in the press helped build the viewing audiences.

On TV and in all printed material distributed in connection with the estate planning program, property owners were cautioned not to attempt to develop an estate plan without the assistance of an attorney.

The impact of the initial television efforts is still in evidence. Since the series was presented, requests for specialist help with estate planning have led to presentations at the western North Carolina homemakers conference, the North Carolina Farm Credit Conference, a symposium for forest consultants, North Carolina FHA supervisors meeting, two North Carolina 4-H leadership conferences, and others.

Increases in county Extension plan of work requests for specialist assistance in estate planning reflect renewed interest in this subject matter. The November issue of the *Tarheel Economist* was devoted exclusively to estate planning. This leaflet goes to more than 10,000 North Carolinians each month.

To date, requests for the publication, "Estate Planning for North Carolina Farm Families" have exceeded 5,000.

Comments from television viewers attest to the interest of the public, and encourage additional efforts in estate planning. One wrote, "Everyone having substance—desiring security for self and family—should see these programs in their entirety. They were enlightening and informative." Another said, ". . . found it interesting and valuable, especially as we are newcomers to this State."

This experience leads us to believe that mass media can be used effectively to create an interest in and disseminate management information to a broad spectrum of clientele. The public seems eager for this type of information. □

A new city—a new opportunity

Something exciting is happening along Route 29 between Baltimore, Maryland, and Washington, D.C.—a complete new city is developing. Houses are not just springing up, for Columbia is a planned city. When complete, it will be the second largest in Maryland. It plans to provide complete community facilities for all its residents.

Housing for all income levels is included in the plans. Apartments and homes for low- to middle-income families are now being built.

What does all this mean to the Howard County Extension Service? "The development of Columbia in our county has been a real challenge and a great opportunity for Extension," says Mrs. Judy Cottrell, Extension home economist.

The Interfaith Housing Corporation (IHC) is building and managing Columbia's low- and middle-income units. "A particularly exciting opening came when Ronald Williams, manager of the Interfaith Housing Units, called the Extension office to see if we could help him," said Mrs. Cottrell. "He wanted an idea of the amount of money a family of four, on a $6,000 income, should spend in furnishing an apartment. We ended up working together and setting up a model apartment in the IHC units."

Mrs. Cottrell had been working with the Community Action Council in Howard County, and so was aware of the needs of the low-middle income families. She was also alert to the developments taking place in Columbia and had introduced many of its residents to Extension through special interest meetings at one of the new city's community centers.

Mrs. Cottrell and Williams saw a real need to help families who were moving, in many cases, from inadequate housing to a bright new apartment or townhouse.

The families were generally older couples or young parents with several small children. They needed help in furnishing their new homes; they also needed ideas and a chance to see what could be done to achieve an attractive home.

It was decided to completely furnish a model apartment, not as something to be copied but as a place to gain ideas. Mrs. Cottrell felt that many of the families would not be completely furnishing their apartment with new things but after getting ideas would do specific projects or buy furnishings as money became available.

The model townhouse apartment was chosen as the IHC office for the 300 housing units. This meant that everyone living in the units would have the opportunity to see what could be done on a limited budget.

A furnishings budget of $1,800 was set up as average for a family of four with an annual gross income of $6,000. Kitchen appliances were supplied. This budget was to include everything from carpeting to pot holders, with one exception—a television set.

Williams and Mrs. Cottrell shopped as average consumers. They accepted no discounts or gifts. They soon learned not to tell merchants what they were doing so that they could avoid getting special prices. Within a 5-week period, 250 items were purchased from more than 50 stores in the Columbia-Baltimore area.

To save money, Mrs. Cottrell made the colorful spread and the accessories for the bedroom. The small furniture provides plenty of storage space.

Furniture and carpeting consumed a major portion of the budget. To economize, Mrs. Cottrell made draperies, bedspreads, and accessories (bed pillows, burlap wall hangings, "decoupage" pictures, and paper flowers.) She found that little things—books, thread, towel racks—added up and cost a lot when bought all at once.

To save both money and space, many functional items served decoratively—kitchen canisters, for example. Spanish furnishings were selected, but a great deal of shopping had to be done to find furniture of the scale suitable for the apartments. Mrs. Cottrell feels that the same buying principles can be applied regardless of the style of furniture preferred.

"This project has been a good way to

by
Shirley J. Mott
Extension Home Economics Editor
University of Maryland
and
Judy B. Cottrell
Extension Home Economist
Howard County, Maryland

A resident, left, makes a selection from the rack of Extension publications in the model apartment. Below, Mr. Williams and Mrs. Cottrell look over the Home Furnishings Guide in the living room of the model apartment.

reach people," says Mrs. Cottrell. "We have not only an attractively furnished model apartment but a growing program for residents and great interest from other Columbia homemakers. It has also initiated volunteer assistance of various persons in the community asking where they might be of help."

Residents have indicated an interest in learning to make selected accessories. Volunteer assistance already has provided courses to teach these skills to over 400 Howard County women.

To further help residents, Mrs. Cottrell, with the assistance of the home furnishings specialist, Elizabeth Langsdale, developed a consumer guide. This is a summary of every item that was purchased for the apartment, including the cost, type of store where purchased, and reason for the selection.

A bulletin rack in the apartment provides the Home Furnishings Guide and bulletins on such things as drapery and slipcover making and money management. More than 2,000 pieces of literature have been distributed from the model apartment.

An immediate followup planned by Mrs. Cottrell is a Home Decorating Festival to be held at Columbia. Business, industry, and the Extension Service will cooperate to bring helpful information directly to the community where, because all the homes are new, families are seeking help with furnishing problems.

During the festival the model apartment will be open to people outside of the community. Volunteers will play an important part in this total program.

Some effects are far-reaching. The president of the Interfaith Housing Corporation hopes to involve Extension home economists in other geographic areas where they have similar housing units. Officials of the architectural firm which designed the Columbia units have indicated they may include a home economist on their planning board when they undertake another project.

Mrs. Cottrell feels that the project has been a real learning experience for her. "Anyone can do it," she says. "However, in addition to being an informed consumer, one must spend time and energy and plan carefully." □

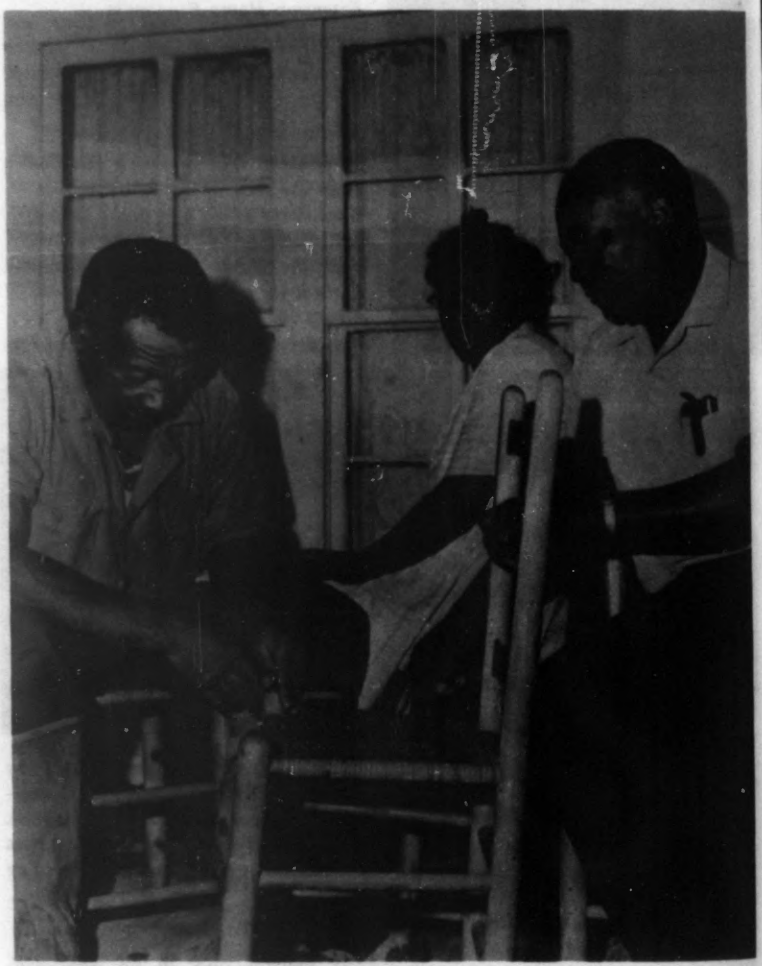
Marshaling community resources to help the handicapped

by
W. L. Strain
Extension News Editor
Auburn University, Alabama

Whatever the audience—commercial farmers, low-income homemakers, youth—Extension often helps most by "getting the ball rolling" for some sort of interagency cooperation to attack people's problems.

Helping the handicapped is no exception, as a recent Alabama example proves.

For more than 36 years—since age 13—Johnnie L. Doss has had a seeing defect. Though he has had tremendous



Visually handicapped Johnnie Doss, left, and Mrs. Doss have a better life now that Doss has learned a trade and the Extension Service has helped them get assistance from several other agencies. Here, County Extension Agent Charles Foreman talks with Doss about the chair bottoming business that is helping him support his family.

difficulty seeing, he never gave up the idea of working.

Until 1955, despite his handicap, Doss did pulpwood work—hauling and loading logs. But then his sight became so bad that it was impossible for him to continue working. He was referred to the rehabilitation center at Linden where several doctors told him that nothing could be done.

Realizing that Doss would never be able to hold a regular job again, the counselors at the rehabilitation center recommended that he attend the Talladega School for the Blind and learn a trade.

But Doss couldn't accept the idea at first. For 10 years he did piecework—anything that anyone would hire him to do—hoping that some day his condition would improve.

After a number of years of disappointment, Doss realized that he wasn't getting any better. Jobs became harder to get. In 1965 he decided to attend the Talladega School for the Blind. After 3 months, he completed his course in repairing and putting cane bottoms in chairs. He returned home with great hopes and intentions of starting a business that would help him earn a living.

"What really got me on the way," says Doss, "was a letter from the rehabilitation office to Extension Farm Agent Charles Foreman asking him to assist me with planting a garden.

"Agent Foreman didn't stop at that. He closely evaluated my situation and made recommendations on what he thought my potentials were."

Foreman advised the rehabilitation office that they could really help Doss by providing money for him to set up a program so that after 4 or 5 years he could become partially self-supporting. Foreman urged Doss to establish a small beef herd and set up a chair bottoming business.

"After the rehabilitation agency accepted my recommendations," says Foreman, "I immediately got in contact with other Government agencies in the county and requested their help with Doss' program. The agencies agreed, but Doss still had a problem—the 80-acre farm where he lived belonged to his family. He couldn't make long range plans and get help from the agencies unless he could lease the land from his mother and his brothers and sisters."

Foreman quickly started working to get a lease, and after a little persuasion, Doss' family agreed to grant him a lease on the 80 acres.

"After getting the lease, the ball started rolling," says Foreman. "The Farmers Home Administration loaned money to remodel the house, buy materials for bottoming chairs, pay for a sign to advertise his business, and to help finance planting a garden and other crops."

The county Welfare Department provided money for Doss to buy food and clothing for his family.

The Soil Conservation Service drew up plans for seeding and fertilizing pastures, and the Agricultural Stabilization and Conservation Service put up their share of money for improving his pastures.

"When the pastures were ready, with money put up by the rehabilitation program and FHA," says Doss, "Agent Foreman helped me buy 10 cows with calves at their sides. Having good pastures and calves already on the ground helped me realize some quick returns from the project."

In all, six different agencies helped Doss get started. And with their help Doss got a new start that has given him new hope. He is living better and his future looks promising.

Today Doss gets almost a 100 percent calf crop from his 10 cows. He sells steer calves to make payments on his FHA loan, and the other money is used to help with other family necessities. Heifer calves are kept for replacements.

Doss' chair bottoming business is growing and becoming widely known. Recently his chair business has added $300 to his yearly income.

In order to improve and expand his cattle operations, Doss rents 20 acres of land joining his farm. To help feed his herd, he raises a little hay and plants a few acres of corn.

"Right now," Foreman says, "Doss has reached the point where he can contribute some to the support of his family's living expenses, and, with the help he gets from supporting agencies, he lives fairly well."

Though Doss worked hard to make it, he gives credit for much of his success to Mrs. Doss and their eight children now at home. Some of the children are small, but they still help when they can. For instance, some of the older children have even learned to bottom chairs.

Doss says, "I tried to get help for so long that when I got it, I really didn't believe it could be true. After getting into this venture, I have found that a person can help himself a lot if he gets a chance."

"We are living much better now than we were before my husband started this program," comments Mrs. Doss. After making improvements on the house, Doss dug a well himself and the family now has clean, sanitary drinking water.

Doss says, "You know, our county agent is a wonderful fellow. If he hadn't known how to get us help from all of these agencies, I don't know what we would be doing today."

Foreman is convinced that agency cooperation is a fine thing. "But most of all," he says, "we can help people who want to help themselves and who will let us help them. Many individuals like Doss could be helped, but most of them wait until they get into a jam, and then they come or are sent to us.

"With the program Doss has," Foreman adds, "he won't get rich—but with continued help from the different agencies—he will live." □

by
Ruth E. Seiberling
Area Programmer, Continuing Education
University of Missouri Extension Division

Project reveals needs of elderly

What information do older citizens want that will help them with the problems of everyday living? How can Extension help them obtain this information?

The University of Missouri used a survey to discover the answers. It was part of a 1-year Pilot Project in Gerontology in the Green Hills Area. In these nine north central Missouri counties, the concentration of persons over age 65 runs from 17 to 25 percent of the total population.

The survey was given to senior citizen clubs in three of the counties and 99 questionnaires were returned. The older citizens checked 428 topics about which they wanted additional information.

—55 wanted to know more about social security, medicaid, medicare, and home health care.

—42 wanted to know more about foods and nutrition.

—39 wanted to know more about estate planning and wills.

—38 wanted to know more about improvement of the area and methods of working in the community.

—35 wanted to know more about the history of the area.

—27 wanted senior citizen housing information.

—27 wanted consumer education helps in stretching the dollar.

—27 wanted information on health and physical fitness.

—27 wanted to know more about State welfare laws.

Several other topics were mentioned, including art appreciation, defensive driving, and public speaking.

Several of the most popular requests could best be handled by other agencies directly concerned such as the Social Security Office and the State welfare department. Of the remainder, most could be included in the Extension program offered in the Green Hills Area.

A new column especially concerned with reaching the older citizens was sent to all 14 newspapers in the nine-county area. Called "Green Hills Gerontology," it dealt with a variety of subjects during the year ranging from philosophical and psychological attitudes toward aging, health hints, and senior citizen gyps to nutrition, nursing home laws, and an explanation of some of the services offered by other agencies.

To provide further information regarding nutrition needs of older citizens, 50 men and women over age 65 were interviewed to determine foods eaten during a recent 48-hour period. Results of this survey were given to Mrs. Kay Wade, area home economist who specializes in nutrition, for further development of a nutritional program.

Three "Green Hills Gerontology" columns dealt with nutrition, health, and longevity, and offered the University of Missouri bulletin "Meals for One". Several dozen people requested the bulletin, including seven from out of State.

A talk on "How to Live to be 100" stressing mental health, physical fitness, and good nutrition was given to audiences of senior citizens in six of the nine counties. This has aroused additional interest. Area home economists planned demonstration meetings with OEO aides

on using commodity foods and good nutrition.

Requests for information on estate planning and wills fit into a program already available. A workshop on "The Law in Missouri" had been presented in many counties, but not in the Green Hills Area.

The workshop series set up by Miss Mary Johnson, family economics specialist, consists of eight possible topics. Working with a representative of the Missouri Bar Association for Northwest Missouri, the continuing education programer set up workshops in seven of the nine counties.

Local committees consisting of members from the Homemakers Council and the Senior Citizens Council were involved in planning in each county. They chose four topics: With This Ring I Thee Wed, Estate Planning for the Average Family, Legal Aspects of Settling Your Estate, and Legal Aspects of Insurance.

Nineteen sessions were held, and 16 attorneys helped make arrangements or presented talks. Attendance at workshops ranged from 24 to 154. More than 600 different individuals registered at one or more workshop sessions.

Some counties have requested additional workshop sessions. Mrs. DeLois Buswell, area home economist, is guiding plans for these sessions. No attempt has been made to limit the audience to senior citizens, but the majority of those attending have been either of retirement age or looking ahead to it.

In the two counties where workshops on "The Law in Missouri" were not held, Mrs. Ella Binney, area home economist, and George McCollum, area farm management agent, held classes on "Estate Planning for Farmers" which were attended by 60 persons.

Two columns on making wills and getting affairs in order were carried in "Green Hills Gerontology". Two Extension publications mentioned in the column brought in many requests. More than 400 copies of "A Will of Your Own" and approximately 300 copies of "Estate Planning for Missouri Farmers" were distributed at meetings and mailed.

Donald Boesch and Miss Gaye Gilbert, Green Hills Area community development agents, have worked closely with the pilot project since its inception. One of the goals was to make the citizens aware of the area's high proportion of older people and how this affects outward migration, lack of industry, declining population, and lack of income.

Talks have been given to civic groups, church groups, Extension sponsoring boards, and senior citizen groups to acquaint people with the needs. The leadership potential of older citizens is recognized and attempts are being made to use this in working for bond issues, low-income housing, and other civic enterprises.

There is a need for organized volunteers and the FISH program has been started in Livingston County as a means of getting older citizens involved in community participation.

Senior citizen housing involves cooperation with other Government agencies such as HUD and FHA as well as getting local citizens involved. The Green Hills Gerontology column explored housing possibilities within the area and devoted three columns to low-rent senior citizen housing.

A followup series of three articles investigated the Missouri Nursing Home Law as it applies to licensed nursing homes in the Green Hills Area. There are 1,006 elderly patients in licensed nursing homes in the nine-county area and perhaps 1,500 more in nonlicensed homes.

One of the continuing education programs offered last year was a class in recreational therapy for nursing homes. This course was set up by Mrs. June Lamme, continuing education programer, and was taught by Bart Entriken of the University of Missouri's Department of Recreation and Parks Administration.

Three columns in "Green Hills Gerontology" were devoted to consumer education, including rackets that prey on the older citizen, drugs, and pitfalls of buying by mail.

Many older citizens in the Green Hills Area are economically deprived and need help in planning their meager budgets. An area home economist plans a followup program to give more emphasis to this field.

Some information on health and physical fitness also has been made available. In this field, senior citizens need information on attitudes about aging, planning for retirement, leisure time activities, concern for others, and the problems of family relationships.

A 1-year pilot project does not provide enough time to solve the problems of aging. But it can raise some questions and establish some trends. In the Green Hills Area, Extension agents are now more aware of this segment of their audience—and they know more about senior citizens' needs and how they can be met. □

The pilot project on the aged in Missouri's Green Hills Area called Extension's attention to a wide audience of eager, talented senior citizens like John Hoyt, left, who is 93 and still paints and writes poetry.

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Extension's rural development responsibility

Extension's responsibility to rural development is not new, nor is rural development work new to Extension. In the early stages, however, emphasis was on rural development through helping individual families; today, it involves assistance to total communities. The basis for Extension's rural development work can be traced right back to the founding legislation.

The Smith-Lever Act charged the Cooperative Extension Service with the dissemination of information on "Agriculture, home economics and subjects related thereto." The House Committee on Agriculture, which cosponsored the Act, asked Extension to "give leadership and direction along all lines of rural activity—social, economic and financial . . . and to every movement, whatever it may be, the aim of which is better farming, better living, more happiness, more education, and better citizenship."

Rural Community Development Clubs in Tennessee date back to 1910. West Virginia published circulars and leaflets on rural development in 1918 and 1921. Mississippi incorporated rural development work into its annual plan of work as early as 1918 and employed a community organizations specialist in 1926. There are other examples of early work in this area.

We've had a long and distinguished history in rural development, even though emphasis has varied from time to time.

Interest has been increasing in rural development since the early 1950's. Several factors underly this growing interest. They include the trend from a largely subsistence type of agriculture in the early days of the Smith-Lever Act to the highly commercialized agriculture we know today. Coincident with this trend was the growing interdependence between the farm and nonfarm sectors of our society. Many problems plaguing our urban centers have their roots in less prosperous rural communities. Finally, interest in rural development has grown because of the many communities that stand as examples of the benefits of effective rural development programs. It is now generally accepted that effects of many factors external to the farm are just as influential on the family's well-being as are those factors within the physical boundaries of the farm.

If we are to meet our full responsibility to the agricultural community as envisioned in the Smith-Lever Act, then rural development must be an essential element of Extension work. Modern agriculture and the modern farm family need the full range of public and private services that their city counterparts need. Indeed, the strength of the farm community depends to a rather significant degree on the community's ability to provide the services and facilities essential to modern family needs. In addition to benefits for the farm family, services and facilities provide a broad tax base to support community needs, and job opportunities for those who can't farm or who don't choose to.

Rural Development is the process through which such communities are built and maintained. Experience has amply demonstrated that the diversity of needs of different communities precludes the notion that rural development is a prepackaged program containing solutions to all communities' needs. Likewise, experience has shown that rural development is an interdisciplinary undertaking—not a job just for the rural development staff and apart from other Extension concerns.

Moving to meet our responsibilities in rural development in the face of all other demands suggests that each of us review carefully our own priorities and allocation of time. Time devoted to a rural development task force, or committee, or in bringing disciplines outside Extension to bear on community problems just may be the most valuable use of our time.

Reallocating resources and diverting time from traditional subject-matter pursuits to the cause of rural development is not expected to be without pain—but then success has a pleasant way of masking pain. Just ask the Extension client who successfully increased profits or family well-being through reallocation of resources as advised by an Extension worker.

Now may be the time to take our own advice—consider the potential benefits of resources and time devoted to rural development as opposed to potential benefits of the same bundle of resources and time devoted to subject-matter pursuits.—WJW

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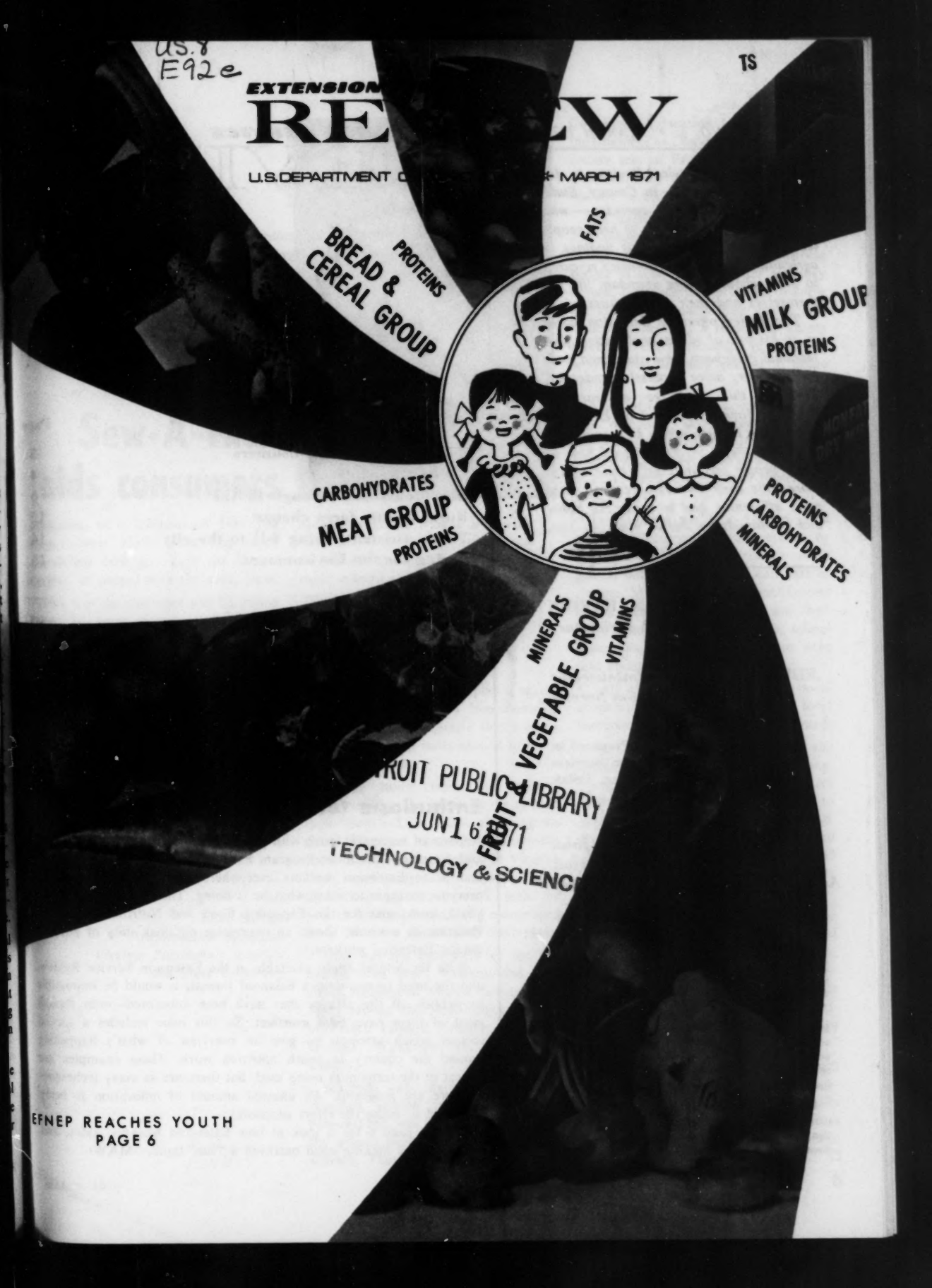

EFNEP REACHES YOUTH
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VOL. 42 • NO. 3 • MARCH 1971

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

Enthusiasm for EFNEP

Reports of successful work with young people in the Expanded Food and Nutrition Education Program have been flowing in from county and State Extension workers everywhere. In words and pictures, everyone is eager to share what he is doing. The enthusiasm for this youth work, and for the Expanded Food and Nutrition Education Program as a whole, shows an impressive national unity of purpose among Extension workers.

With the limited space available in the Extension Service Review, and the need to maintain a balanced format, it would be impossible to publish all the articles that have been submitted—even though most of them have been excellent. So this issue includes a special section which attempts to give an overview of what's happening around the country in youth nutrition work. These examples are typical of the techniques being used, but there are as many techniques as there are programs. An unusual amount of innovation is being employed to make the effort successful.

Turn to page 6 for a look at how Extension workers, aides, and volunteers are making good nutrition a "fun" topic.—MAW

Sew-A-Thon aids consumers

Spectators gather around a Sew-A-Thon booth to see a demonstration on invisible zippers. The women were eager to learn about new home sewing trends.

Brimming with information that you know people really want and need? Wondering how to reach the largest number of people with the most facts?

This was the challenge five Extension agents in home economics faced last summer. They saw need in their area of southern Virginia to give women the most up-to-date information available on the subject of home sewing. The agents had the information at their fingertips, but they could not personally reach thousands of women.

They discussed the problem at an inservice training session, and an idea sparked. The idea was to plan a marathon demonstration on home sewing and make it so attractive that women would come from miles around to look, listen, and learn.

by
Ellen Savage
Information Specialist
Virginia Polytechnic Institute and State University

Driving home from the training session in May the agents began to plan their "Sew-A-Thon." One of the agents called Margaret Groseclose, Extension specialist in clothing textiles at Virginia Tech, and sought her advice. Miss Groseclose agreed to work with the women on their project and encouraged them to move ahead with their plans.

That was the first step for the five agents, Miss Mary Williams and Mrs. Grace Jennings of Amelia County; Miss Mary Moody and Mrs. Eunice Mottley of Prince Edward County; and Mrs. Georgia Wilkerson of Cumberland County.

Starting with their first organized planning session in July, until the Sew-A-Thon was held in early October, the women never broke pace with their scheme. They involved the Tri-County Consumers Education Committee and the Chamber of Commerce at Farmville, county seat of Prince Edward County. The Farmville armory was chosen as the site of the event.

The agents solicited the support of 250 volunteer leaders, but they also realized they needed to include business people in their project. After all, they agreed, they wanted merchants to know the kinds of products their sewing customers needed. As a result, the agents talked to every merchant in the area who carried anything related to home sewing.

A list of nationally-known companies was compiled, determined by those companies that had outlets in the three-county area. These companies were invited to send exhibits and representatives.

To promote the Sew-A-Thon, area newspapers carried stories prepared by the agents, and the Farmville radio station did spot announcements free of charge. Merchants ran advertisements on the event and mailed flyers with their bills. Home economics teachers, school superintendents, and civic groups were told about the Sew-A-Thon.

"All of these efforts stirred up local cooperation and further developed local leadership," Miss Groseclose noted.

No details were too small for the agents to consider in their planning. For example, the tickets for door prizes had a space for names and addresses, to give an accurate record of participation. By the time the event ended, it had attracted more than 5,000 people and the agents were surprised to learn how far some of them had come.

Now that the Sew-A-Thon is over, the agents in home economics are involved in followup educational programs. Judging from the response to the Sew-A-Thon, they also will be busy for some time passing on benefits of their experience to other agents who would like to hold a similar program.

The agents believe that a project such as their Sew-A-Thon offers a much-needed service to consumers, especially in rural areas. And they see possibilities for similar projects for home furnishings, appliances, and foods and nutrition. □

Up by the bootstraps

by
James L. Johnson
Agricultural Editor
University of Idaho

In 1965 the hay situation in Boundary County wasn't particularly good. Annual production was pretty good—around 35,000 tons of high quality alfalfa hay and alfalfa-grass and clover hays. Marketing was something else again. Only slightly over half of the hay production could be used within the county—the rest was available for sale out of the county.

But Boundary County is somewhat isolated, tucked away in the northernmost reach of the Idaho panhandle. Hay markets were elsewhere, and very few, if any, knew about Boundary County's surplus of quality hay.

The Crops Advisory Committee of the Boundary County Cooperative Extension Service program planning group decided to do something about the situation—to pull the situation up by its own bootstraps. A six-member subcommittee, including County Extension Agent Ben Studer, was appointed to form and put into operation a hay marketing association.

They formed the Boundary County Hay Marketing Association. Almost immediately things began to pop. They inventoried the county's hay supply available for sale and at the same time solicited memberships in the association ($2.50 membership fee, plus 10 cents per ton for every ton of hay sold through the association).

They started accumulating names of prospective buyers for a mailing list. They contacted dairy associations in outlying areas and asked for member-

Ample space and wide doors allow easy material handling in the Boundary County Hay Marketing Association's modern, new hay cubing facility in northern Idaho.

ship lists. They contacted feedlot operators and feed stores and put their names on the mailing list. The inventory sheets were compiled into a bulletin, and the bulletin was mailed to the names on the list.

One of the first big breaks, according to Studer, came almost immediately.

"We had hay in the barns ready for sale when a big storm hit in Montana. We got the word out right away as to what we had available. The first load was on its way in only a few hours. We soon had trucks on the road 24 hours a day to supply the demand," Studer reports.

When the emergency was over, the association found itself on solid ground. The mailing list jumped from around 250 names to over 400, mostly because of the reputation the association had made with Montana livestock producers.

The inventory is made four times a year. A bulletin is immediately prepared and mailed. It contains information about each member's hay supply, whether it is first or second cutting, whether it is string or wire tied, asking price, total digestible content (TDN) if hay were tested, and other pertinent facts—including the certification that the hay is free from insecticides.

A common comment from buyers is, "I didn't realize Boundary County produced so much quality hay."

Another step soon was taken to lift the county's hay industry a little higher by its own bootstraps. The association began investigating the possibility of a hay pelleting operation.

Board of director members made fact-finding tours of pelleting operations in the Northwest. Any means of cutting down on the bulkiness of hay would put the association in a better competitive position. Freight rates of baled hay to the coast, for instance, put them in a poor competitive position with Washington's Columbia Basin hay producers. Pelleting seemed a good answer.

As more facts were gathered, however, the association decided to work toward a hay cubing operation instead. Although pellets are even less bulky than cubes, research was showing that problems existed with pellet digestibility and lower milk production by dairy animals fed pellets.

Finally, after more than 2 years, they were ready to seek financing.

Loans totaling $97,000 were obtained from the FHA. The association incorporated in 1969 and sold one share of voting stock to each of 64 members, which brought in an additional $3,200.

Plans moved rapidly after the loans were approved early in 1970. A 40 by 140 foot steel building was constructed on property purchased by the corporation. A gas-fired dehydrator was installed, along with a bale shredder, hay mixing and moistening equipment, and the cuber itself. The hay cuber is rated at 6 tons per hour capacity, but the association will shoot for 4-1/2 tons initially.

Larry Hall, plant manager, points out that half of the building will be used for cube storage. However, he doesn't anticipate storing too many cubes.

"The plant will be cubing on demand. The grower will store his baled hay on his own place and bring it to the plant when there is an order to be filled," he explains.

Hall reports the association is projecting that 5,000 tons will be cubed during the first year of operation, although the plant is capable of much more.

Studer, who has served as one of the prime movers throughout the formation, operation, and expansion of the association and its business, points out that cooperation from growers, truckers, buyers, county officials, FHA officials, Crops Advisory Committee, and many others has been exceptional throughout the association's history.

"Everybody wants to see it go big. They look for ways to help make this happen. If they see a way of saving the association money, they do it. In fact, Larry Hall and Bud Berhman built a 40-foot bale conveyor at the cubing plant for approximately $400. If we had had to buy the same thing, it would have cost at least $1,700. And that's just one example of what I mean," Studer explains.

The plant is set up so that in the future cubes can be supplemented with vitamins, minerals, and protein. By adding a receiving table to the dryer, it can handle partially sun-cured hay hauled directly from the field to the plant without baling.

"We'd like to get into tailor-making a grain-hay cube especially for the dairyman. He has a problem of feeding enough grain to a high-producing cow during the early part of the lactation period. If he puts grain out in the feeding area, the 'hoggish' cow gets more than her share and others don't get enough. A combination grain-hay cube would solve that problem, because every animal would get as much grain proportionately as the next. We'll work on that idea after we get the bugs worked out of the cubing plant operation," Studer reports.

The future looks good for the Boundary County Hay Marketing Association.

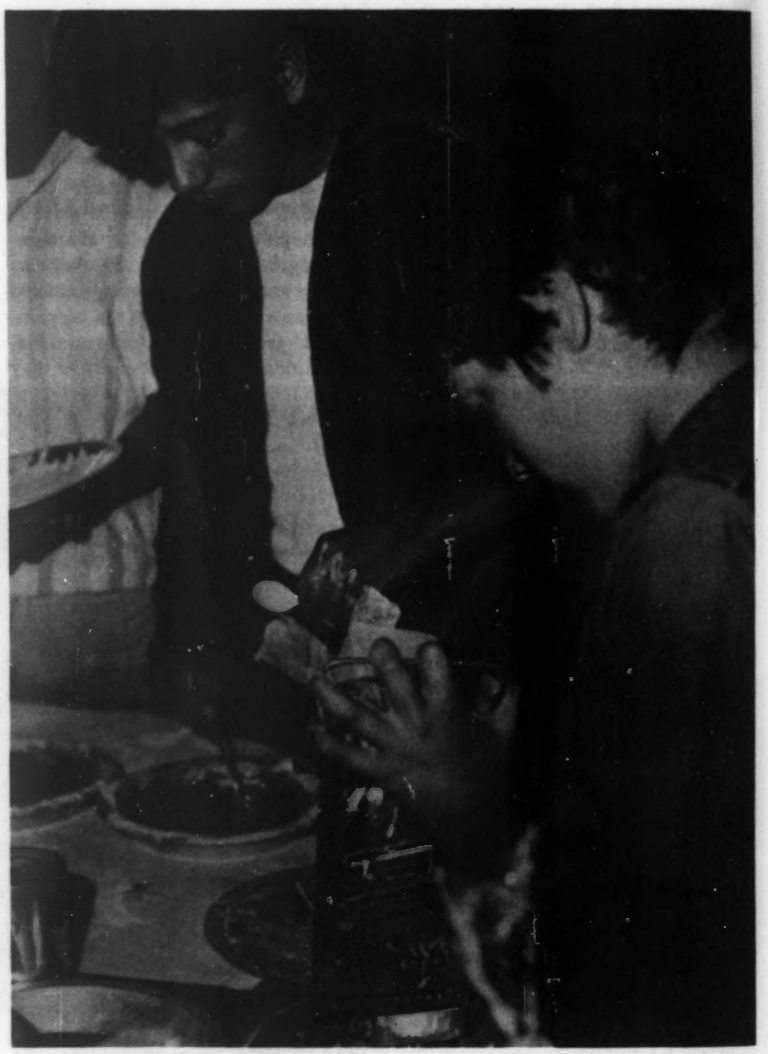
"Our ultimate objective is to utilize the total forage production in the county locally in a manner that will increase the economic health of the county even more than selling the hay outside the county," Studer points out. "However, until livestock numbers equal forage and grain production, we need a market."

A University of Idaho rural development task force is studying the feasibility of developing more cattle feeding operations in the county. The Extension agricultural engineer and Extension livestock specialist, with the help of the livestock advisory committee, are developing plans for a semi-confinement mechanical beef-feeding system. A University agricultural economist is coordinating economic studies into the feasibility of an expanded beef-feeding operation.

So, the bootstrap operation in Boundary County is succeeding. The hay marketing association has moved from a small self-help operation to a full-blown industry with one of the few modern hay cubing facilities in the Northwest.

Studer is optimistic: "I'm fairly well convinced that in the not-too-far future the livestock industry will be universally feeding animals mechanically. We're in on the ground floor with one form of feed that is well-adapted to mechanical or automated feeding operation." □

Reaching youth through EFNEP



You can lead a child to the table, but . . . How do you encourage him to try new foods? How do you get him to care whether he's eating things that will build his body, and how do you teach him which foods will do that?

Children from the low-income levels being reached by Extension's Expanded Food and Nutrition Education Program need more. They need to know about nutritious foods that are within reach of their families' limited resources. And because Mother may know equally little about nutrition, they may even need to know how to buy, prepare, and serve the new foods they're being introduced to.

These problems are certainly not insoluble, judging from the success of Extension program aides and volunteers who work with youth under the direction of Extension home economists.

Across the country, they have organized all sorts of groups for learning about nutrition. Some are like 4-H Clubs, with regular, enrolled members. Some are made up simply of whoever happens to be at the recreation center, street corner, or playground when the aide or volunteer is ready to teach a lesson. Others are somewhere in between—informal, short term, special interest groups that meet for activities related to some phase of foods and nutrition. Other youth organizations, too, often welcome the nutrition teaching as part of their programs.

Individual home visits offer more intensive help. Aides may teach children while they work with homemakers. In some homes, a teenager or preteen may be responsible for cooking for the family. In others, the homemaker herself may be a teenager.

Camps, always a popular way to provide a good learning environment, are being adapted almost everywhere for teaching nutrition. These range from day camps in the midst of urban areas to weeklong visits to camps beyond the city where children can enjoy nature while they learn.

Agents and aides find volunteer teachers and leaders—both male and female—particularly valuable in the youth phase of the Expanded Food and Nutrition Education Program. By training others to teach, the aides can reach more people in the same amount of time. The volunteers pass along nutrition information to boys and girls

Maine Extension aides sometimes make up informal learning groups at the playground. After the physical performance contest, above left, the boys learned how orange juice and milk delay fatigue. The aide, below left, joined in a game and suggested a change—"When you hit the ball, name a food." Half the playground joined in and were still playing when the aide left.

A local couple are volunteer leaders of the informal weekly nutrition and cooking class, left, at a "teen post" in San Ysidro, California. Most of the boys who come to the post—youths with school, drug, or broken home problems—attend the classes enthusiastically. They soon learned enough about cooking to serve a dinner for 100 people. The community supports the project with donations of equipment and food.

Manitowoc County, Wisconsin, had success with more formal groups which met as part of their "Summer Fun in the Kitchen" program. Above, a program aide teaches a group of girls how to make pizza.

and often also serve as a needed model for them.

Apparently, young people find these methods acceptable. From July through November 1970, nearly 260,000 of them participated in the nutrition experiences. And more than 15,000 volunteers donated their time to the program in the same period.

Whatever the method, the objectives are the same: to educate youth about nutrition; contribute to their personal development; and, through them, improve their families' diets. □

Continued on page 8

In a home with a working mother—or no mother—a teenager often must do all the family's cooking. This Oregon aide's home visits provide a young cook with instruction and encouragement.

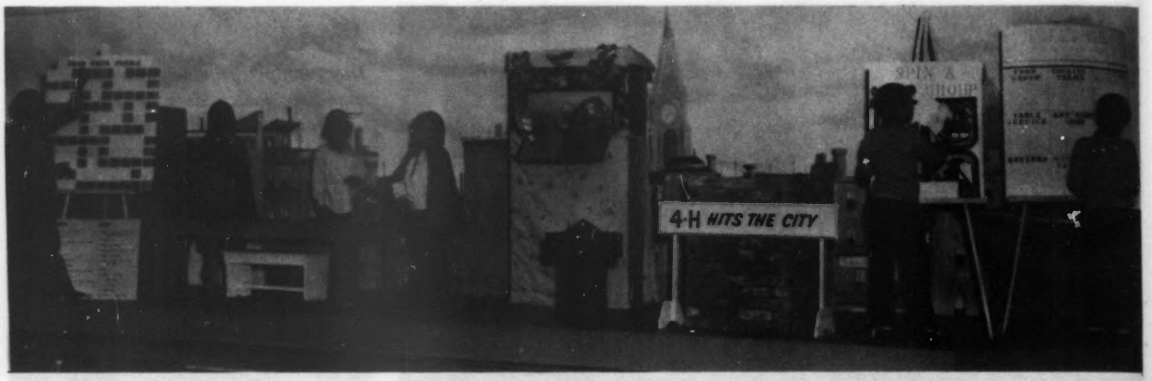
Some teens who need nutrition information already have taken on the responsibility of a family of their own. At right, an Oregon aide holds the baby while a young mother tries out a new recipe.

Even boys and girls younger than typical 4-H'ers are old enough to learn about foods and good eating habits. Maine has found that a "Good Food Coloring Book" teaches them while they have fun.

Day camps provide pleasant surroundings for children to explore the outdoors, try new forms of recreation, and learn about nutrition. An Onamia Indian girl, left, tries a "meal in foil" at a Minnesota day camp. A leader at another Minnesota camp, below, helps girls compare nutrients in several snack drinks.

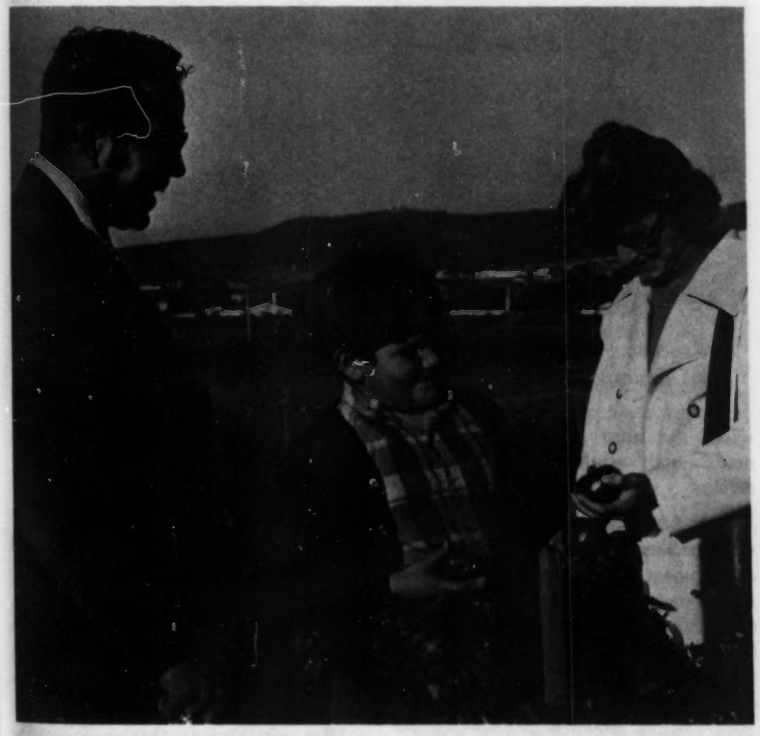
Overnight camps make good teaching situations, too. In Forsyth County, North Carolina, 97 youngsters attended a 5-day camp emphasizing foods and nutrition. A class on one of the four food groups was taught each day. Crafts, recreation, nature study, and tours added to the fun. At right, an aide teaches campers to make milkshakes from dry milk. Above, Extension Agent W. E. Mainous and campers make ice cream.

Continued on page 10



A fair exhibit gives Nutrition Program youngsters recognition and also helps recruit more youth. At the Eastern States Exposition in Massachusetts, more than 160 urban boys and girls showed what they had learned. At one center in the 42-foot booth, right, the children made "food collages" and hand puppets; at another they demonstrated menu planning, food preparation, and use of commodity foods. The platform above featured nutrition games, a puppet show, and a skit.

In Lane County, Oregon, Extension trains volunteers like college student Raedith Hickman, right, to lead extra-curricular "Food Is Fun" classes at local elementary schools. School officials are elated with the results and classes are expanding as kids tell their friends "what's cooking."



Volunteer leaders in San Diego County, California, have helped students at an elementary school set up a vegetable garden. Now the children enjoy eating vegetables they had never tried or thought they didn't like. Fertilizer, plants, and equipment have been donated by local people. Above, the school principal, left, and the Extension adviser admire a student's tomatoes. During the growing season, each student worked in the garden 2 days a week for half an hour. At right, the plot gets some careful attention.

by
Joseph E. Van Cleve
Seward County Extension Agent
and
Leslie Frazier
Extension Economist, Resource Development
Kansas State University

Rural county faces change

What to do when a sizable county seat town begins to experience population and retail trade decline was the problem faced by residents of Liberal, Kansas.

A modern-day "boom town" in southwestern Kansas, Liberal almost doubled in population between 1950 and 1963—from 8,128 to 15,826. The mushrooming oil and gas activity in the surrounding area caused the rapid growth.

Then the exploration crews and their families began pulling out, and by 1965 the population had decreased by 1,700. Citizens were discouraged as the city economy declined.

The county Extension agricultural agent expressed the need for coordinating the development efforts in the Liberal area to the Agricultural Committee of the Chamber of Commerce early in 1965. Several organizations had programs that were completely independent—Liberal Progress, City-County Planning Commission, Chamber of Commerce, County Extension Council, and civic and governing organizations.

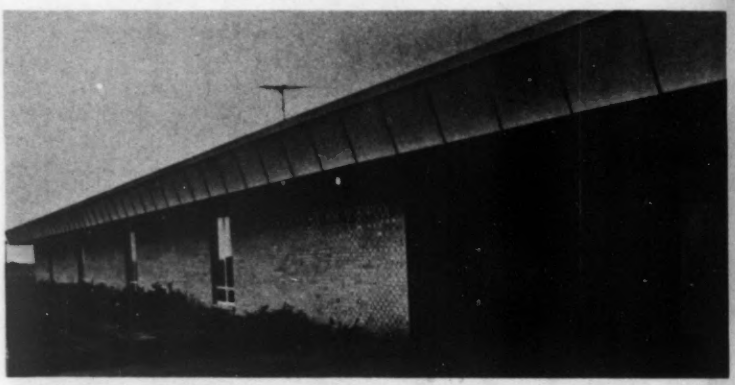
The Chamber of Commerce manager and president and the Extension agent met that summer to discuss the possibility of a United Development Program. A trade-area survey study conducted by Kansas State University Extension economists in community development was used extensively in planning efforts.

Several leaders attended a community development seminar in Wichita, sponsored by the U.S. Chamber of Commerce, where they learned what other communities had done to bolster their economies.

After the seminar, the leaders called a meeting of representatives of 27 town and county clubs, organizations, and agencies to launch the Liberal United Development Program.

Instead of setting up an elaborate formally organized development committee, the group named a steering committee to outline a development plan.

After 22 weekly meetings, they appointed an assumption committee which studied development needs of Liberal and the surrounding area. Other communitties were appointed to select the most pressing community needs and establish priorities for action.



This vocational-technical school in Seward County, Kansas, opened in 1968. It was spearheaded by the Liberal Unified Development Program.

Extension economists met quarterly with the steering committee to present development seminars and to counsel on development opportunities. For instance, they described the economic impact of increased irrigation and helped conduct a community facility and farm services survey which helped pinpoint other areas needing attention.

The list of priorities was finalized at a public meeting attended by more than 200 persons.

A comprehensive plan for city and area growth and adjustment was prepared by professional consultants under a contract with the city-county planning commission.

Armed with a new sense of community spirit and optimism, Liberal and Seward County leaders, organizations, and agencies went to work. Within a year, 13 of more than 30 top-priority projects were completed or at least started. These ranged from installing new street signs to establishing an area vocational-technical school.

"It's hard to pinpoint exactly what the program has meant to this area," says Charles Brisendine, Liberal banker who heads the Community Development Steering Committee. "There are so many intangibles in terms of personal and group development.

"But it's evident that a favorable business climate created by the program has made a big difference in people's attitude about the future. Many projects which had been in the talking stage for several years are now becoming reality."

The program is revised every 2 years. According to the present procedure:

—the assumptions committee discusses the changing socioeconomic situation and identifies problems that can be solved,

—the priorities committee takes the report from the assumptions committee

The chairman and the secretary of the Liberal Unified Development Program committee meet with the county Extension agent, right, to review plans for one phase of the development work.

and establishes a priority ranking,

—the steering committee holds public hearings for reactions to the proposed priorities,

—the priorities are realined as a result of the hearing. The steering committee gives leadership to their implementation through task forces and existing organizations. This entails much work with various resources and sometimes special activities for funding and promotion.

Some of the achievements have been the result of community action; others have been individual actions that stemmed from the community projects. Not all resulted directly from the community development program, but all have been strongly related.

The major accomplishments include:

—a new vocational-technical school,

—a new junior college,

—reorganized city streets and rural roads,

—new street signs in Liberal.

—city fire department with full-time employees rather than volunteers,

—80 acres of new parks in Liberal.

—a new million-dollar feed mill,

—commercial cattle feedlots in the county with a 100,000 head per year capacity,

—new beef packing plant with 2,000 head per day capacity,

—improved agricultural conservation, production, and management practices,

—30,000 acres of newly-irrigated land,

—increase in county retail sales from $28 million in 1965 to $42 million in 1970.

And these accomplishments have meant more educational opportunities and motivation, more jobs, increased agribusiness, and more housing and other construction.

Also apparent are a greater spirit of cooperation, progress, and community pride, and more positive rural-urban relationships.

The development program was time-consuming but rewarding for local leaders. It took many hours of study and promotion by at least 25 people interested in the total community. The excellent leadership was reflected in the close cooperation between individuals, committees, organizations, and governing bodies.

The Chamber of Commerce manager and the county agent feel that community involvement—public and private—was an important ingredient of the success. More than 200 people worked on committees.

Several businessmen played key roles from the beginning. Youth and women's groups helped, and the county Extension executive board was closely involved. The overall Extension program, as well as the programs of other agencies and organizations, added to the total development efforts.

Planning and carrying out a comprehensive community development program, they all quickly learned, is a long-time proposition, not an overnight or 6-week matter.

From the county Extension standpoint, the opportunity to assist in initiating, developing, and carrying out a progressive program was a challenging, interesting, and rewarding experience. And these efforts have broadened the image of Extension throughout the county.

While Extension did provide much of the overall coordinating stimulation and educational leadership, most of the actual work was done by the agencies and organizations whose programs and competencies were relevant.

Liberal still serves as the hub of a thriving gas and oil industry in southwestern Kansas and the Oklahoma panhandle. But the community development program has made people aware that agriculture and agribusiness industries are the backbone of the area's economy.

And the people are not through. Committees continue to meet, the planning goes on, and more priority projects are being completed. As a result, the whole Liberal area continues to move ahead. □

Youth assistants bring 4-H to the city

by
Gary Hornbacher
Assistant 4-H Youth Editor
Michigan State University

A unique wedding of Federal, State and local funds and a bold use of youth as summer 4-H project leaders has been paying big dividends for one Michigan 4-H youth program.

Faced with the special problem of involving suburban and urban youth in their 4-H program in Flint, Michigan, George Mansell and Mrs. Linda Nierman, 4-H youth agents for Genesse County, have developed a highly effective means of communicating the 4-H experience.

Flint (pop. 200,000), accounting for about half of the total population of Genesse County, has a large number of families who are both socially and economically disadvantaged.

Recognizing the need for an inner-city 4-H youth program in Flint, the Genesse Cooperative Extension Service secured a special appropriation from the County Board of Supervisors in 1967 with the expressed intent of proving that 4-H could reach this "supposedly difficult to reach" audience.

That spring, two part-time program assistants were employed to teach 4-H groups in foods and nutrition, personal appearance, woodworking, and gardening. The response they received was ample evidence of the need for such a program.

The following summer, one program assistant plus a college work-study student and four high school students funded by the Board of Supervisors reached over 350 inner-city youth on a regular basis. They worked in city recreation centers, schools, church facilities, and public housing complexes.

"That was a good beginning," said Mrs. Nierman, "and led us to the development of our present use of summer 4-H youth assistants. We've had to make some adjustments, but we know we're reaching youth in both the urban and suburban areas of Flint where previously there was no involvement in 4-H activities."

The key to the success of the Genesse 4-H Youth Program is the manner in which a handful of summer 4-H youth assistants have been used to expose urban and suburban youth to the 4-H experience.

Following their success in 1968, the Extension Service was allowed to use local high school students hired under a summer work program funded by the County Board.

At the same time, the Michigan State University Expanded Nutrition Program (ENP) funded the employment of five college students as summer nutrition aides to work with youth and families of limited income.

These students, and those funded by the county summer work program, were joined by still another college student funded under the college work-study program. Michigan State University and Eastern Michigan University both participate in this latter program now.

"For 1970, all of the summer assistants were selected after an interview," said Mrs. Nierman, "and although most of them had no previous experience in 4-H, we felt that all possessed the qualifications for their work."

Realizing that the needs of youth in the urban and suburban communities differ, George Mansell assumed the responsibility for the regular 4-H program and the suburban program, while Mrs. Nierman worked with the inner-city and nutrition programs.

Mansell explained that rural and suburban 4-H youth have a different set of needs and values. "Cooking, for instance, and gardening, crafts, and sewing are popular activities," he said, "and we are even able to work with the performing arts, weather science, archery, ecology, and bicycle safety."

"You can't teach bicycle safety to kids who don't have bicycles," countered Mrs. Nierman. "Hopefully, our activities and projects in the inner-city are simple, practical, and inexpensive. Such 4-H projects as foods, go-carts, gardening, woodworking, landscaping, personal appearance, and of course field trips, have been enthusiastically received. Our basic goal is to involve the inner-city youth in as many activities as possible."

This past summer, 19 youth were employed as summer 4-H youth assistants in Genesse County. Nine were paid through the college work-study program, eight through the county summer work program, and two with special Family Youth Assistance funds from MSU.

Although the ages ranged from 16 upward, and their wages differed depending on the program financing them, all assumed the same basic responsibilities.

"From the beginning, we've tried to provide a freedom within a framework for these assistants," said Mrs. Nierman. "We want them to be able to respond to the many unique situations in whatever capacity they feel works most effectively for them. We've had

girls directing landscaping efforts and boys teaching cooking classes—the important thing is the result achieved."

Following a full week of training sessions designed to familiarize the summer assistants with 4-H and their general responsibilities, the 1970 group was divided. Mansell supervised five assistants, Mrs. Nierman worked with 12, and two other assistants were involved with the production of a traveling puppet show which they used with many discussions on how to give 4-H demonstrations.

Weekly 2-hour training sessions for the assistants continued throughout the summer. In addition to his regular youth work, each assistant also spent one morning a week in the Extension office working on lesson plans and other paperwork.

"The assistants in the inner-city were matched with 'multi-problem' families previously selected by our nutrition aides," said Mrs. Nierman. "Ultimately their involvement took them beyond the home and family and into the inner-city community. But since many of the families had a dozen or more children, the family unit remained their chief point of contact."

The 4-H projects undertaken by the children could be applied immediately to their family situation. Clothing construction and mending, home repair and cleanup, gardening, and foods and nutrition provided the mainstay for organized projects.

"Projects had to be chosen very carefully," said Wayne Purdy, 4-H-Youth Program Assistant. "Our resources were limited, we were dealing with a wide age group, and the kids would often lose interest in a project that couldn't be finished relatively soon."

One of the most successful 4-H programs was a gardening project, above. Involvement was high, the kids felt they were "doing their thing," and there were plenty of good-tasting rewards. At left, a summer 4-H youth assistant uses individual attention to spark a youngster's involvement.

Working on a one-to-one basis with members of their "families" and on a group basis with various project areas, the 12 summer youth assistants reached approximately 700 youth during 1970.

Even more significant, however, was the fact that after only 2 years' development of the summer inner-city program, 15 teen leaders have emerged to lead clubs in their areas.

"As the 4-H concept develops further in these areas," said Purdy, "and as these teens grow into adults, the 4-H program will get a boost as the entire concept of volunteerism becomes a reality."

The results have been even more gratifying in the suburban areas of Genesse County. In addition to Mansell and the five paid summer assistants working with him, 15 adult and 20 teen leaders have emerged.

"The use of the 4-H summer assistant program leaders has been a unique experience for all concerned, "said Mrs. Nierman, "and we are confident that our program is reaching the urban and suburban youth on a variety of levels.

"We've participated in activities and skills with immediate carry-home values, we've improved nutrition habits and personal habits, we've shown these youth how others outside of their community live, we've developed their community pride, and we've expanded the 4-H name and experience.

"And I think that everyone connected with this program will agree," said Mrs. Nierman, "that we understand ourselves better when we have concern for others." □

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Caring for the Environment

Improving the quality of our environment probably enjoys greater public support than any other domestic issue. Even with this broad support, disagreement still abounds as to the degree of deterioration, who caused it, and who should correct it.

Some look only at the very broad aspects and cry out for sweeping legislation to clean up the mess. Some look only at specific issues and imply that such issues are the entire problem. Some pine for a return to a pristine environment while others treat it as a bad dream that will disappear when we wake up.

Without entering into the controversy of who is right and who is wrong, the concern is healthy. But concern is not enough. It must be converted to action. The sooner we get about it the better off we will all be.

Environmental quality was a concern of the U.S. Department of Agriculture long before it became a public concern. Notable examples of this concern were the U.S. Forest Service management program; soil conservation programs that helped clean up the Great Plains dust bowl; research on biological pest controls even before "chemical pesticides" became dirty words; and Extension educational programs that carried this technology to people who could use it.

Without this effort extending back 30, 40 years or much longer the environment could have been much worse than we can imagine. On the other hand, it could have been much more effective, but it lacked the broad public support that now prevails.

Traditionally we've attacked pollution problems when they were recognized as problems. Increased industrial activity, increased mobility of people, and increased affluence of the general public beginning with WWII have created problems whose total implications are still not measurable.

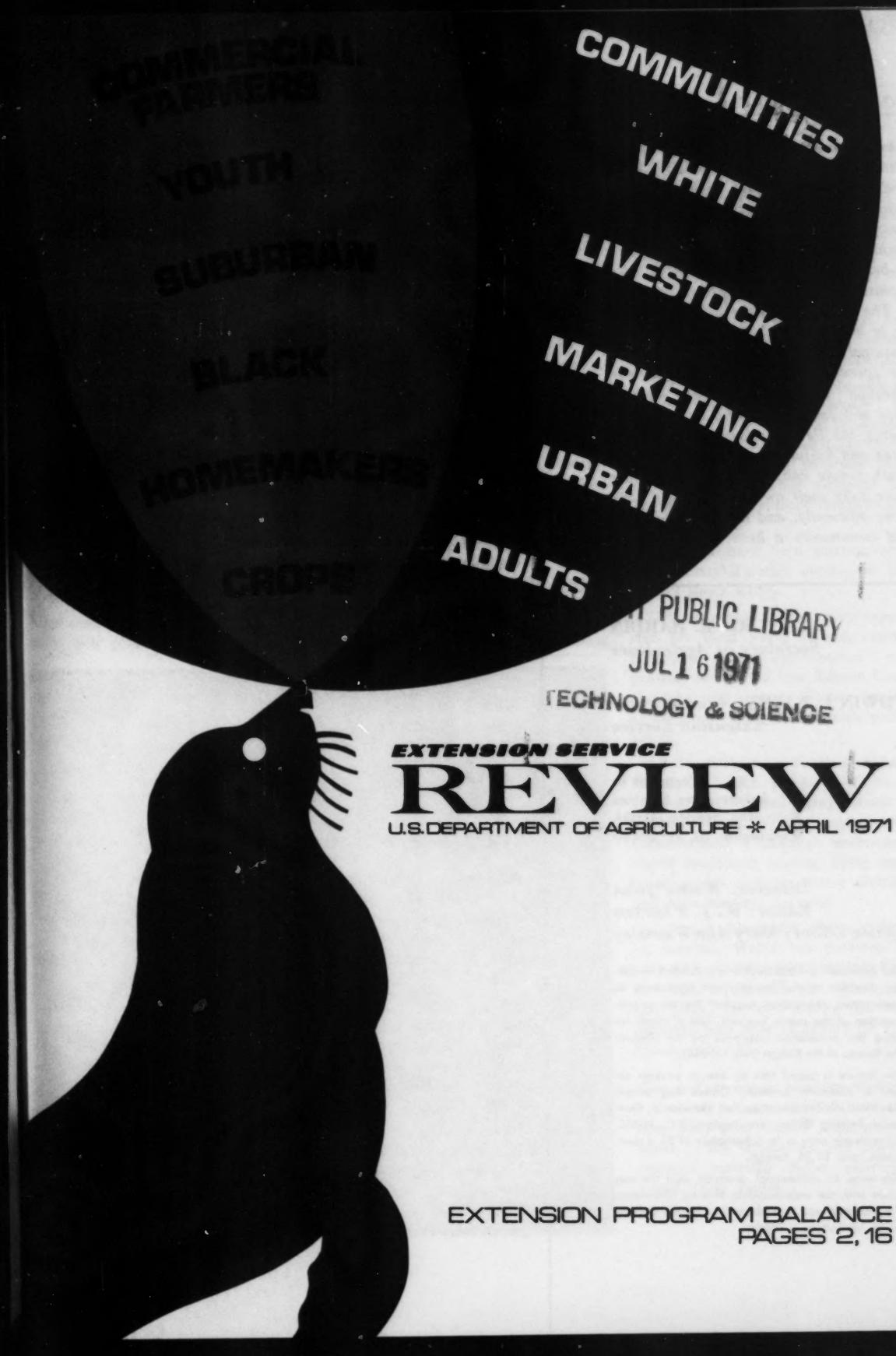
In spite of these emerging problems we refuse to subscribe to the notion that it's too late to restore the environment to an acceptable quality. Many problems already have been arrested through technology developed by research. Laws already on the books and other legislation still in the formative stages are aimed at broader issues.

This, too, is commendable. But if we subscribe to the philosophy that problems can be legislated away, then the environment will become infinitely worse before it improves. Without broad public support and action, legislation can't do much to clean up the environment. With broad public support and action, many obvious pollution problems can be solved without government intervention.

For example many citizen groups have found recycling stations an effective way of raising needed funds. Individual companies and businesses are getting into the recycling act. This is only one step and is yet limited when viewed in terms of the whole problem. But it is a step that is succeeding because of broad public concern. While we're moving in a limited way to correct damage already done, we can also accomplish much by pushing programs aimed at preventing environmental pollution.

It boils down to the fact that environmental quality is everybody's business—and until everybody makes it their business, we aren't likely to see much improvement. Helping the public understand that environmental quality is everybody's business seems to be a natural and logical role for Extension.

To re-emphasize, it's not too late to restore environmental quality to a healthful and acceptable state. But, we can't continue to postpone the starting date. Time is running out!—WJW



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

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

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EXTENSION SERVICE
REVIEW

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CONTENTS

They are waiting

What makes a well-rounded total Extension program? Most of the possible answers to that question would be likely to mention the need for reaching a varied audience. This implies some special effort to expand Extension teaching beyond those groups who already are aware of Extension's programs and who seek Extension help on their own.

Nearly every article in this issue of the Extension Service Review includes examples of successful attempts to reach such special audiences. The articles deal with retirement-age workers, young homemakers, Indian adults and youth, grain shippers and transporters, youth in isolated areas, and businesses and organizations unfamiliar with Extension.

Each case is an example of what Administrator Kirby has said is the essence of Extension education: "Helping people to know what there is to want, and to want what we have to offer." The comment from a young Oregon homemaker who had recently been made aware of Extension sums up the situation of so many potential clientele groups everywhere: "We've been waiting for you all the time."—MAW

by
Dean C. Bork
Extension Agricultural Editor
Michigan State University

Island 4-H'ers learn to fly

Beaver Island, in northern Lake Michigan, is unique in many ways, but especially in the world of 4-H.

The domain of King Strang and a colony of Mormons in the 1800's "is one of the few, if not the only, 4-H flying clubs in the United States aiming for 100 percent official pilot certification," points out Keith Lamkin, Extension 4-H youth agent for the Emmet, Charlevoix and Cheboygan County area.

William Welke, a Beaver Island resident, serves as leader for the 4-H flying club.

The professional pilot owns and operates two planes and has carved a landing strip out of a forest on his property a few miles south of St. James, the port town of the 6- by 12-mile island about 40 miles west of Mackinaw City.

Since October 1969, Welke has been teaching the all-boy group general aviation information and Federal Aeronautics Administration (FAA) regulations. A stack of well-worn FAA flight regulation manuals, creased maps, and a display of dexterity with course-altitude calculators by several of the boys are evidence of the progress being made.

"What are the four factors affecting an airplane in flight?" Welke asked a 14-year-old.

"Thrust, drag, gravity, and lift," the young man answered quickly.

Welke predicted, "We should have a couple of boys out of this group with pilot licenses soon. Others will be qualified but will have to wait until they are 16 years of age—the minimum age for private pilot license certification."

He pointed out that the boys are attentive and develop a rapid understanding of the voluminous materials.

"Maybe they just want to be able to get away from here in the winter," he said half-jokingly. The 200 permanent residents are isolated when Lake Michigan freezes, stopping ferryboat trips to the mainland. Then airplanes are the only means of transportation to and from the island.

The boys have been meeting with Welke every Tuesday evening at the island's single school.

"This has been an enriching experience for these young people, considering their limited opportunities," emphasizes one of the four Roman Catholic nuns who serve as teachers for the kindergarten through 12th grade public school.

All 14 of the boys in the club have flown with Welke. The boys—11 to 16 years of age—started flying lessons in Welke's two-seater last summer after demonstrating a thorough understanding of instrument reading, flying regulations, map reading, course plotting, and other required material.

Unlike a shoemaker whose children go shoeless, Welke has provided his sons with excellent pilot training. Paul, 20, holds a pilot license. Mark, 15, and Carl, 13, are among the 4-H members who hope to qualify for their licenses soon. □

Two 4-H'ers use a calculator during a session on aeronautical navigation. They also studied flight principles, flying regulations, and other required materials before starting actual flying lessons.

by
John Wallize
Assistant Extension Editor
Iowa State University

'Moon shot' approach to grain transportation

Why is it that this Nation can send a man to the moon, but has so much trouble moving grain and other agricultural commodities from farm to market right here on planet earth?

In Iowa, they've found the answer—or at least part of it. The result is a "moon shot" approach to transportation of agricultural commodities. Iowa farmers do not expect to be the first in the marketplace on some exotic planet—but their grain in the future will be moving to market faster because the State's grain and transportation industries have adopted some of the elements of the moon shot strategy.

The first part of the answer is agreement or cooperation. The moon shot was agreed upon by all the people closely involved in the project. It was a matter of technical manipulation to achieve the goal. There was no real conflict over what ought to be done.

Now, take that problem of moving agricultural commodities from farm to market. About a year ago there appeared to be a transportation crisis for grain. With Iowa producing nearly $1-1/2 billion worth of grain a year, transportation is a vital link in moving this great economic asset to market. So Iowa State University Extension Economist C. Phillip Baumel looked into the situation. He didn't find that coordinated, unified moon shot approach to transportation problems. In his words:

"The grain industry tended to place all the blame on railroads for the shortage and poor condition of cars and efforts to close branch lines serving many grain shippers. Many in the grain industry did not fully understand the basic problems in the grain transportation situation. The railroads, failing to find sympathy toward their problems, tended to take a defensive position."

So not only did those intimately involved in grain transportation disagree on what ought to be done, there was opposition to some of the suggested solutions.

Dr. Baumel approached the Iowa Grain and Feed Association, which represents privately owned grain shippers, and the Farmers Grain Dealers Association, which represents cooperative grain shippers. He suggested jointly sponsoring a conference where the grain and transportation industry could discuss their common problems. The initial result was the Grain Transportation Symposium at Iowa State in February 1970.

By almost any measure, the program was a success. More than 600 persons attended. The program was imitated by others—said to be the sincerest type of flattery. But most rewarding and most important was the recognition of those in the industry that there were reasons for transportation difficulties.

The industry recognized that no one segment was either solely to blame for the problems, or in a position to correct matters. It became apparent the only immediate solution to grain transportation problems was to gain increased efficiency from existing equipment and

facilities. And those attending recognized that the most effective means of improving efficiency is through the cooperation of all those involved in the task of moving grain from farm to market.

Ordinarily, the next step would have been a followup symposium to look at specific steps the industry could take to improve transportation efficiency. And that was done at the 1971 symposium in March.

But meanwhile, something else occurred. Some key industry leaders saw how they could take the Extension idea and carry it further. So following the 1970 symposium, they formed the Iowa Agri-Business Transportation Task Force, a voluntary organization representing all sectors of the industry.

The goal of the Task Force was to improve communication among those involved in transportation, to increase understanding among industry segments, and to work on solutions to common problems. The organization is headed by B. J. (Jerry) O'Dowd, manager of Continental Grain Company's Des Moines office. Dr. Baumel assisted the group by providing additional economic information and informal consultation.

Though barely a year old, the Task Force has taken on a number of projects. It is conducting a fund drive to obtain financing from the industry for additional research through the Iowa Agriculture and Home Economics Experiment Station. The research is needed to provide answers for future planning.

The Task Force also is sponsoring further discussions among specific segments of the industry. A session between carriers and shippers is planned later this year. Again, the goal is increasing understanding, communication, and cooperative efforts toward problem solutions.

And finally, the Task Force is promoting origin or destination grading of grain to avoid tying up transportation equipment an average of 4 days per shipment at intermediate inspection points. The Task Force estimates this change would increase the availability of rail cars by at least 25 percent—to the benefit of shippers, buyers, and carriers.

Iowa's Task Force approach has attracted the attention of a number of national grain and transportation publications. Chairman O'Dowd expects the idea will soon have imitators in other areas.

Often it's difficult to trace results of university Extension and research ideas as they diffuse among the people. Ideas are passed in many directions and modified in many ways before they emerge in final form. Frequently it would be immodest for the Extension Service to claim responsibility after such a filtering process. In this instance, however, the source of the basic idea is acknowledged by those involved. And they agree that Iowa's moon shot approach to transportation will help farmer, shipper, carrier, and the university. □

Above, a large audience listens to an address at the 1971 Grain Transportation Symposium at Iowa State University. These programs have spawned a unique approach to agribusiness transportation problems in Iowa. At left, B. J. O'Dowd, Des Moines, chairman of the Iowa Agri-Business Transportation Task Force (left), discusses the organization's origin or destination grain grading project with Dr. C. Phillip Baumel, Extension economist at Iowa State University.

Utes welcome Extension's help

by
Verl B. Matthews
County Extension Agent
Fort Duchesne, Utah

Improved agricultural production, more pleasant home surroundings, youth development—these things are Extension's forte. In Utah, they also are things the Ute Indians are seeking help with. Extension's experience plus the Utes' receptivity to assistance have led to successful programs in each of these areas.

The Ute tribe of northeast Utah has developed the largest cattle herd in the State. Scattered across 650,000 acres of rangeland are 5,300 mother cows, 300 range bulls, and 700 yearling heifers. Another 7,000 acres of irrigated farmland produce supplemental feed.

The tribally owned and operated Ute Tribal Livestock Enterprise employs 17 Utes year-round and another 35 seasonally.

In 1962, 152 cows used 5 percent of tribal rangeland. Today, 80 percent is being used. Much of the financial guidance leading to this phenomenal growth came from Extension economist Lloyd A. Clement of Utah State University, who helped develop and implement the basic economic plan.

As the operation expanded, the Ute Tribal Business Committee and Bureau of Indian Affairs were confronted with two major issues. First, the Utes were not managing their own enterprise—non-Utes staffed positions of foremen and manager. Second, this burgeoning cattle enterprise was stifling the initiative of about 45 individual Ute operators whose combined ownership of mother cows had dwindled to about 1,100 by 1967.

So the Committee and the BIA asked Extension to develop an intensified ranch management training program to groom Utes for top management positions in the enterprise and to augment management skills of other employees and individual operators.

Extension developed a proposal for 36 weeks of training and submitted it to the U.S. Department of Labor in 1968 for funding under the Manpower Development and Training Act. MDTA finances only entry-level training, however, and would not train currently employed Utes for management-level positions. As an alternative, Extension State and area specialists were called on for help. An instructional program began in early 1969.

During the year, 12 Extension agents and specialists led 18 classes. The 110 hours of instruction ranged from care of pregnant livestock to marketing and analyzing cost and production data. Instruction was equally divided between classroom and practical experience. Thirty-five men participated.

The Extension training helped several men develop an aggressive attitude toward strengthening or expanding their livestock operations. Nine of the individual operators afterwards applied to the Farmers Home Administration for loans for livestock purchases. The five who were granted loans purchased 210 mother cows, and some plan to buy more. The downward trend in numbers of individually-owned cattle, which began in 1951, seems to have been reversed.

Future increases probably will stem from the few operators with the most management skill. Some already are exhibiting improved management practices: feeding alfalfa-grass hay to cattle when range feed is covered by snow, dehorning cows to reduce injuries, assisting cows who experience difficulty in calving, and grazing range land less closely.

One operator said, "I had decided to quit, but with this encouragement, I am going to stay with it."

Two Utes became the Enterprise manager and foreman. They later left the Enterprise, but have applied their increased management "know-how" to their own livestock operations. The value of other employees also was enhanced by their participation in the program.

Perhaps the most exciting thing about this training program is that it revealed many Ute aspirations. This should open the gates of opportunity to many other Utes interested in ranch-type operations.

In the area of home improvement, Extension helped the Utes complete the first thrust of a major landscaping program in 1970. Participants tallied an impressive victory over the drab mantle of weeds and cobblestones left in the wake of house construction projects dating back to 1964. Today 20 homes sport a new carpet of green, and more are planned.

As early as 1961, Extension agents and specialists conducted landscape improvement meetings with the Utes. Nevertheless, most of the 3,500 trees given to the tribe by the State nursery in 1961 and 1962 were lost through improper handling and neglect.

When the Tribal Business Committee asked Extension for a reservation-wide landscape action program, the agent outlined a series of how-to-do-it dis-

cussions and suggested followup activities. The plan emphasized the use of native materials.

Community presidents endorsed the program and discussed it enthusiastically at community meetings. The program later was approved by the Ute Advisory Council—Tribal Business Committee, community presidents, community workers, and resource people from other agencies.

The BIA granted $3,000 to the Utes for grass seed, hand tools, and fuel for hauling topsoil.

The agent conducted five classes at each of three Ute communities. Following each class, he visited each participant's home to suggest yard improvements. After the fifth class, all available time was devoted to evening and weekend work sessions coordinated by the Extension agent.

The most difficult obstacle was obtaining tractors and other equipment. Use of tribe-owned and BIA equipment by volunteer operators involved problems of coverage for accidental injuries, workmen's compensation, and liability insurance. Guidelines were worked out, however, and both the Ute tribe and the BIA loaned equipment.

Impressed with the success of the landscaping project, the BIA has granted $25,000 to the Ute tribe to prepare a series of educational films on improving the appearance, safety, and usefulness of the home and yard. The films, featuring Utes, will be offered for showing on all U.S. Indian reservations.

Extension and the tribe also have cooperated in a unique educational program for youth. Known as Tribe-BIA Days, this program is now in its fourth year. It fosters citizenship and career exploration for the Ute students at Union High School, Roosevelt.

The BIA collected data in 1969 to help identify special educational needs of Ute students. These data showed that 44 percent of the Ute students and 86 percent of the non-Ute students graduated from high school in 1968. About a year after high school graduation, only 56 percent of the Utes were "gainfully occupied" in contrast to 86 percent of the non-Utes. Only 14 percent of the Utes were in college, compared with 38 percent of the non-Utes.

To strengthen educational efforts in the public school, the Tribal Business Committee, BIA, and Extension cosponsor Tribe-BIA Days. The goals are for Ute students to understand that:

—vocational or professional training beyond high school is needed,

—jobs are awarded on the basis of training and competency rather than as a show of favoritism or a public handout,

—work assignments are within their grasp if they are adequately trained,

—productive and profitable employment is one of the essential requirements for a rewarding and satisfying way of life,

—Indian and non-Indian people share common career goals and professional aspirations,

—Indian and non-Indian people can and do work together for the benefit of all.

During the first day of 1970 Tribe-BIA Days, 70 Ute students staffed jobs within the Ute Indian Tribe, BIA, U.S. Public Health Service, Indian Community Action Agency, and Extension Service. Employees treated their assigned students to a noon luncheon. That evening, about 130 Ute and non-Ute students participated in a banquet and evening of social games and carnival activities.

The 70 Ute students attended a special seminar the following morning. Guest speakers were Miss Cecelia Jenks, former resident of the reservation now employed by the BIA, and John Artichoker, an Oglala Sioux who is superintendent of the Colorado River Agency. The final event was an all Indian student body assembly for about 700 students.

Ute students and the people whose jobs they shared completed questionnaires to help the Extension agent determine the value of Tribe-BIA Days. The majority of the responses were very favorable. Eighty-seven percent of the students, for example, said that they now better appreciate themselves as Ute Indians. And 97 percent recommended that the special days be held again next year. □

As part of the Extension management training course, two employees of the Ute Tribal Livestock Enterprise learn how to repair and adjust the knives and feeder chains on a corn chopper to reduce "down time" in the field.

'Open house' explains Extension to public

Program review meetings throughout Colorado's Tri River Extension Area during the fall of 1970 indicated public concern and misconceptions about the area Extension program.

The county commissioners in all four counties questioned and scrutinized the value of an area program versus a county program. The meetings also revealed a need for increased program leadership abilities in existing leaders, both adult and youth.

So the area Extension staff developed a program to familiarize people with the total capabilities of the Tri River Area Extension Service and its staff members, as well as the advantages of an area program.

As they planned, they had several objectives:

—to strengthen and improve the development and implementation of area Extension programs by maintaining existing relationships and establishing new ones—between program sponsors, donors, governing bodies, and other community groups,

—to develop and maintain communications assuring understanding of Colorado State University and Tri River Area Extension objectives, programs, and capabilities to gain support and cooperation for additional learning experiences,

—to agree on priorities within the area staff.

The best way to reach the necessary people, they decided, was to invite them to an "open house" at the Extension office. Open houses were scheduled in each office location—Montrose, Delta, and Grand Junction, with the entire staff present to serve as hosts.

Invitations were intended to reach people not presently familiar with the services available from Colorado State University and its Extension Service. A special effort was made to personally invite businesses and organizations that have not traditionally been Extension cooperators. But those close to Extension were not forgotten.

The invitation list included members of the established clientele, government agency personnel, education people, service club presidents, and businessmen.

Nearly 800 personal invitations were mailed to people throughout the four-county Tri River Area, and nearly 300 attended the open houses.

To better tell the story of the Tri River Area Extension Service, a bulletin board display was developed. It showed the map of the Tri River Area, including the three rivers, to allow people to realize how the name came about.

Also on the bulletin board display was a listing of the specialty areas covered by the staff members in the Tri River Area.

In addition, a two-fold brochure was developed to be handed out to the visitors. The brochure gave a general explanation of Extension work and showed staff members' pictures with a description of their specific responsibilities.

This brochure was also distributed to all people who were invited but did not attend. A followup letter to them further explained the Tri River Area Extension Service's capability and its availability to them as citizens of the area.

In addition to the people contacted through invitations, attendance at the open houses, and followup mailing of

by
Milan A. Rewerts
Area Youth Agent
Tri River Extension Area
Grand Junction, Colorado

Invited guests register at one of the three Tri River Extension Area offices during Extension's successful open house event.

the brochure, interviews and public service announcements were featured on all of the radio and television outlets in the area. A special news release went to all area newspapers.

People attending the open houses expressed appreciation for the unusual opportunity to meet the whole Extension staff in one location. Several who were not familiar with the Extension Service said they were impressed by the amount of expertise available on the Tri River Area staff, and were further impressed by the amount of information from Colorado State University available in the Extension offices.

High school and junior high school counselors were particularly interested in what they saw, and have since requested further information.

Apparently, the open houses were successful. The visits, brochures, letters, and mass media publicity made people aware of the Tri River Area Extension Service and its capabilities.

Several persons have commented that the open house should be an annual event. The staff has not decided whether an annual open house would be beneficial. They do feel, though, that an open house on some recurring basis would help the public understand the overall program and also keep them informed of the availability of information and assistance that the Tri River Area Extension Service offers.

And the staff recognizes that understanding on the part of the total public would enhance Extension's position with the four Boards of County Commissioners regarding the relative strengths of area and county programs. □

Young homemakers—eager for help

by
Ermina Fisher
County Extension Home Economist
Salem, Oregon

"How do I 'fight' with my husband? What can I make with my blender? Is my child growing the way he should? What about buying a home?" These are all questions from young homemakers.

The Oregon Cooperative Extension Service in Marion County realized that the early years of marriage are important and that young homemakers, especially teenage homemakers, were needing answers.

The problem—where to find the teenage homemakers, how to reach them and determine their needs. The Cooperative Extension Service found a way.

In 1967 the girls' counselor in a local high school provided names of young women who had been married during their junior or senior year of school. The Extension agent made home calls to get acquainted and also to find out if they would be interested in special programs planned to meet the needs of young homemakers.

They were interested, and determining the needs of the young homemakers was the next problem to overcome. A steering committee was formed to plan a series of weekly meetings. Each year planning committees composed of young women, and sometimes their husbands, have been organized to determine the needs and interests of the young families.

Locating other young women was a problem, but as a result of the first contacts, 136 teenage homemakers were found in the first 6 months. Referrals of young homemakers in their twenties or younger were sought from many sources—medical society, bar association, counseling services, ministers, county juvenile office, hospitals, health and welfare departments, women in already organized Extension groups, and school personnel. A young homemaker working as an Extension aide contacted many teenage homemakers.

Methods used to get information to the young families have been varied. Much of the information presented at meetings was provided by county and State Extension staff. Volunteer community leaders including doctors, psychiatric social workers, businessmen, lawyers, and bank officials were asked to assist with the programs, and they responded.

A steering committee made up of young couples, above, plans the series "When You Buy That First Home." Young homemakers, like the one at right, appreciate practical tips on topics such as making good use of small appliances.

A monthly newsletter, "Specially For You . . . The Young Homemaker," was started in 1967. Although originally planned for the teenage homemaker, the newsletter was made available to homemakers up to 30 years of age and now has a mailing list of 1,200. Of this number, 250 are 20 years old or younger, 500 are between 21 and 25, and 200 are 26 to 30. A few of the homemakers are over 30 and the ages of the rest are unknown.

The newsletter is prepared by the county Extension office and typically includes hints about toddlers, home management tips, and family communication ideas as well as suggestions on meal planning and money management. The newsletter proved so effective that it is now available throughout Oregon.

Other methods used to inform the young homemakers include workshops on such subjects as home management and decoration, child guidance, sewing knits for children, and buying a home.

"Jr. Mrs." programs, or monthly meetings, are planned by the young homemakers themselves on subjects ranging from buying carpeting to knowing when to call the doctor for your child. Husbands come with the homemakers to programs on topics like home buying or child rearing. Correspondence courses in food and meat buying and money management are also available to the homemakers.

For 3 years, the advertising department of the local dailies has coop-

erated in an eight-page special section of the newspaper. The Extension agent provided news articles keyed to young families and the newspaper sold the advertising.

The section included stories about Extension programs and a coupon for requesting information, bulletins and registration for workshops and special meetings. Through the coupon in the special section, more than 200 young families have asked to be placed on the newsletter mailing list each year.

Has the plan been effective? All methods of making contacts with young homemakers produced some results, but the largest number have come from school personnel, the special edition, and the work of the Extension aide. Those receiving the newsletter are eager to provide the names of many of their friends.

The young homemaker program was evaluated in June 1970. About 330 young women responded to a questionnaire included in the newsletter.

Two-thirds of those responding said they call the county Extension office for assistance. Seventy-five percent ask for bulletins listed in the newsletter. The "Toddler Talk" and "Slick Trick" sections in the newsletter were of "much help" to three-fourths of the people responding.

About the newsletter, one homemaker says, "I particularly like 'It Pays To Know' section. Wish I had read the magazine tip (about 'good deal' subscriptions) sooner. It cost us $130 to learn the hard way."

Another says, "Being a new mother, I've read and followed with interest the comments, etc. under 'Toddler Talk'. Am also glad to see the reliable delicious recipes selected. Thoroughly appreciate receiving the newsletter."

Another homemaker who wrote said she was delighted to hear of the newsletter through a friend. "The whole newsletter has lots of appeal to the young homemakers like me. I especially like having something in the mail for me that's not a bill."

One-fourth of the homemakers responding had attended some of the meetings or workshops scheduled for the young homemaker. The two reasons most often given for not participating were that they were too busy or didn't want to come by themselves. Lack of a babysitter or transportation were also frequently mentioned reasons. Lack of interest was indicated by only six of the 330 responding.

The newsletter proves to be an effective way to reach not only the young homemaker but also her family and friends. Three-fourths of those responding share their newsletter with others, and more than half share it with their husbands. Ninety percent said they either keep the entire letter or clip parts of it for later reference.

The young homemaker and her family can be reached with an Extension program—if we are willing to spend the time and effort to develop new methods and programs. One young homemaker said it well when she remarked to a county advisory committee member, "We've been waiting for you all the time." □

County staff uses closed circuit television

Extension agents in Larimer County, Colorado, obtained a used closed circuit television system in spring 1970 for a fraction of its original cost. Since then, the staff has produced many programs for both youth and adult audiences.

The system consists of a recorder, a 24-inch television receiver, a camera and tripod, several reels of magnetic tape, necessary cable, and a storage cabinet.

The first programs produced were on 4-H projects for which there was a scarcity of qualified adult leadership. One was a 20-minute segment on entomology; it was followed by a 20-minute demonstration on making ice cream and a 20-minute guest meal demonstration. An adult 4-H leader and eight 4-H members volunteered as talent for a 1-hour program on the rabbit project.

To develop expertise in the use of the equipment and test its potential, a graduate class at Colorado State University was filmed. Also, a 1-1/2 hour commercial television program of the Colorado State Fair was duplicated in black and white on the 1-inch tape.

Extension's audiences are generally small audiences, whose special interests are often neglected by usual commercial programing. The audiences to which these locally-made programs have been shown, although small, have been highly motivated through this innovative use of a media already familiar to them.

A short segment of the graduate class was used with six adult leaders in a lesson on "the helping interview" to help train them in the interview judging of junior leaders.

The ice cream demonstration was shown to 15 aides in the Expanded Food and Nutrition Education Program to help them learn the use of a demonstration as a means of working with their low-income family clientele.

Eighty older 4-H youth viewed a tape prepared by other 4-H'ers on "Economics in Action". This was a prelude to a 2-day conference on consumer education.

The entomology tape has been shown to a fifth grade public school class. This presentation permitted Extension access to the public school system and an opportunity to "sell" 4-H to non-members.

"State Fair" has been shown to a new 4-H Club audience of 10 youth and five adults living in an isolated mountain area of Colorado. In this tape, almost all aspects of the 4-H program are depicted.

The use of video-tape recording and playback over closed circuit has proved to be a challenging learning experience for the county Extension professionals as well as the viewing audiences. Problems such as facilities, equipment, cost, audiences, scheduling, and the like have been reduced, although not eliminated.

A main advantage is that programs can be recorded at times convenient to the Extension agent and other participants and can be shown at later dates.

Tapes can be duplicated, revised, updated, or erased, and storage is convenient for repeated showing over long periods of time. Each tape may be used more than 200 times, resulting in reducing the unit cost of each program presented.

Above, Mrs. Sheila Schroeder, home agent, nutrition, monitors video and audio recording levels as a show is taped. At right, Extension Agent Sid Campbell films a nutrition aide's presentation. The television set at left serves as a monitor.

Video-tape recording, the staff has found, can marginally provide the illusion of face-to-face contact, concretize abstractions, and provide talk-back opportunity. More effectively, it can present lectures, demonstrations, panel discussions, interviews, and dramatization.

The limitation of visual devices in

by
Sid Campbell
Extension Agent (Youth)
Fort Collins, Colorado

Extension teaching is virtually eliminated. For example, movies, film strips, slides, dioramas, flannel boards, opaque and overhead projectors, models, props, photographs, and the like, lend themselves to a flexibility of use on the television screen.

Although closed circuit television is not really new, the Larimer County Extension staff feels it is relatively new to the portfolio of educational tools in Extension field offices. Agent-in-charge Don Kaufmann says, "A videotape presentation heightens the motivations of the audience and sharpens their readiness for an agent's follow-through by capturing and focusing their attention on the subject."

He does not feel, however, that this tool will replace all of the more traditional methods of Extension education. As with any visual aid, the Extension professional needs to learn to use this new one wisely.

The more effectively Extension uses closed circuit television, and understands its special functions, the more it will add to the learning of Extension's clientele and the greater will be its communication of knowledge, appreciation, skills, and attitudes—the educational goals of the Extension Service.

The Larimer County staff is studying the feasibility of distributing tapes to other counties in the State; and they are evaluating the educational results of programs they have produced.

They see possibilities for future programing in poultry and dairy subject matter; electric and leathercraft project organization and leadership; and training for lay and subprofessional leaders, teachers, and aides. □

Workshop prepares couples for retirement

Retirement sounds good to the worker who's only 40. But to the man or woman actually facing it, retirement too often means fear of the future.

Working with people before they retire may be one way of easing the transition from the 8-hour day to doing what you want when you want to, believes Murle Scales, Oregon State University Extension assistant State leader for home economics.

Her belief in such planning has been strengthened by the experiences she and six couples had in a pre-retirement workshop recently completed by the Cooperative Extension Service on the OSU campus.

Not only was it a pilot project for the Extension Service, it also marked the first such effort on the OSU campus for civil service employees. The first such workshop was conducted at the University of Oregon by the Oregon Center for Gerontology, a training center on

Joe Cox, acting Extension director, left, awards completion certificates to Mr. and Mrs. Bob McMahan after Oregon State University's pilot pre-retirement workshop for civil service employees.

the Eugene campus funded by the Administration on Aging.

The six men have worked on the Corvallis campus from 8 to 23 years. They, and their wives, gave up their evenings every night for 2 weeks to discuss with members of the Extension staff what retirement means to them.

Why did they do it?

Perhaps one of the men put it best when he said, "I saw four fellow workers retire. They all dreaded it and fought it. That's why I accepted the invitation to participate in the workshop."

The workshop "helped us identify the good and the bad about retirement, and we found many good things about it," a women commented.

Another man felt that it was important "to go into retirement with understanding and not have that 'not knowing' feeling."

All agreed the workshop had been a valuable experience for them and they felt a little more secure because of increased understanding about what to expect.

They also identified some fears about retirement—mainly ill health, lack of money and loss of social contacts—and how they might deal with these.

The six couples agreed that the trick is "to retire to something; not retire from a job," and that the time after 65 should be regarded as the "bonus years" when they can pursue their own interests.

The idea behind the workshop, which may become a pattern for other Extension activity in this area, "is to help people make their own decisions about retirement," Miss Scales explained. The emphasis was on attitudes rather than "how to do it."

"It is important that both the husband and wife attend such sessions, as retirement means adjustments for both," Miss Scales emphasized. To help get the group started, she used a survey sheet developed by the University of Oregon Center for Gerontology. It helped each person identify his feelings about retirement.

The workshop then dealt with particular phases of retirement each evening for 2 hours. Sessions covered such subjects as living arrangements, family and friends, income and finance, attitudes, physical and mental health, and social and interpersonal relationships.

by
Leonard Calvert
Information Specialist
Oregon State University

Miss Scales prepared for this first effort by taking a class at the Gerontology Center last year and then listing points for consideration. The OSU personnel office worked with her in suggesting employees who were scheduled for retirement in the near future and who might be interested in such a program.

One of the "good things" about the workshop was the close feeling developed among the participants, Miss Scales points out. In fact, the group planned to have dinner together after the workshop was over to trade ideas and discuss retirement further.

Some members of the group have suggested that they would like to help lead similar groups, an idea which both Miss Scales and Joe Cox, acting Extension director, heartily endorse.

The use of volunteers to help teach others is in the best tradition of Extension education, Cox pointed out in his comments to the "class" the final night when he presented certificates of completion.

He also characterized the workshop as reflecting the breadth of programs offered by OSU and an example of efforts being made to extend university resources to all the people.

Miss Scales and other Extension specialists now are planning ways to expand the pilot effort to reach others who are about to retire. They also want to involve nonprofessionals as teachers after training them in both subject matter and teaching techniques. □

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Considerations for planning

The ES/USDA staff recently participated in an indepth workshop on Balanced Programming. National authorities in various fields challenged the staff with some rather thought-provoking presentations as bases for group discussion. All the presentations are well worth sharing, but available space limits us to three.

Dr. Paul Miller, president, Rochester Institute of Technology, and former Assistant Secretary of HEW, was the keynote speaker. He sees imbalance between unprecedented success in delivery of technological goods versus a relatively unsuccessful effort in delivery of social goods as a major cause of the current issues surrounding the "haves versus the have nots."

Dr. Miller listed several challenges facing Extension over the next decade in its role of reducing the gap that leads to this conflict. They include:

—a search for alternatives to present and emerging problems,

—breaking down the barriers that separate the knowledge producers from knowledge users,

—broadening the knowledge base from which Extension recruits its workers,

—a more critical evaluation of our effort.

Dr. Saul Silverman, attorney, family counselor, and consultant to the University of Rhode Island, reviewed with the staff some forces that have helped many of the current societal issues surface. He sees society engaged in a wrestling match with an ideology that doesn't seem to fit the times.

For example, the expectations of people as a whole are rising in the face of a long-standing ideology based on "survival of the fittest." Concurrent with this we find a growing concern for care of the weak. Other factors complicating the situation are the breaking down of institutional barriers and the concurrent push for establishment of new relationships and roles that must be democratized. On this base he offered the following suggestions to help cope with the issues:

—understand the whole organizational role and beware of overspecialization,

—demand realistic goals of one's self—idealism can lead to destructive frustration,

—be responsibly experimental—strike a balance between the new and the proven,

—act when action is indicated—talking when action is indicated has cheapened the role of communications,

—commit yourself, remembering that it calls for accountability on priorities selected for action,

—give training the priority it deserves in planning for change,

—be concerned about meaningful human relationships,

—have the courage to make mistakes,

—maintain a sense of humor—it's important in the job situation.

Administrator Kirby reviewed the concept of program balance (reported on this page of the June 1970 issue under the title "The Responsibility We Have") and discussed major factors that influence balance in Extension programs. These factors include:

—audiences—the broad groups such as agriculture, families, youth, communities, and the many sub-groups into which each divides,

—methods, including the industry approach as well as the problem approach,

—organization and staffing to match talent to the educational job to be done,

—program planning committees,

—program initiation at the national, State, and local levels.

Mr. Kirby emphasized that balanced programming is not an "either/or" proposition. It is "some for all" in those programs and priorities that are selected as targets for emphasis. He added that limited resources further complicate program planning, decision making, and priority setting to achieve this important goal of "some for all" in those areas where we have competency, where we should provide service, and where we have a moral and legal responsibility to provide service.—WJW

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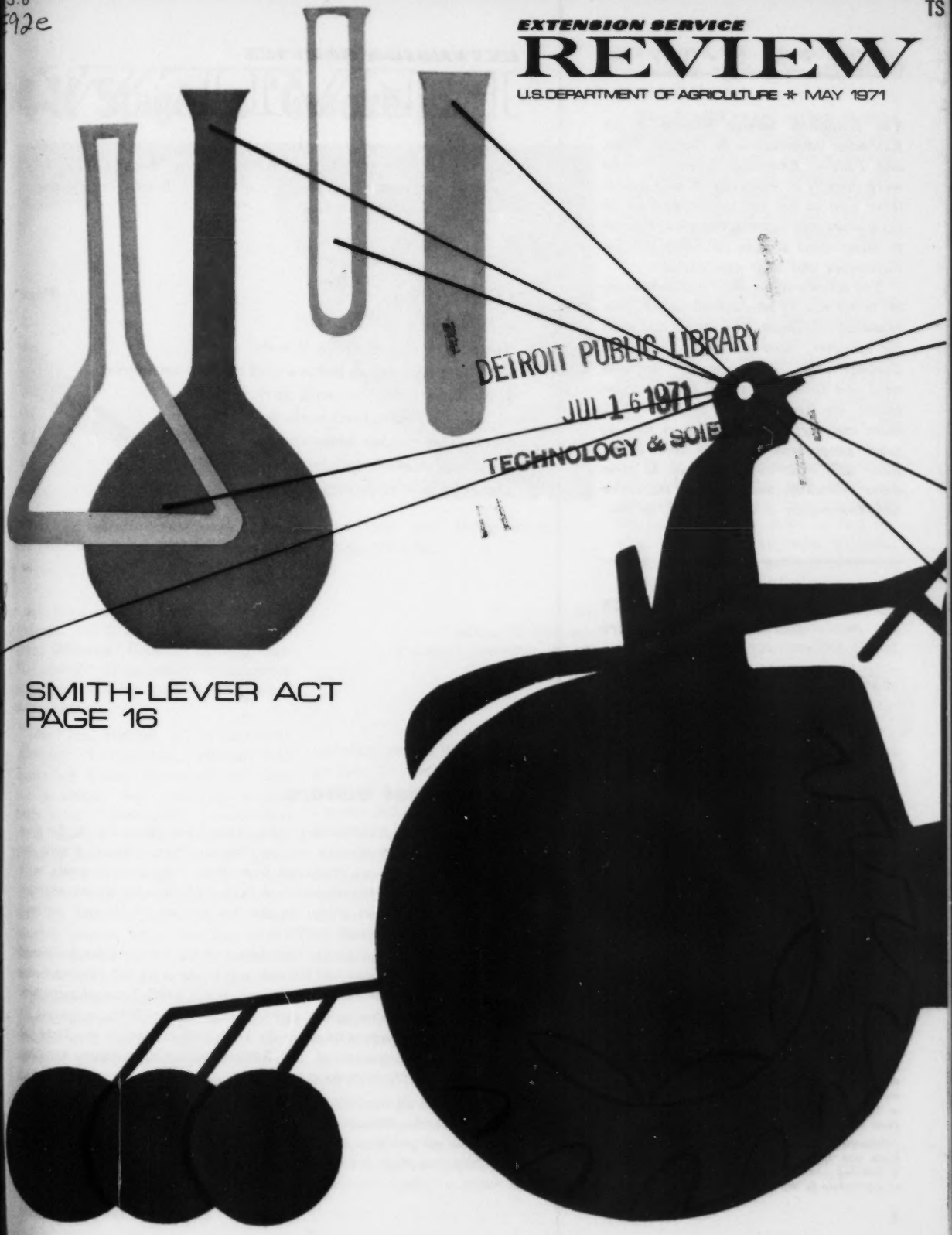
EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MAY 1971



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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, USDA
Washington, D. C. 20250

Director: *Walter John*
Assistant Director: *W. J. Whorton*
Editor: *Mary Ann Wamsley*

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EXTENSION SERVICE
REVIEW

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CONTENTS

Change of editors

I am proud to announce that Mrs. Mary Ann Wamsley is the new editor of Extension Service Review. She has been associated with the Review since she was graduated from West Virginia University with a degree in journalism education in June 1966. She has shown unusual writing and editorial ability as she has progressed through various position titles and grade levels.

W. J. "Jim" Whorton has been editor of the Review since he joined our staff in February 1966. He now will be devoting full time to being assistant director of the Information Services Staff. I compliment him highly on the service he has given through this monthly magazine to the 16,000 Extension workers in the U.S. He has done an excellent job of determining content of the Review, obtaining articles, training staff, and writing back-page messages.

We say to all workers in Cooperative Extension that the Review is your magazine. We ask you to tell us what you want to read in it. If you have an article in mind, please write Mrs. Wamsley about it. She can help you adapt it for publication, if the subject is suitable.

——Walter John

4-H Stages a 'Groove-In'

When the special-interest sessions on judo were over, these Heltonville boys and their friends asked if they could form a regular 4-H Club.

by
Sheila M. Peacock
Extension Specialist, Youth
Purdue University

Look at a map of Lawrence County, Indiana. You'll see such places as Popcorn, Pinhook, Buddha, Georgia, and Heltonville. These small communities were the beginning spark for an unusual 4-H program.

Mrs. Inez Ratcliff, of the local 4-H Advisory Corporation, invited 4-H agent Ed Russell to try out his ideas for a unique 4-H experience in her little town of Heltonville. Located in a rural poverty pocket, Heltonville is virtually isolated. A child there probably would come from a large family. His father would be an itinerant farmer and his mother would be a warm-hearted woman whose life has always been wrapped up in the crises of making ends meet.

Despite the parents' hard work and genuine concern, children are often in trouble with the law—frequently as a result of having nothing constructive to do. With little hope of a better life, they can't see much sense in school. The cycle of poverty perpetuates.

Working in cooperation with the principal of the elementary school in Heltonville, Ed hoped to show the children and their parents that: 1) learning can be fun, 2) young people join 4-H to have these kinds of fun-learning experiences, and 3) it is satisfying to help children to learn new things.

The children heard about the "Groove-In" at a Laugh-In style meeting at school. They learned that they would use the school grounds and gymnasium on Saturday afternoons for 6 weeks and would be "learning for the fun of it." The sessions would include recreation, refreshments, and workshops.

Activity began with the choice of workshop topics from 12 possibilities—such as gun safety, judo and karate, and motorcycling.

As a result, four weekly workshops were scheduled: self defense, arts and crafts, cooking for fun, and ecology. In addition, one special feature was scheduled each week: a police dog demonstration, and talks concerning motorcycle racing, bicycling, the 4-H electric project, 4-H camp.

Mrs. Ratcliff invited parents to come and help at the Groove-In. Nine came the first day and each became involved in supportive jobs. In subsequent sessions they performed tasks essential to the operation of the program. They had a good time and felt needed—which they were!

Cooking-for-fun was taught by the Lawrence County Extension nutrition aide. The children loved learning by doing and eating the results. The aide was invited by one mother to teach herself and her neighbors, and an existing 4-H Club in Heltonville asked the aide to provide a demonstration for their meeting.

The 37 children who enrolled in the Groove-In responded with great enthusiasm to the novel experiences. On the first day many came to find out what judo and karate were all about (and some parents came to find out what the children were finding out.)

The instructor began by saying, "With any kind of self-defense, the first rule is to run when possible. If that is impossible, then you use judo, providing you know how." The parents seemed to feel better and the children were eager to have him continue.

A number of signs pointed to the success of the program. As weeks went by, the boys and girls came to the sessions more scrubbed and brushed than at first. Their warm openness, eager participation, and regular attendance showed how much the program meant to them.

Of the 37 who attended, 24 said they had never been involved in a youth program before. Eight girls went to camp.

A highlight came 2 weeks after the last Groove-In session when Ed received a letter with 19 Heltonville boys' signatures on it. They asked him if they could join a 4-H Club and take the judo and karate project.

Surprising things happen when 4-H makes itself available to a community, catches hold of a spark of interest, and helps to plant seeds of growth. □

Slides help 'Win Over Weeds'

by
Marvin Hodges
Motion Picture and Education Markets Division
Eastman Kodak Company

Until recently, aquatic and land weeds were costing Georgia agriculture more than $190 million annually. And losses were accelerating.

But "Win Over Weeds," a visually-oriented education program sponsored jointly by the Cooperative Extension Service and the U.S. Department of Agriculture, has helped farmers in the Southeastern United States reverse the trend.

"You have to be able to identify a problem before you can solve it," says Dr. James Miller, Georgia Extension agronomist who is largely responsible for the "Win Over Weeds" program.

"The Southeastern United States has many hundreds of kinds of weeds," he explains, "and there has been a real lack of educational materials about them."

"Win Over Weeds" encompasses the use of color slides, supported by a 42-page color manual. Georgia supplies them to its county agents, and a $42,000 grant from Extension Service, USDA, has extended the program throughout the Southeastern States.

"Once we decided that the immediate need was to familiarize farmers with the weeds so that they could learn how to control them, the 2 by 2 inch slide format became an obvious choice," says Dr. Miller. "Slides are easy to produce and they can be economically duplicated."

While the packaged slides allow the agents to present easily understood, uniform programs, they also are a highly flexible format. Unlike motion pictures, the slide presentation can be easily edited by simply adding or removing pictures.

Dr. Miller suggested in 1967 that a series of color pictures of weeds would be invaluable for Extension Service work in Georgia.

"At the time," explains Dr. Miller, "there was a dearth of weed identification publications. Most literature was available on a State-by-State basis, and black and white photographs were the common visual aid. In Georgia, for example, there were no uniformly good color slides that I knew of, nor any booklets with color photographs of weeds.

"In talks with Extension Service personnel and with members of the Southern Weed Conference (now the Southern Weed Science Society), the idea of a color visual package gained support. Finally, it emerged as a regional project."

After receiving approval from the Extension Service, USDA, one of Dr. Miller's first actions was to contact J. Aubrey Smith of the Extension Information Department's visual education section.

Dr. Miller had used 35mm cameras at times to produce slides. For this project, however, he wanted specific recommendations on films, cameras, backgrounds, angles, and lighting techniques. He also needed slide titles and other artwork.

Dr. Miller photographed about 115 of the 120 weeds featured in the project. Photographs for the others were taken by agronomists in Texas, Florida, and Mississippi.

The project was started with a tentative list of weeds that might be included in the final audiovisual program. The list and a survey sheet were sent to agronomists in 13 States, asking them to consider the material and submit the names of any weeds that they felt should be added. That first survey brought the list to about 300 weeds. Dr. Miller then resurveyed the agronomists and asked them to assign priorities.

"Georgia is unique," says Dr. Miller, "in its geography and in its variety of weeds. We have coastal plains, rolling hills and mountains, and we have practically every weed common to the Southern United States."

J. Aubrey Smith, right, Georgia Extension visual editor, inspects color slides for use in the educational program. The "Win Over Weeds" slides are packaged in specially-built wooden shipping boxes, above. A script is included in each box.

Photography took more than a year to complete. It involved about 20,000 miles of special travel.

When released in January 1969, the slide set was duplicated to send two copies to each of 13 Southeastern States, one set each to all of the other States, and additional library copies for the Extension Service information office. To date, the slide set has been duplicated 400 times, for a total of 48,000 duplicate slides.

Normally the audiovisual library maintains six loan copies of all slide sets. More than a dozen were made of the "Win Over Weeds" slides, however, because of the urgency of the program.

The color manual, edited by Randall Cofer, Extension editor, publications, also received wide distribution.

The initial order for the publication was 100,000 copies. An additional 100,000 have been printed in two reprint orders. Extension Services in the 13 Southern States received nearly 7,000 each of the original printing. A free copy was also provided to each of the other States.

In Georgia, the first distribution of the manual—more than 20,000—was made to county agents for selective use with their clientele.

A total of 5,000 copies of the manual were set aside for specific use in the "Win Over Weeds" program for its first 4 years—through 1973. The publications were included in a program folder that contains other Georgia Extension Service weed publications, and a weed control workbook to be used by farmers to solve herbicide/weed problems.

"Win Over Weeds" is a concentrated program that combines a series of lecture and work meetings (usually four to a series) with demonstration plots and on-the-farm visits by county agents. The meeting series is at the discretion of the county agents—for farmers, and for agricultural dealers and service people.

The first meeting was in Stephens County, in the hilly northern section of the State. Major agricultural products there are poultry and livestock, with secondary production of apples and peaches. As a result, the primary problems are maintaining productive rangeland and keeping weed-free orchards.

"I can say at this point in our 'Win Over Weeds' program," comments County Agent J. Fred Newman, "that this educational effort could return between $50,000 and $100,000 to Stephens County annually in improved production.

"One of our young farmers, for example, has said he probably would not be in business today without a program of weed control based on the educational efforts of the Georgia Extension Service."

Before the start of the "Win Over Weeds" program, Newman had relied heavily on demonstrations, black and white photographs, and written materials he published in a monthly newsletter and in local newspapers.

In Newman's 21 years of service in Stephens County, he had never had an opportunity to see detailed color audio-visuals for weed identification and control.

During the 12 hours of formal meetings in the county, Newman used the slide set, color manual, and script. But he localized the information for his farmers and agricultural service people.

"Terminology is a big problem in our area," explains Newman. "As an example, 'indigo' is a common local name for what is called 'coffee weed' in the other parts of the State. Both identifying and properly treating weeds and grasses requires a common denominator. We think we have that in the 'Win Over Weeds' program."

"The spring and summer of 1970 were wet," says County Agent Jim Collier of Ben Hill County. "Normally, this would lead to a sizable weed problem if farmers were not getting and using control information. I'm proud to say that most of our fields are clean."

Collier says the "Win Over Weeds" program makes it possible to put out the most information on weeds and herbicides to the most people, in the shortest time.

At "Win Over Weeds" meetings, Collier uses the workbook to let farmers "solve" weed control problems. To make the color slides even more meaningful, he includes local shots he takes as he tours the 180,000-acre county. They are easily integrated into the Carousel tray.

"To date," reports Dr. Miller, "we have only begun to solve the State's weed problem through this new 'Win Over Weeds' program. Roughly one-third of the counties in the State will have finished the first series of meetings by 1971. But the results are already beginning to show in dramatic ways for the commercial and part-time farmers." □

Missouri Extension helps small rural businesses

Extension services traditionally have been oriented to farm, family, and youth programs. And Extension efforts have been expanded to include farm suppliers and specialized nonfarm groups involved in the distribution of agricultural products. Community development, food and fiber, industry, labor, and environmental quality programs are not new to Extension.

But despite all of these programs, one large group of deserving people has been generally neglected—the small, main-street businessman in our rural communities.

by
Richard Fenwick
and
Ervin Dauenhauer
Business Management Specialists
University of Missouri-Columbia

Who helps the barbers, the owners of the "Ma 'n Pa" stores, the drug store and service station managers, the bankers, and the retail and service firms of all types and sizes?

These are the people who need help the most and can afford it the least. Even if they recognize the need for continuing education, in many cases they do not know where to go for help.

They cannot take time off from their business to attend daytime sessions or courses on a university campus. And they cannot afford high enrollment fees necessarily imposed by non-Extension sources.

Can they be helped? Certainly! Should they be helped? Absolutely! Are they being helped? They are in Missouri.

The University of Missouri-Columbia Extension Division and the Agricultural Economics Department have recognized the need for business management training in the rural areas of the State.

Missouri has more than 50,000 small business firms, exclusive of those in the metropolitan centers of St. Louis, Kansas City, St. Joseph, and Springfield. As indicated by requests to local University Extension Centers, these firms are attempting to take advantage of opportunities for developing and improving skills in management decision-making and customer service.

The Extension Division and Agricultural Economics Department established the position of "Extension Economist-Business Management" in September 1969. The purpose was: "To improve the managerial knowledge and skills of persons responsible for management of the small business firms in the towns and rural areas of the State of Missouri."

A questionnaire was prepared to determine the needs of small businessmen for training and education in the business management area. It was completed by representative groups of businessmen and Extension agents.

On the basis of the questionnaires, two noncredit short courses were initially established: Financial Management and Basic Supervision.

The financial management course was designed to introduce basic financial management principles to nonfinancial and non-accounting people managing small, rural businesses.

Its aim is to provide the small business manager with sufficient knowledge of basic financial tools to enable him to apply them in the day-to-day management of his business and to help him arrive at management decisions that make financial sense.

The course was developed for six

2-1/2-hour classes. Course content includes financial statements, cash flow, earning power of the business, cash budgets, ratio analysis, controlling accounts receivable and inventories, breakeven analysis, and capital budgeting.

The primary instructor for the financial management course is Richard Fenwick, who is half-time Extension economist, agribusiness management.

The second priority indicated by the questionnaires was for training in the area of basic supervision. An abbreviated course consisting of 18 hours of instruction—six 3-hour sessions—was developed.

The purpose of this course is to discuss some of the factors involved in establishing and maintaining good supervisor-subordinate relations and to develop some techniques for training and retraining competent and willing workers.

It covers such areas as: the role of the supervisor, developing good employees, motivation, communications, work assignment, and controlling and coordinating the work force. The course is designed to satisfy the needs of either the first-line supervisor or the small business manager-supervisor.

Whenever possible, we separate small manufacturers from the retail and service groups. This allows us to concentrate more fully on the specific problems of our clientele groups.

Because class participants cannot or will not travel any substantial distance, we are not able to teach specialized groups of main-street or agribusiness people. Consequently, the financial management and supervision courses are somewhat general. In the future, we hope to work with specialized groups.

A third course in business management has been developed in retail merchandising. This started as a one-session addition to a financial management course. It was readily accepted and conducted in other communities as a one-session workshop.

We expanded it to two sessions and are now offering it on a trial basis as a three-session course. The course covers some of the principles and techniques involved in salesmanship, advertising, and displaying of merchandise. The primary emphasis is on improving the profit picture by creating repeat business.

The first session is designed to be of benefit to managers, supervisors, and sales clerks alike and is open to all interested persons. The latter sessions are geared more to management and supervision.

The instructor for this course and the supervision course is Ervin Dauenhauer, Extension business management specialist.

The first business management course—Basic Supervision—was launched in January 1970. A mixed group of main-street businessmen, agribusinessmen, small manufacturers, and local government employees "graduated" in February.

The first financial management class also began in January, and a class of 15 received certificates of completion. The first merchandising class started in May.

During 1970, we conducted classes in 30 communities for a total of 791 participants. There were 73 sessions in financial management; 43 in supervision; and 12 in merchandising.

By the end of the year, the schedule was filled through spring 1971 and commitments had been made as far ahead as November.

The business management courses are set up by the area Extension specialists. We have worked through continuing education programers, area directors and associate directors, industrial Extension agents, business management specialists, and farm management specialists.

Planning conferences are held with local business groups to establish specific course content and to schedule classes. The course instructor and local Extension specialist are generally members of the planning committee for the short courses.

The courses are conducted in cooperation with the Small Business Administration, which furnishes us with both lecture and supporting material. We are presently using 26 SBA publications as handout material for the three courses.

There is a great thirst throughout the State for business management programs and it is not likely that it will ever be completely satisfied. "Graduates" of the classes already talk of additional courses and more advanced followup courses.

We have gone back into one community with a second business management course and four other communities are scheduled for additional courses.

Of course, the business management section is just one source to satisfy the need. Business management assistance is provided to specialized nonfarm groups by other members of the Extension team.

The University of Missouri-Columbia has specialists dealing primarily with the farm-supply firms, with logistics and the transportation industry, with supermarkets, and with restaurant management.

Numerous courses are conducted through the School of Business and Public Administration, the Sociology Department, and the School of Journalism. Courses are conducted by the other three campuses of the University of Missouri at Rolla, St. Louis, and Kansas City. And courses are offered by the many other educational institutions throughout the State and by private industry and business groups.

We feel, however, that the small main-street businessman and the small manufacturer will continue to depend on the Extension Division as the primary source of management education. □

Extension aids planning and zoning

by
Gerald F. Vaughn
Extension Coordinator
Community and Resource Development
University of Delaware

Three conclusions have emerged from the Delaware Extension Service's activities in land use planning during the past 15 years: 1) Extension aid should change as land use planning matures in an area; 2) Extension activities in land use planning should involve at least three sets of clientele (general public, civic leaders, and planning/zoning agencies); and 3) Extension should *not* rely on land use planning as a major tool in rural development.

The educational approaches in metropolitan areas have differed from those used in rural areas.

In metropolitan New Castle County, Extension's role has been to provide information to aid refining and maturing of the planning process. The county's first land use plan, prepared between 1954 and 1958 (following adoption of the zoning ordinance instead of preceding it), bore little relationship to the zoning maps and did not become development policy.

In rural Kent and Sussex Counties, emphasis has been on showing the need for county planning. Extension advisory committees agreed that more information should be made available on planning and zoning but wisely urged: "1) Sell planning and zoning first to our community leaders; 2) try not to make a big splash, but work with small groups and get people involved in the process."

From our first Extension conference on land use planning in 1956, the need became clear for added land use research to bolster New Castle County's planning program. Lack of funding and staff delayed this research, but in 1960 the USDA-University of Delaware project began.

Our work dealt largely with "rural-urban fringe" land use classification in the first 18 months. During the second 18 months we analyzed the factors generating land development in many parts of New Castle County and also factors precluding development in other parts (idle or bypassed land).

Extension quickly helped disseminate the findings. As a basis for other community planning presentations, we reported the project's results at Farm and Home Week programs in 1962 and 1963. In 1962 we presented a seminar on land use classification for professional planning personnel. We received outstanding newspaper coverage in 1962-1963 and developed an excellent day-to-day working relationship with the county regional planning commission.

By the end of 1963 the New Castle County government launched a thorough revision of its planning and zoning process, producing a substantially more workable operation. Extension's timely efforts during 1956-1963 (and continuing into the 1970's) have been instrumental in aiding improvement in the county's planning and zoning.

An introduction to land use planning for largely agricultural Kent and Sussex Counties came at a 1958 Extension program on the "Future of Agriculture in the Urbanizing Northeast." The period from 1959 to 1961 was a time of exploration by their county agricultural agents, who attended conferences and secured published information on rural planning programs throughout the Nation.

In 1961 the Kent County agent was granted a 10-week sabbatical leave to visit western Europe in search of new approaches to community planning that fully consider agricultural production. And the School of Agriculture sponsored a seminar on "Principles of Agricultural Zoning" in 1961.

In 1962 we developed a report on land use in each of the three counties—titled Land Use in Delaware. Part of the annual training conference for Extension staff that year was devoted to "Resource Development in Delaware," so that our agricultural, home economics, and 4-H staff would be better able to discuss planning and zoning downstate.

One 1963 conference session was on "Delaware's Growing Communities—How Fast and How Far?" In Kent County, Extension arranged a Grange-hosted luncheon on land use planning.

Kent and Sussex Counties formed committees in 1963 and 1964 to pre-

University staff members, left, explain land use analysis at one of the many Extension-sponsored meetings on planning and zoning which have been held in Delaware since 1956.

pare Overall Economic Development Plans. The county agricultural agents were active members of the committees, and the OEDP's solidly recommended planning and zoning.

In 1965 and 1966 attention focused on legislation introduced to create planning and zoning operations in these counties. It failed to pass in the General Assembly due to still-insufficient citizen support. One of the leading farm organizations opposed it because they were concerned that zoning would precede planning as in New Castle County.

Educational work continued with Extension presentations on "Wildlands Ecology and Conservation," "Community Beautification," and "Urban Pressures on Delaware Agriculture." County planning study committees were formed, with close cooperation from the county agricultural agents. In midwinter 1966 the Kent County agent took citizens from southern Delaware on a tour to the infant "new city" of Columbia in Howard County, Maryland.

An Extension-sponsored conference early in 1967 on "Developing the Delmarva Peninsula" brought together key Delaware agricultural leaders and the Director of the State Planning Office. Within a month the farm organization that had opposed legislation for downstate planning and zoning in 1965 and 1966 asked for Extension's assistance in re-evaluating the proposition. Within another month Extension also held five meetings on planning and zoning with Kent County's homemakers' clubs.

Legislation was reintroduced and enacted in 1967 to enable planning and zoning in Kent and Sussex Counties. Both counties now have appointed planning/zoning commissions and have undertaken needed planning studies. Kent County has adopted subdivision regulations and an interim zoning ordinance pending completion of its land use plan. Sussex County—where a land use plan has been completed—has adopted a final zoning ordinance.

Evaluation would note those accomplishments and view favorably how they have led to continuing requests for Extension's assistance. For example, the New Castle County agricultural agent was appointed to the county planning and zoning board, where he continues to serve.

Extension's coordinator of community and resource development (CRD) has been elected to the board of directors and serves on the planning and zoning committee of the countywide civic group most actively involved in the county's planning and zoning program.

The CRD coordinator and Kent County agricultural agent were asked to assist that county's new planning and zoning agency in determining its initial staffing, budget, office space, and other requirements. The Sussex County agricultural agent has been consulted by his county's planning/zoning staff on numerous problems. The CRD coordinator serves as an advisor to the State Planning Office in its project to revise the statewide development plan.

On the unfavorable side of evaluation, our experiences suggest caution against Extension's expecting too much from land use planning as a major tool in rural development. Land use planning, unfortunately, has done little for meaningfully improving the lives of Delaware people in hard-core poverty—despite claims to the contrary.

Land use planning that attracts and accommodates new industry helps low-income rural areas, it is claimed. Unless that new industry employs local unskilled workers and constructively trains these people during their employment, have such people been helped?

Maybe area income will rise so that a few more people can be hired to pump gasoline, be salesgirls, or work as domestics. Have such people really been helped?

Land use planning for community facilities helps poor people, it is claimed. However, the new sewer or water system involves a hookup charge in the hundreds of dollars and also periodic user-fees; hard-core poverty families cannot tie into the system.

Zoning has prevented low-income people from obtaining better housing in many places. Other community facilities that meet specific needs of the urban poor—public transportation, "vest-pocket" neighborhood parks, etc.—seldom are feasible in rural areas.

Planning and zoning mainly enhance the living environment for middle- and upper-income classes of people. This is not to say that planning and zoning are not good. Instead, it recognizes that planning and zoning have not helped—and sometimes have hindered—efforts to end rural poverty. Creative thought must improve planning and zoning to benefit *all* citizens. □

Model City program includes Extension

by
Mary K. Mahoney
Extension Information Specialist
Texas A&M University

Improved diets and household skills which enable families to have healthier and happier members are among some of the dramatic changes taking place in Eagle Pass, Texas. Guiding these changes is an Extension home economist, working there under contract with the Model Cities program.

The Extension program began in September 1969 when Miss Patricia Lopez, assistant Extension home economist in Gaines County, transferred to Eagle Pass to head it up. The Model Cities program, which was already underway, is the first program of its kind to enter into a contract with the Texas Agricultural Extension Service for a home economics program.

Miss Lopez began hiring and training 15 program aides after completing an intensified training program at Texas A&M University to prepare her for her new leadership assignment at Eagle Pass. During her training—and later as she trained the program aides—she was given counsel, assistance, and supervision by Mrs. Florence W. Low, assistant State director for home economics, and the entire Extension Service home economics staff.

After the aides were selected and hired, they began to contact less-advantaged families in five major target areas of Eagle Pass, under the supervision of a program assistant and Miss Lopez. Interested families were told about the program, and special help they could receive in foods and nutrition, food storage and sanitation, consumer buying, housing and home improvement, clothing, and other areas of home economics.

Most of the families contacted were eager to receive the educational assistance, although some were in desperate need of special services or assistance from other agencies, such as local health groups, before they could concentrate on the teaching. Referrals to appropriate local agencies have been made, and many of the homemakers are now receiving commodity foods, medical attention, social security, or welfare assistance as a result.

The home economics program aides, in the meantime, worked with families in many areas of home economics. They conducted training in the homes or at neighborhood or community centers, or other central locations. One of the challenges to Miss Lopez and her staff of aides has been to develop more methods to train people who are unable to read either English or Spanish.

For example, Miss Lopez conducted a clothing workshop for aides in which she incorporated methods of teaching persons who are unable to read. She emphasized how to place a pattern correctly on fabric by looking for rounded arrows which indicate that the pattern goes on the fold of the material; placing notches and broken lines on seam line; and finding straight arrows which indicate that a pattern must be laid on straight grain of fabric. To distinguish a front dress pattern from a back dress pattern, Miss Lopez and her aides simply emphasize that the back pattern has shoulder and back darts, while the front pattern has bust line darts.

"We are continuing to try to develop more methods to train people who have only limited reading ability, and find that sketches and cartoon-type drawings are quite helpful in many instances," Miss Lopez says.

Observers of the program at Eagle Pass are of the opinion that the new home economics program has done a great deal to help homemakers utilize their commodity foods to better advan-

tage, and has helped them learn to prepare more nutritious meals.

Housing is another area in which the aides have been making great strides. Many of the small homes are in poor condition, and aides have helped obtain cardboard to make closets and cabinets for better storage, or to reinforce walls or windows.

Homemakers who have used the cardboard to fashion cabinets or storage areas are glad to tell their neighbors how much easier it is to keep their clothing and foods. As a result of improved storage in many of the homes, the homemakers are baking and keeping baked goods on hand for their families. Older homemakers, especially, are sharing their new food knowledge with their married daughters and grandchildren.

Young homemakers with families—many of whom were school dropouts—are a major target audience in the home economics program, although older adults and teens also are receiving instruction. Miss Lopez is conducting a continuing class in home economics 3 days each week for special education students at the Eagle Pass Junior High School. The students are "very enthusiastic" about the training.

A new program assistant has been added to the teaching team to work with youth. In the youth program Miss Lopez and the program assistant train volunteer leaders. Leaders are recruited by personal contacts and through organized groups such as churches, civic groups, school leaders, and others.

The home economics instruction, which is enabling many families to improve their level of living, is reaching additional families each month. New families are added as some migrate to other States for seasonal employment. Many of the migrants have told the aides that they hope to return to Eagle Pass and continue with the home economics program when their work ends in other States.

Aides receive regular weekly training from Miss Lopez, assisted by Extension home economics specialists and local resource people. The aides prepare regular reports concerning their activities, and these are evaluated by Miss Lopez and the program assistant to determine areas where special help is needed. New aides are employed and trained as necessary to keep the program quota at a constant figure.

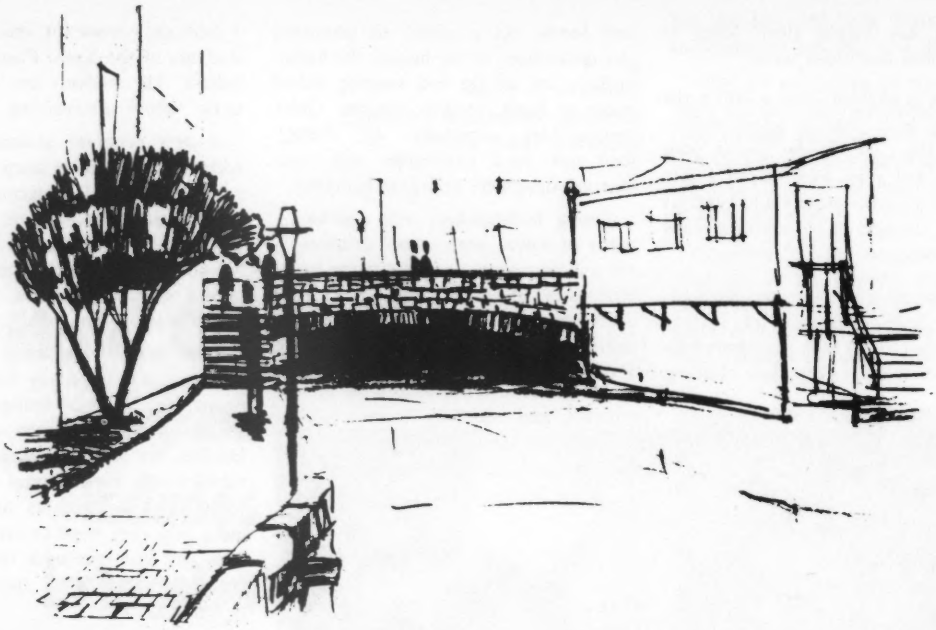
Miss Lopez keeps in contact with the participating homemakers through a newsletter which she prepares in English and Spanish as the occasion warrants. Thus, as changes in program aides come about, the families are notified that a new aide will be visiting and assisting them.

Although the home economics phase of the Model Cities program is still quite young, many changes and improvements have come to many Eagle Pass homemakers as a result of the training.

At the first anniversary observance of the home economics program, other agencies and key leaders praised the accomplishments of Miss Lopez and her aides during the first year's work.

"And the potential is great for even more assistance to families," points out Miss Lopez. □

Above, homemaker aide Cecilia Gonzales prepares to show an Eagle Pass homemaker how to make better use of donated foods in cooking for her family of eight. At left, Mrs. Gonzales gets special help on her problems from Patricia Lopez (center), associate Extension home economist, and Myrtle Garrett, Extension organization and program specialist for less-advantaged families.



Above, Rudy Favretti, Extension landscape architect, and members of a town beautification committee discuss improvements for the town garage. The model was planned and built by the committee. At top, an example of the drawings Extension makes to help communities visualize their plans.

Extension guides beautification efforts

by
Rudy J. Favretti
Associate Professor
Landscape Architecture
University of Connecticut

Preservation of natural beauty has long been a major problem in villages, towns, and cities throughout Connecticut.

Trees, shrubs, and natural beauty were needlessly destroyed in early settlements as the countryside was developed. In the late 18th century, however, trees were planted extensively along streets and in village squares, greens, or commons. Many of these trees were starting to mature when they were cut down to make way for industrial and home expansion.

Then during the great park movement of the late 19th century many areas were beautifully enriched, but they, too, gave way to development during the beginning of this century.

This rapid eroding of natural beauty has continued to this day in Connecticut towns and cities. Streets are widened, destroying trees. Parking lots are built to cover every inch of ground around commercial centers with little thought given to beauty and comfort. Signs go up in a helter-skelter manner, often destroying the visual quality of a community.

Fortunately, this problem has not been overlooked by concerned citizens and the Cooperative Extension Service at the University of Connecticut. Extension has developed natural beauty programs for 40 Connecticut communities in the past 5 years.

Extension's approach to this problem basically involves three steps. First, it consults with groups, committees, and individuals in assessing the visual problems in a community. Second, it develops

a plan of action which involves remedial measures involving as many people as possible. And third, it helps interested citizens start an action program.

Let's look at the Tolland County town of Coventry, where Extension's approach is proving successful. With the approval of the town council, several citizens organized a beautification committee.

The group's first meeting, sponsored by the town's conservation commission, featured a discussion about the value of a beautification program. Extension educators presented slide-illustrated explanations of what groups in other communities were doing to preserve natural beauty.

This committee met a few more times and then held a public meeting. There, Extension specialists presented an educational program designed to show what could be done to improve the town's visual environment. Officers were elected and an official beautification committee was formed.

In Coventry the committee is not an official town commission: in some communities it is. Often, the committee arises in a different way—from a church group or garden club, for example.

How to launch this program of community beautification was the next step facing the newly formed committee. It sought the participation of as many organizations as possible. This is considered vital to success, because total citizen involvement means a stronger and well-accepted program.

Representatives from such organizations as the Grange, Rotary Club, Kiwanis Club, Lions Club, Historical Society, Garden Club, Parent-Teacher Organization, Chamber of Commerce, Women's Club, Scouts, and 4-H are essential on committees concerned with community beautification.

They bring different points of view to the program, and they also can see a project that is just right for their organization to undertake as the program develops. Thus, there is a greater talent contribution and eventually other resources are pooled.

Towns should not overlook having government officials, firemen, police officers, and clergy on these committees.

Once a committee is organized, the general procedure is to survey the town's visual assets and liabilities. This will enable committee members to see what is visually good and what is visually bad in their town.

The survey is done by taking 35 mm slides which may later be shown to groups and individuals to muster further interest and support.

In years past, an Extension specialist had taken the slides for many community beautification committees after they identified the areas to be photographed. But in Coventry as well as in other communities lately, Extension has encouraged the committees to do all of the photographic work.

The towns usually are divided into several geographical sections and subcommittees carefully inventory each section. Extension helps the committees develop a workable set of slides. This is done through one or two training meetings with the beautification committees.

The next step is to decide what should be done about each problem pictured in the survey. These matters are discussed during the training sessions. Extension helps to put these ideas onto slides so that the survey will show a series of before and after pictures of what is proposed.

These slides are a critical step to developing action programs. Without them, committees frequently fail to set up a workable plan of beautification, because communications are lost. It isn't enough to show what was done in a neighboring town or State. People want to see exactly how their town is going to look.

The slides are then used to show what is planned for every organization in town. Everyone is able to see and approve or disapprove a project until a workable solution is found. Usually, this leads to the development of a sound program because everyone is kept informed through effective communications.

At this point, it is not difficult to develop an action program. Each committee member can easily see what his organization can do to beautify the community.

The library board may decide to improve its building. The garden clubs may plan a street tree planting program with the cooperation of town officials.

Youth groups may see opportunities to fix up grass triangles at intersections. The historical society might see a need to spruce up some historical buildings, and town officials might decide to set a good example by improving the visual beauty of town facilities and schools. And so the program rolls.

One thing, however, is often overlooked by beautification committees. A subcommittee needs to work with the planning and zoning board to upgrade ordinances dealing with aesthetics so that mistakes are not made concerning such matters as placement of signs and parking lots and planting of street trees. As a result, future generations will not need to make many changes in community beautification.

That is how Extension in Connecticut works to involve citizens in improving the visual environment of their communities. The program varies according to local needs and interests, but the way for getting things done is basically the same. □

Virginia youth explore careers

Rockbridge County, Virginia, Extension agents discuss plans for a career exploration program with a group of local youth.

"I didn't realize there were so many things to consider in deciding on a career."

"Now I know how to choose the future that's best for me."

Virginia youth are making comments like these as a result of a 4-H Career Exploration Program launched 12 years ago. Since then, more than 15,000 rural and urban youths have studied the subject intensively as a 4-H project.

Other thousands have received career guidance through camp programs, school programs, and other short courses. All have taken a look at their plans for the future.

The program began with a short, experimental manual for camp training. This led to a four-meeting county series set up by the State staff and county personnel. Results of a questionnaire, and other observations, showed that the 4-H'ers were impressed with the proposed project.

Career exploration sessions then were built into various senior 4-H camping programs and the State 4-H Congress. Again, the participants responded favorably.

The preliminary manual was revised and enlarged into a workbook with 12 exercises covering different phases of career exploration. This full-scale project was tested for 4 months with nine biweekly sessions in three counties—one highly urban, one partially urban, and one mostly rural.

Many changes participants suggested were incorporated in revised materials, and in 1960 Career Exploration was officially listed as a senior 4-H project—a project tested and based on the reactions and needs of 4-H members.

Now there are three basic workbooks: Unit I on Exploring Opportunities, Unit II on Steps Towards the Working World (primarily for youths not planning further education), and a college-oriented supplement entitled Steps Toward College.

Unit I offers a variety of social and intellectual learning experiences. First, members are told of the important relationship between education and career choice. They are introduced to a number of career hazards.

They also are given the opportunity to learn more about their own personality, abilities, and interests. Later, they learn how testing aids career selection. Through motion pictures the youth see many educational opportunities.

By interviewing friends, relatives, and neighbors, the 4-H'ers learn what people actually think of their careers. They become aware of such aspects as educational requirements, income, hours of work, job hazards, and advancement opportunities.

They see differences between self-employment and working for others, and also differences between job classifications ranging from scientists to non-skilled workers.

On tours arranged by county Extension agents or volunteer leaders, project members observe a number of different careers in or related to a particular business or industry.

The purpose of Unit II is to motivate youth to think seriously about their future. It is aimed primarily at those who will join the work force fresh from high school, and includes a supplement for persons interested in college.

by
George T. Blume
Extension Training Specialist
Virginia Polytechnic Institute and State University
and
E. J. Niederfrank
Rural Sociologist
Extension Service, USDA

The Unit II workbook, "Steps Towards the Working World," covers: what employers look for, the value of education, selecting references, getting a social security card, making out a personal application sheet, where to go for job leads, setting up a budget, military obligations, writing letters of application, securing an official work permit, filling in a job application form, and how to act during an interview.

In general, Unit II is more action-oriented and requires less adult supervision than Unit I.

The supplement, "Which College for Me," deals with such subjects as college admission requirements, costs, services, and living arrangements. It gives the location of each college in the State, lists the major curricula or degree programs, and tells who to contact for admission information.

Nearly 100,000 copies of this successful booklet, twice revised, have been distributed throughout the State. Many Extension agents have supplied reference copies to school counselors, thus forming a closer link between Extension and the schools.

The most recent material developed for use in the program is a Career Exploration Game. Youth have enjoyed playing it at the State All Star meeting, State Club Congress, and the county level.

Some 4-H All Stars now help agents and adult volunteers conduct the game. Agents have been trained in game principles so they can teach volunteers how to use it with 4-H'ers.

The career program is not confined to the traditional year-long club project or program. It may be handled on a short-term project basis, by a whole club, by part of a club, by a special interest group, or on an individual basis.

The material may be used partially or in total. It may be included in camping programs, a series of tours and talks, or in exhibits. It can be incorporated into many other projects. It has been used by many school counselors, and in special 1- or 2-hour school assemblies.

No county, district, or State awards are given. Youth do, however, receive project credit when they complete the requirements. Their reward is in knowing that they are better equipped to plan for their future.

Agents adapt the program to fit their particular needs. Wayne Keffer's goal for Rockbridge County last year was to have 150 senior 4-H'ers study career exploration. All senior 4-H'ers of the county's clubs enrolled, and monthly programs were planned and presented by the club vice presidents.

Keffer presented two special programs before each club—one on job interviewing and one on selecting a college. A high school guidance counselor spoke to each club.

Other activities included a county-wide meeting on health careers and a workshop on public speaking emphasizing the expression of ideas when applying for a job or college entrance. Project participants interviewed 775 people in varied occupations.

Prince William County Extension Agent Daniel Braucher formed a special community club on career exploration for disadvantaged, slow-learning youth. Their program included movies, as well as talks and demonstrations by local business and professional people. Several participants took part-time jobs and reported on their experiences.

Some adjustments have been made in the State materials to enhance their use with lower teens in order to reach more youth.

To broaden the program, a supplemental handout was published entitled "Virginia Youth Face the Future." It deals with facts about the employment situation and is used for adult Extension education as well.

The handout was linked to a series of five 5-minute radio and television shows. Extension agents were briefed on its use, and they contacted key leaders who informed others of the series.

A 25-minute television show, "The Working World of the 70's—Opportunity and Challenge," was made for the VPI film library.

A handout entitled "Financing Your College Education" has given youth ideas on the importance of thinking early about sources of needed funds.

Other State agencies have cooperated, too. The idea for the college booklet grew out of conversations with the Virginia Department of Education, Division of Guidance and Counseling. Unit I counseling and testing are at times conducted by school or area counselors. Personnel from the Virginia Employment Service have spoken to many career study groups, and they have offered to test all 16-year-olds not planning to attend college.

The wide relationships developed through the career exploration program have broadened the concept of 4-H within Extension itself and have strengthened its image throughout the State.

The greatest difficulty has been finding and training volunteer local leaders—an important task of county staffs. The subject requires knowledge and soundness of thinking about careers. Greatest success is achieved when other professional or semiprofessional people in the county are involved. A leader's guide has been prepared.

Continued efforts are made to keep the program before all county staff members, and to supply supplemental information to agents and leaders. A special agent training short course on the program has been conducted for staff members in some districts.

The program often is highlighted in district meetings throughout the State. And Youth Notes, a monthly newsletter, keeps agents informed on such things as income and population trends, employment, and economic development. □

Our charter reviewed

People in most institutions frequently find it useful to review their charters. Extension workers are no different. Veterans of the Cooperative Extension system find it a source of renewed inspiration. It gives new workers a feel for the force that made the Cooperative Extension system the most copied educational technique in the modern world.

Leaders of many nations have studied the system with the idea of adapting it to their needs. One man who studied it was an Englishman. He reviewed the debate in Congress preceding passage of the Smith-Lever Act and extracted a portion of Congressman Lever's remarks. We think the portion he abstracted serves as a splendid review of our charter in this 67th anniversary year of the Smith-Lever Act.

Congressman Lever said, "Mr. Speaker, we have accumulated in the agricultural colleges and in the Department of Agriculture, sufficient agricultural information which, if made available to the farmers of this country and used by them, would work a complete and absolute revolution in the social, economic and financial condition of our rural population. The great problem we are up against now, is to find the machinery by which we can link up the man on the farm with these various sources of information.

"We have expended in the neighborhood of a hundred million dollars in the last half century, gathering together valuable agricultural truths. We have been spending 50 years trying to find an efficient agency for spreading this information throughout the country and putting it into the hands of the people for whom it was collected.

"We have tried the Farmers Bulletin. We have tried the Press. We have tried the lecture and the institute work. All of these agencies have done good. They have been efficient in a measure but there is not an agricultural student in the country who does not realize that the greatest efficiency is not being had from these agencies.

"This bill proposes to set up a system of general demonstration teaching throughout the country and the agent in the field of the department and the college is to be the mouthpiece through which the information will reach the people—the man and woman and boy and girl on the farm. You cannot make the farmer change the methods which have been sufficient to earn a livelihood for himself and his family for many years, unless you show him, under his own vine and fig tree as it were, that you have a system better than the system which he himself has been following."—WJW

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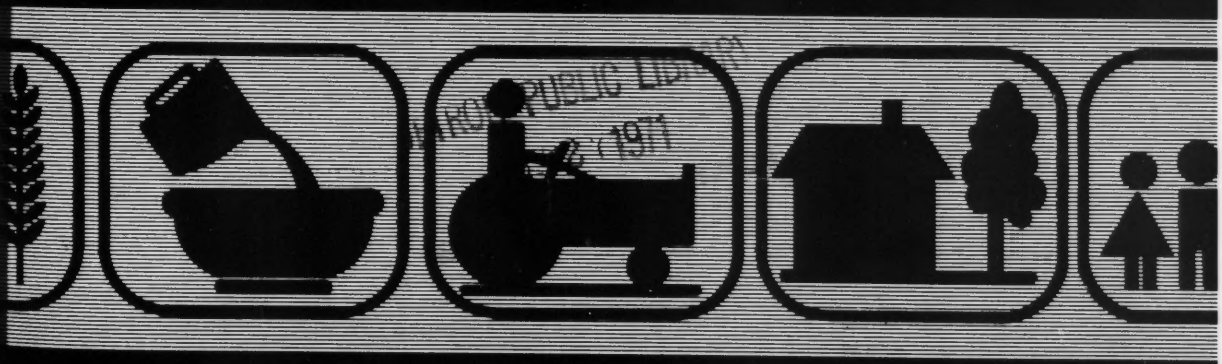
EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE ✲ JUNE 1971



teaching by television-page 2

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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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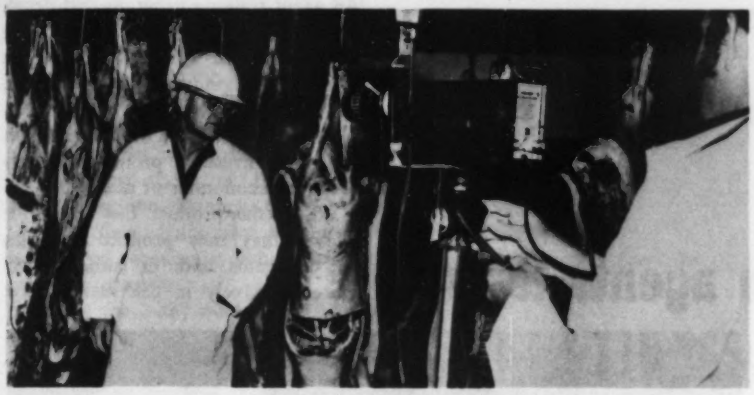
CONTENTS

Television—and beyond

It would seem that by this time all the potentials of television would have been discovered. But innovative minds can always come up with new ways to use old tools. This month, for example, the Review has articles about a 4-H livestock carcass sale via closed circuit television, and an experiment in community development education on educational television.

It's good to share ideas about uses for a tool like television; its potential is great, and it is a waste of technology to be slow in learning to use it to the fullest. And while continuing to experiment with television, educators must explore the things that have been invented since and look ahead to those that will be invented tomorrow.

Today, people need to learn more and learn it more efficiently. Educators of all kinds, certainly including Extension workers, will have an opportunity in the coming years to do a better job with the help of new technology. But they will have to work closely with the scientific community to avoid a worse "technology gap" than we have already—the sad situation of exciting new equipment sitting on the shelf because our capacity to use has fallen behind our capacity to invent. Keeping current and putting the new tools to use as soon as possible will be a challenge.—MAW



Dr. David Cramer, CSU animal scientist, discusses the individual entries in the Tri River 4-H carcass show for the TV audience before the auctioneer calls for bids on the first lot in the sale.

Auction with a difference

by
Louis E. Stephenson
Extension Editor
Colorado State University

"All through? Last call! Going once . . . going twice . . . sold!"

It was just an auction—same cry, same excitement, same color—but there was something different about this one.

It was a carcass sale, but the buyers weren't clustered around rows of carcasses in a cold, damp cooler. They were seated comfortably around a sale ring watching a video tape of the carcasses for sale.

There were other big differences between this sale and other such sales.

The crowd was bigger. The auction was held as part of the 4-H livestock sale. It was truly an educational experience for the observer. And the sale prices compared favorably with prices paid for live animals.

The idea for a 4-H TV carcass sale was developed as a way to make this aspect of the 4-H livestock program as attractive to youngsters as is the regular stock sale.

Herman Soderquist, Colorado State University livestock specialist for the Tri River Area in western Colorado; Milan Rewerts, area Extension agent; and Emery Anderson, Extension marketing specialist, were instrumental in developing the program.

"We thought the carcass contest offered a unique educational experience, but 4-H'ers were reluctant to enter the contest," Soderquist said. "Usually the carcass sale, although promoted extensively, suffers in comparison to the regular market stock sale. The 4-H members 'just aren't willing to risk taking a substantial loss on their project by entering the carcass contest."

Looking for ways to solve the problem, Soderquist and Rewerts encouraged the agricultural committee of the Grand Junction Chamber of Commerce, which handles the 4-H livestock sale and carcass program for the Mesa County Fair, to agree to tackle methods of improving the carcass sale.

The committee held numerous discussions on the sale and ways to improve the carcass price relative to the live animal price. From the discussions, two things became apparent: sale conditions should be made comfortable, and more buyers should be encouraged to attend.

The committee agreed that one way to increase attendance would be to hold the sale in conjunction with the livestock sale. The most practical way to do this would be through closed circuit television, the group decided.

One of the larger motor hotels in Grand Junction had a video tape unit which they agreed to let the Chamber use.

A "trial run" was held in the coolers to check out lighting and sound. The trial proved that the project was feasible. It was decided to film the carcasses on video tape, then sell them as part of the total 4-H sale at the end of the 1970 Mesa County Fair.

Each carcass was filmed to show the loin eye and an overall view of the carcass.

Monitors were placed around the auction ring. An introductory explanation of the program was provided by Dr. David Cramer, CSU animal scientist and judge of the contest, and by Soderquist, who explained sale procedures. The auction chant followed.

The video tape was stopped as each carcass was sold. As the auctioneer hammered the sale of one carcass, the picture of another carcass flashed on the screen. Bidding was vigorous. Enthusiasm ran high.

"Not everything went smoothly," Soderquist said. "There were technical difficulties—one of the television sets didn't work properly—but generally the sale could be considered a success. Certainly, it was successful enough to be held again." □

Oregon Extension agents learn economics of marketing

An agent training program that draws upon the resources of Oregon State University, the USDA, and private industry is beginning to pay dividends for Oregon's livestock program.

The ultimate goal of the program is to help livestock producers understand the economics of marketing and to know the product they have for sale so they may produce what the market wants and, in turn, bargain more effectively in the marketplace.

At top, Oregon Extension agents grade live animals for quality and yield during the first phase of the livestock marketing training program. Immediately above, they visit a feedlot near Portland.

But first, the teachers themselves had to learn the subject.

In Oregon, this has meant bringing Extension agents to the State's marketing and distribution centers in Portland where they can study the marketing procedures while matching their skills against those of the professionals, explains Stephen C. Marks, Oregon State University Extension agricultural economist who coordinates the program.

During the 2-day workshop, Extension agents check their knowledge against that of the professionals in the field in a learning-by-doing situation, Marks explains. The workshop focuses on beef cattle, sheep, and hogs.

During the first phase of the workshop, Extension agents grade live animals for quality and yield, estimate dressing percentage, and then bid a price based on current market trends. Packer buyers then demonstrate the techniques they use and compare notes with the agents. Group size is limited to 10 or 12 agents rotating in three groups from one livestock species to the next.

Federal meat graders become the teachers when the class shifts to carcass grading. First, the agents are asked to individually judge and record quality and yield grades of the meat animal carcasses on the rail. Then the agents compare notes with the Federal graders as they evaluate carcass characteristics.

Helping to increase understanding of both the marketing and grading processes are representatives of the USDA Livestock Market News Branch and Packers and Stockyards Administration as well as Extension specialists from Oregon State University.

Rounding out the program are study tours to a feed lot and to one of the major meat distribution centers in the Pacific Northwest.

Everything in the workshops is aimed at making Oregon Extension agents proficient in the area of livestock marketing so they can help the State's livestock producers better understand where their product fits in today's market.

And Oregon Extension agents are turning what they have learned into action programs for the livestock industry, Marks reports.

This year saw the second annual livestock marketing workshop held in northeastern Oregon. Producers went through much the same sort of program as the agents did, only with some differences.

Using a local feedlot and packing plant, over 100 livestockmen were asked to grade live animals as to quality and cutability. An Intermediate Education District cooperated in the program by making a video tape of each animal.

The same formula was used at the packing plant, where additional pictures were taken of each carcass. The tape has been finished so that the live animal is shown followed by the tape of the carcass. It will be used in other educational meetings, both in that area and statewide.

New to the State this year was a second livestock marketing class held in southern Oregon, again with local livestockmen and packing plants cooperating. About 80 producers attended this session. Eddie Kimbrell, assistant to the chief of the standardization branch, Consumer and Marketing Service, participated in both meetings.

Oregon isn't planning to stop with just the adult producer, Marks adds, but is making plans to extend the livestock marketing program to 4-H members, starting this fall with a program built around the meat displays at the Pacific International Livestock Exposition in Portland.

Eventually, Marks hopes to build a program with Extension youth agents, who have taken the training, to demonstrate to young people both why and how things are done in the commercial livestock market.

Marks sees such workshops giving 4-H members a realistic look at livestock marketing which will help offset the misconceptions of unrealistically inflated prices youngsters often receive from compassionate buyers at traditional 4-H auctions.

All in all, the Oregon livestock marketing program has come a long way from 12 years ago when Marks first began equipping a few agents to function in the marketing arena by teaching them how to report local livestock auctions. □

by
Leonard Calvert
Extension Information Specialist
Oregon State University

Help for housing problems

Southeast Oklahoma families are getting help from Extension for their housing problems in two new ways. In two counties, nonprofessional Extension housing aides are on the job. And a 10-county area recently employed the State's first area Extension housing agent.

Pennysaver could well be the last name of the 12 housing aides. They are helping families in Pontotoc and Choctaw Counties who can't get by on what they're making to better their living conditions.

In each county, the aides have assigned territories. Besides working with families in their own vicinities, the aides help others referred to them by neighbors, the housing authority, welfare workers, and school lunch personnel.

Fixing leaky faucets, controlling household insects, making heavy duty extension cords, pruning trees, building shelves and closets, selecting secondhand furniture, and making minor housing repairs are some things aides teach their families.

Besides teaching the families how to clean up and improve their homes, the aides give them incentive to raise their standard of living.

The aides find that some families living in homes subleased from the Housing Authority of the Chickasaw Nation of Oklahoma and the city of Ada need help in caring for hardwood floors or such appliances as ranges and refrigerators.

"These houses are nice. Lots of times I get the impression these families have lived in something not so nice and don't know how to care for these houses, even if willing," said one aide.

The pilot program began with a training program in November 1970. Representatives of various organizations helped acquaint the aides with resources to whom they could refer families that needed special help.

Types of loans people can secure, jobs for young people in school and for unemployed men, and health and welfare services available were some areas discussed by the different representatives.

The county Extension personnel from both Pontotoc and Choctaw Counties helped teach various aspects of housing.

Initially the program was funded for 4 months by the Oklahoma Vocational-Technical Education Department and sponsored by the OSU Extension Service. It has been extended for another 8 months through OSU Extension funds.

Often the aides make three or four visits before actually being able to work with a family. While many families are skeptical when first contacted by the aides, the majority understand later that the purpose of the new program is to help people help themselves.

Miss Mary E. Tucker, the area housing agent, works in a region which includes Pontotoc County and nine others. Her job is to increase understanding of housing needs in southeast Oklahoma, provide accurate information about Government housing programs, and develop leadership abilities to strengthen the housing program.

Miss Tucker says that although many of the rural homes in the area are substandard, the residents are unaware of that fact and are happy and satisfied with their housing.

"Since this area is increasing in population, we can't continue to have the inadequate housing situation we have had and maintain the health and safety of our area," she said.

Working with other Extension

by
Jean A. Shipman
Home Economics Editor
Oklahoma State University

Housing aides, below, learn tricks in making draperies from fabric remnants. At left, two housing aides work together on learning the easiest way to repair a window. Aides teach families how to make minor housing repairs such as this.

agents in all disciplines, and with other agencies and civic organizations, she is attempting to establish a program that will allow families to keep their satisfaction and happiness while improving their housing.

Whether through housing aides like those in Pontotoc and Choctaw Counties or by some other method, the goal, Mrs. Tucker says, is not to make housing improvements for families but to encourage them to want to make the improvements themselves. □

Ready to visit a family is housing aide Mrs. Odie Watson, above. Aides carry along a basket of supplies and handout materials for teaching families ways to improve their living conditions. At left, Pontotoc County Extension Home Economist Martha Mote (left) teaches two housing aides how to refinish furniture.

Community development education via television

The Extension Service and a community junior college in the Vincennes, Indiana, area are cooperating to bring community development education to people via public television.

Already completed is the "Community '70" series, designed to call attention to the more important problems of the area, and to suggest some alternative solutions.

The series was produced jointly by the Purdue Cooperative Extension Service and Vincennes University, a community junior college. The junior college owns WVUT, the public television station over which the series was produced, as well as the cable system in Vincennes and Washington, Indiana, and Lawrenceville and Bridgeport, Illinois.

The relationship between the Purdue Extension Service and Vincennes University began several years ago when arrangements were made for the junior college to offer students their first 2 years of agriculture training.

When the president of the junior college began serving on a local community development committee, he discussed with Extension representatives the possibility of jointly sponsoring a public television course on community problems. The result was the "Community '70" series.

During each program in the 13-week series, a resource specialist presented information about a community problem, and a panel of community leaders reacted.

Vincennes University and the Extension Service both helped secure resource specialists. Those who helped with the television series were University personnel, State and Federal agency personnel, the president of the Indiana Medical Association, and professional educators.

Panel members included retailers, labor union heads, housewives, farmers, an insurance agent, postmaster, business executives, doctors, and university staff.

The president of Vincennes University moderated two of the programs, and the area Extension community development agent moderated the other 11.

Telephone lines were provided so the viewers could call in their questions or comments.

The program was produced "live" from 7 to 8 p.m. each Wednesday and was taped to be rerun on Sunday at 11 p.m. Vincennes University provided the station facilities and all the production personnel.

The series was funded cooperatively by Title I of the Higher Education Act, Vincennes University, and the Extension Service.

Extension and the junior college worked together to choose the subjects to be covered. They were: Your Community—a Place To Live and Work; Comprehensive Community Planning; Better Government Services at a Price You Can Afford; How Is Local Government To Be Financed; Knox County the Beautiful—Land Conservation; Industrial Development; Making a Minority Group Feel at Home; Medical Care Costs; A House

by
Billy Beach
Area Extension Agent
Community Development
Purdue University

A panel of community leaders on one of the 13 "Community '70" television presentations reacts to material presented by the main speaker. Third from right is Extension area community development agent, Billy Beach, who moderated 11 of the programs.

To Live In; How Can We Have Clean Water; What's To Be Done About Garbage; Recreation Services in a Technical Age; Organizing for Better Schools.

The "Community '70" series was publicized through news stories and advertising in the local daily and weekly newspapers and on the television and radio stations. Apparently the word reached potential viewers: a high school survey group on Main Street found that 135 out of 500 people interviewed had watched that week's program.

Action has resulted from the series, too. One lending institution, for example, decided to participate in Federal housing loan programs after they were discussed on one of the programs. As a followup to the program on financing local government, 40 leading citizens participated in a seminar on taxes.

The series was so popular with citizens, panel participants, resource personnel, and University staff that another is being planned. "Solving Problems of the Wabash Valley" is scheduled for September through December 1971.

This second series will be based on the Wabash Valley Comprehensive Study, and will consider such topics as land use, pollution, water needs, recreation, and organizing for action. Four local communities will have followup seminars.

Resource people for the new series will be representatives of the Corps of Engineers, Soil Conservation Service, Indiana Department of Natural Resources, Federal Water Quality Administration, Illinois State government, Purdue University, Wabash Valley Association, and Wabash Interstate Compact Commission, as well as interested laymen.

These series are proving to be an excellent way both to use the public television medium and to cooperate with a community college in doing community development work. □

Area focuses on employment

by
Ruth K. Bernstein
Area Extension Programer
Continuing Education
University of Missouri

An attempt by Extension to find out what jobs were available in Missouri's Ozark Gateway Planning Area has led to 26 months of cooperative effort between school counselors, business and industrial personnel workers, and mental health workers. As a result, they have organized a formal organization to insure the continuation of these efforts.

Through this cooperation:

—school counselors are alerted to job opportunities for their students,

—personnel workers are made aware of the prospective employees graduating from local schools, and

—mental health workers are informed of the needs of schools and businesses in their communities.

The series of meetings for these three different but related groups during the past 2 years has brought together school counselors, area personnel executives, psychologists, social workers, vocational rehabilitation counselors, youth workers, and interested area residents.

With coordination supplied by the area Extension programer, the series of meetings began in March 1969. "Counseling Today for Tomorrow" was the topic of the first session. Its purpose was to assist those who worked in counseling, adult education, and hiring to better meet the needs of their clientele.

A representative of the regional Employment Security Division staff spoke of jobs available to women at that time and the educational requirements necessary for filling these vacancies. The personnel director of an area utility discussed the kinds of jobs personnel men foresaw, and predicted the educational requirements and requisite personal attributes.

Some participants had driven over 75 miles—and many stayed to talk for an hour after the official conclusion of the meeting.

The evaluation forms which participants completed suggested several topics of mutual concern. In response, during the summer of 1969, a representative committee planned a 1969-1970 program. They tried to find topics and approaches that would meet the various needs of these professionals who should work together.

The planning was spearheaded by the Extension continuing education programer. The Extension Center clerical staff mimeographed and mailed brochures announcing the series.

A tour through a division of a nationally known corporation began the series. Small groups were escorted through the plant and offices, learning about employment possibilities, entry-level to management, the educational requirements, physical skills needed, and the prognosis for future hiring. The tour group included school counselors, personnel directors of other local industries, Employment Security and area vocational rehabilitation counselors, and others.

Next came a dinner meeting on "What about the hard-to-place unemployed?" The 24 participants included industrial personnel directors, members of the clinical staff of the regional diagnostic clinic, a State college placement director, a minister, a speech therapist, and public school and college counselors.

The four major thrusts of the local Economic Security Corporation staff were described as well as the operations of the four-county sheltered workshops. A constructive discussion afterwards dealt with ways in which the community could facilitate the programs of these groups.

Cooperation was offered by several industrial representatives who had not before hired either the untrained or the handicapped. Some asked to be alerted to placement needs. Others offered opportunities in the community for "telling the story" of the needs and activities of these special clients.

The May 1970 topic, "The health services, an encompassing educational employment enterprise," offered an overview of the varied opportunities for educational careers in this broad field. Speakers were administrators of local hospitals, the area diagnostic clinic, and the newly opened community mental health center.

Staff members of a Regional Diagnostic Clinic, such as the teacher above, demonstrated behavior modification techniques at one meeting in the employment series. A tour of the sheltered workshop, left, led to development of other such facilities in the area.

Among the guests were the local college placement staff, members of the Neighborhood Youth Corps staff, vocational rehabilitation workers, industrial personnel, school counselors, and others.

Evaluation following this third meeting again indicated an interest in future sessions, so a committee developed 1970-1971 program plans.

A late September tour of a Neosho, Missouri, industry that uses the services of a nearby sheltered workshop opened the season. Sheltered workshop "employees" package small parts in plastic bags for inclusion in outdoor barbeque kits manufactured by the corporation.

Attending this meeting were representatives of several other communities interested in developing sheltered workshop facilities. Personnel directors were alerted to the need for contracts for the workshop employees. Social workers and educators discussed the tutorial needs of workshop members being met by junior college volunteers and the need for counseling in the areas of personal health and sex education.

Because of the renewed cooperation of civic groups and industries, three sheltered workshops are now operating in two Ozark Gateway counties—serving residents of three counties.

Common denominators in working with others were discussed by Professor Arthur McArthur, University of Missouri-Columbia, at the winter program. He stressed that some of the same skills are needed whether one works with children in a school setting or with adults in an industrial locus. A campus security officer and a Chamber of Commerce administrative secretary added other "working-with-people" dimensions.

Behavior modification techniques utilized successfully by the staff of the Regional Diagnostic Clinic with a portion of its resident patients were demonstrated during the concluding session. The adaptation of specific rewards as incentives in industry as well as the classroom related the approach to the total audience. New members of the group at this meeting were members of the education faculty of the local State college.

Evaluations revealed that strong working relationships had been established between local industries and the helping agencies. Decisions to organize formally, to select a name, and to increase the scope of educational services for the community were made at this last meeting. Volunteers will begin organizational structuring and program planning before the 1971 fall meetings.

Extension will serve as the coordinating agent until the group is self-sustaining, and after that, will continue to provide backup and support.

To reach this stage of organization the Extension programer has provided the leadership for the creation of committees and has worked closely with committee chairmen in coordinating facilities and speakers. Mailing and reservation collection have been handled by the Extension Center clerical staff.

What have these efforts meant to Extension? Two major results have been achieved:

—Another way has been developed to help meet the needs of clientele not reached by traditional Extension activities, and

—Another effort has been successful in maintaining positive relationships with other educational institutions and community services. □

by
Donald Untiedt
County Extension Agent
and
Bonita Augst
Extension Home Economist
Olmsted County, Minnesota

County officials take the initiative

Officials in a southeast Minnesota county have taken the initiative to bring to 178 families information which is helping them enjoy a better home life than they had just a few months ago.

This work, in Olmsted County, is being done through a county program similar to the Extension Service's Expanded Food and Nutrition Education Program.

Olmsted County did not qualify for funds for the Federal program because of its unique economic resources: a high proportion of professionals among the 4,000 people working for the world-famous Mayo Clinic; the large number of engineers at the IBM plant; and higher than average incomes for people working for several smaller businesses in the community.

These factors made the average income per household $11,210 in Olmsted County—$1,021 higher than the average income per household in Minnesota as a whole.

These income statistics, however, do not erase the problems of people living on limited incomes. The commissioners, as members of the County Welfare Board, recognized the problems of poor people and were convinced of the need for an educational approach to reach and help them.

At a 1969 national meeting of county officials in Portland, Oregon, the commissioners heard of the successful work that was being done through the Extension Service's Expanded Food and Nutrition Education Program in Salina, Kansas.

Shortly after they returned home, they invited Olmsted County Extension Home Economist Bonnie Augst and Extension Agent Donald Untiedt to a meeting of the County Welfare Board to explain the program. Expanded nutrition pilot programs were then in operation in six Minnesota counties.

One of Olmsted County's homemaker consultants, Mrs. LaVerne Eisert, right, counsels with a mother of seven children whose husband has employment problems.

The Welfare Board asked the agents to arrange for a meeting with Edward Becker, University district supervisor of county Extension work; Caroline Fredrickson, low-income programs coordinator; and the County Extension Committee to explore the possibility of initiating a homemaker educational program for the residents of Olmsted County.

The commissioners wanted the county Extension office to carry out the program because they felt that representatives of the Extension office would find great acceptance among the people in the community. But they were told that no Federal funds would be available to finance the program.

Feeling deeply the need for a project to teach people to help themselves, the commissioners called a second meeting a few months later to see if a program could be implemented if it were county-financed.

Special legislation requested from the State legislature made county financing possible for the homemaker educational program. A $25,000 county appropriation was made for the salaries of five full-time assistants for a year. The University of Minnesota was to provide staff to train the program assistants and supervise their daily work.

Mrs. Ceda Hammer, left, homemaker consultant, talks with a handicapped senior citizen about planning and preparing convenient, nutritious meals.

The county financing, which was necessary to implement the program, also gave county officials the flexibility to design the content of the educational program to meet the most urgent needs of the local people.

They realized the importance of nutritional training, but they felt that the program, through its informal approach, should attempt to teach solid home management principles along with the principles of selecting food for a balanced diet and purchasing food economically.

They also felt that the program should emphasize the importance of caring for one's health.

It was decided that the women to be hired to carry out this mission would be called "homemaker consultants."

Extension Home Economist Bonnie Augst made many contacts with representatives of various social agencies and individuals concerned with improving the welfare of the community, once the decision was made to implement the program.

Every effort was made in the development of the program to insure that it would not duplicate the services of any other institution that was helping people in the community. Several local people made good suggestions that were incorporated into the program in its early months.

Everyone realized that the success of the program would depend largely upon the individuals who were selected to do the teaching. A help-wanted ad placed in local newspapers a month before the supervising home economist was to start work created a flood of inquiries. Ninety-five women with widely diverse backgrounds completed application blanks.

The county Extension home economist, with her other responsibilities, did not have time to supervise and train the homemaker consultants as well as promote and publicize the program. So the University of Minnesota Agricultural Extension Service hired Mrs. Sarah Boyer as supervising home economist for the program.

A month after she started work, she held interviews to select the homemaker consultants. Four were hired to work full-time, and two were hired to work on a half-time basis.

After a short training period, the homemaker consultants began working with families that had been referred to them by various community institutions and community leaders.

Three months after they started work, the homemaker consultants reported on their accomplishments at a special meeting of the Extension Committee. County commissioners praised the accomplishments that had been made in such a short time.

Within 6 months 164 families were receiving training from the program. The family members in these families totaled 531 individuals, 324 of whom were children.

This county-financed program, the most ambitious and far-reaching educational effort ever undertaken by Olmsted County, illustrates what can be accomplished when county officials are convinced of the value of an Extension program. □

Help for 'special' 4-H audience

Many doors to new opportunities have been opened by 4-H Club work for members of special education classes at South Shepherd School, in Franklin County, Tennessee.

The first club was organized in 1969, and all the students in three classes of teenagers participated. Workshop-type meetings were chosen as the best format, and the Extension agents worked closely with the one man and two women teacher-leaders in planning and conducting the activities for the 27 boys and 17 girls who participated.

Learning to use the sewing machine was the first goal for the girls. Two treadle machines were found in the department of education, and a vacant room was made available for the girls' use.

Mastering the machine was not easy, since many obstacles had to be overcome. Only two of the girls had previous experience with a sewing machine. Some were very reluctant to try, but one 10-year-old was thrilled to learn and progressed quickly.

At the first meeting, the agent demonstrated how to sit at the machine and to sew without thread on straight lined paper. A church group provided leaders, who received help from the agent and followed up the work done at the 4-H meetings. With the help of leaders the girls practiced stitching curves and corners on paper.

At the second meeting, the use of thread was introduced. Leaders continued meeting with the girls weekly until each had completed a cobbler's apron.

For the girls, meetings switched to breadbaking, with lessons on corn meal muffins and biscuits. At the girls' request, the group had a breadbaking contest. Five members exhibited breads, and all received blue awards.

Meanwhile, the boys had learned to build bird houses, with instruction from Associate Extension Agent Marvin W. Belew. Fourteen boys exhibited their work and received blue ribbons.

The boys moved on to building simple electric motors, and to learning care and repair of small motors. Two boys participated in the 4-H poultry chain project and received blue awards at the county show.

In fall 1970, 32 students enrolled in 4-H, 13 for the first time. The girls chose the "Let's Groom Your Room" project. Programs for the year included making beds and folding sheets, dusting and cleaning, storage, and making something for your room.

In March, they participated in another breadbaking contest along with other clubs.

Just before last Christmas, the 4-H girls had a special workshop on making Christmas cookies. This effort was described by one teacher-leader as "a real Christmas present" to those who participated.

by
Crocia B. Roberson
Associate Extension Agent
Franklin County, Tennessee

Miss Crocia Roberson, associate Extension agent, helps 4-H girls from special education classes learn to use measuring equipment in the preparation of a simple cookie recipe.

The workshop was developed as a method to help the special education students learn to associate numbers, understand fractions, and interpret recipes. Proper measuring techniques and simple principles of cooking also were taught.

Sessions were held on three consecutive mornings in a conference room supplied by the board of education. The Extension agent and teacher-leaders furnished small equipment, and most food supplies were obtained through the school lunch program.

The 12 girls who participated were divided into three working groups. Duties for the groups rotated each day to allow participants different experiences within their capabilities.

The recipes were written in picture form to help the members interpret them. The first lesson, on a no-bake cookie recipe, began with an introduction of the equipment, supplies, and recipe. Supplies were labeled to help associate the word which identified the ingredient. Dry measuring cups were used.

Color-keyed symbols for the equipment were placed on a flannelboard as each piece was discussed. The agent demonstrated the making of the cookies and then the girls tried it themselves in their working groups.

The use of a liquid measuring cup was introduced in the second day's lesson, and the girls made cookies requiring top-of-the-stove cooking.

The third session began with each girl drawing an item of equipment from a dishpan. Each then identified what she had drawn and told about its use and the symbols which identified it.

A coffee cup was included to demonstrate that it is not used for measuring. Filling it with water and emptying it into a standard liquid measure showed that it held only ¾ cup. Various sizes of tablespoons were also shown to illustrate why only standard measuring spoons should be used for measuring.

The girls indicated that none of them had dry measuring cups at home, so they were shown how to measure a fraction of a cup of shortening in a liquid cup, using shortening and water.

Repetition is important for the learner with limited ability. The third cookie recipe provided opportunity to repeat use of information from previous sessions, and also introduced new challenges for learning, such as using the oven.

Tasting the results of their efforts was a part of each session. They presented a tray of cookies to the education department employees in appreciation of their support and the use of their facilities. The rest were frozen and stored to provide refreshments for the school Christmas party.

The workshop was an excellent interchange of valuable experiences. Through the cooperation of personnel of the education department, the special education coordinator and teachers, school lunch personnel, Extension agents, and students, each benefited.

These benefits included:

—better relationships between cooperating agencies. The education department became more familiar with the work of the Extension Service. They expressed appreciation and a desire to establish facilities for other homemaking skills to be offered to these students,

—new contacts with school lunch personnel and a chance to answer their requests for foods information,

—opportunity for the teacher to learn different methods of teaching the special students,

—rapport between agent and 4-H members,

—increased awareness by the agent of the value of audience participation in teaching, and ways to get audience participation,

—understanding of the agent about the limitations of special education students and how to plan future teaching activities to more nearly meet individual needs.

The 4-H members had opportunities:

—to realize a sense of achievement through successful experiences,

—to make practical application of classroom information,

—to know standard measuring equipment and how to measure ingredients,

—to learn simple cooking principles,

—to practice good personal grooming and cleanliness.

How much individual members benefited is difficult to measure. An example, however, is one young student who tossed her recipe back on the first day, saying, "I can't read that." At the third session she rather easily and correctly indicated where to fill the liquid measuring cup for each fraction of a cup. Two of the other girls report having made cookies for their families.

The boys are continuing to work with the small engine project. Preventive maintenance is the aim of this program. They are learning the parts of the small engine and to make minor repairs.

When they finish the small engine project, they will begin a new unit of the electric project which has been planned to help them learn the principles of simple wiring in making an extension cord.

The 4-H special education clubs have been a fruitful experience. 4-H has opened new doors of opportunity for these youngsters to gain practical knowledge and skills for everyday living. And agents are becoming aware of the special needs of this audience and how to adapt 4-H training to meet these needs. □

Rural development

Rural development means different things to different communities—different things to different individuals. And well that it should. Opportunities, needs, and problems vary from location to location and from individual to individual.

Rural development is the concept which local or area groups can use to determine what their opportunities are, and to develop and choose between alternatives for exploiting these opportunities. Because of the nature of the rural development concept, leaders can tackle opportunities and problems to serve their needs with some assurance of success. It also provides a way for the community to arrive at a consensus regarding priorities for action.

Some needs or opportunities are purely local. Others encompass a multi-county area or are statewide, and some cross State lines and become national in scope. Reviewing activities and priorities designated by State committees on rural development, Extension plans of work, and correspondence, we have selected six areas that have been identified most frequently as problems or opportunities. They are: human resource development, economic development, housing and community facilities, manpower training, organization structures for conducting rural development work, and quality of communities.

These six areas will be featured in a series of articles starting next month in the Extension Service Review. The first article will feature the Kansas PRIDE program and its success in the field of economic development. The others will appear monthly until the series is completed.

The case histories featuring the various topics will be chosen to show the wide range in types of opportunities to which the rural development concept is applicable; the educational techniques that have proven effective in each case; the broad range of individuals and groups that can increase rural development contributions to a better life in rural communities; and the successes the selected projects have enjoyed.—WJW

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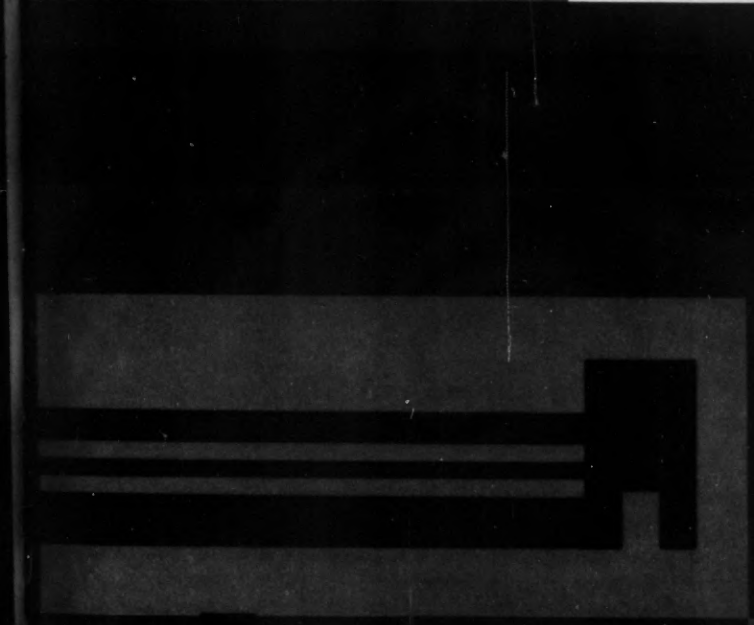
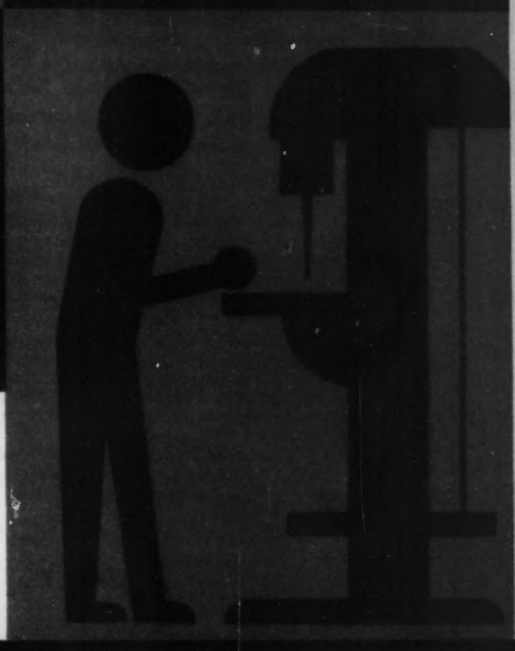
EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JULY 1971





INDUSTRIAL
AND ECONOMIC
DEVELOPMENT

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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

Helping people participate

People all over the country—young and old alike—are seeing national problems and saying, "We must *do* something!" But sometimes they don't know how.

Maybe they can't get good, unbiased facts. Or maybe they don't know how to instill their own concern in others or how to organize their group to get action.

The articles in this issue of the Extension Service Review show that many of these concerned people have found a friend in their Extension Service—a source of facts, or advice on where to get them; help in mobilizing to do a job; or simply information on how to live with a problem that can't be solved immediately.

The articles discuss, for example:

—An Extension home economist in South Carolina helping youth organize to fight drug abuse,

—Agriculture agents in Washington State and Kentucky helping people reduce pollution and its effects,

—A concerted effort in Kansas toward rural economic development aimed at giving people a reasonable alternative to increasingly difficult urban life,

—An interdisciplinary attempt in Washington State to make life a little easier for those caught in the current unemployment squeeze.

With what seems to be an increased interest in truly participatory democracy, people are looking for help with ways to make their voices heard. Assuming that the examples here are representative, many are finding that help in their local Extension office.—MAW

4-H'ers meet drug abuse threat

4-H Drug Committee members, left, work on posters and a newsletter—necessary materials for their active educational program on drug abuse.

"That's not fact, that's opinion," 17-year-old Eddie Toomer challenged from the back of the room when another youthful speaker made a point on drug abuse.

It was a challenge heard more than once during the meeting. Eddie and some of the others simply weren't buying any of the loose-tongued flapping that flows in many of the drug discussion programs on today's scene.

Getting with it were members of the Colleton County, South Carolina, 4-H Committee on Drug Abuse, a group of some 40 boys and girls trying to carry out an educational program to meet the threat head on.

by
Harold Rogers
Associate Extension Editor
Clemson University

Colleton and Walterboro are basically a rural environment, but the youngsters don't feel they're exempt from the tragic tentacles of drug abuse overshadowing the Nation.

"Do I personally know a pusher? I know pushers. That's fact," one responded to a question.

The 4-H Committee—a far cry from the original concept of 4-H activities—meets monthly, usually at the County Agricultural Building, under the direction of Mrs. Annette Gilmore, assistant Extension home economist. It was formed after a suggestion from Mrs. Emily B. Warren, Extension home economist, that something be done on drug abuse.

They organized to work for general community improvement, but decided to deal with the issue of drug addiction first.

"The kids wanted to set up the program, to do something to try to halt drug abuse, and get more people aware of what's going on," Mrs. Gilmore said.

It's primarily an educational work. The youths plan and conduct programs for their monthly meetings, and present special school and community activities.

So far, they've conducted demonstrations on uses of narcotics and related drugs, sponsored programs on drug abuse for schools in the county, presented radio and television programs, and held classes in and out of school on drug abuse. In addition, they put out a committee newsletter.

During the summer they are sponsoring a weekly drug abuse school with views from a law enforcement officer, sociologist, minister, teacher, pharmacist, ex-drug addict, and a physician.

Some of the members say they know first hand of the dangers of drugs. "I've seen what it can do to people—you can't undo the damage," a young girl in bluejeans said.

"Youth can communicate more effectively in a prevention program. Kids will listen to kids better," said a 17-year-old boy.

"And if we don't prevent it, a lot of them are going to find out the hard way," another girl added.

They apparently mean business. □

Where there's smoke—

this county agent is helping to get rid of it

County Agent Ballard, right, looks at a grower's homemade orchard LP gas heater made from an army surplus used shell container. Gas moves to the heaters from the storage tank in the background via underground plastic pipe. The tank, all white in summer, is painted partly black during the frost season to increase buildup of pressure from the sun's rays.

The smoke was thick in Yakima, Washington, on a chilly April Sunday in 1964. Orchard growers were burning open oil smudge pots in the Yakima Valley to help ward off a killing freeze. But the offensive smoke had other effects, which changed the Yakima Valley forever:

—The airport was closed down from the smoke for most of the morning. Motorists had to creep along with lights on at 8 a.m.

—Irate housewives gathered clothes from the lines and ran them through washing machines again.

—Yakima residents started action for some controls on orchard burning. They organized a committee and met with city councilmen and county commissioners. They had had enough!

—An antismoke ordinance was passed in 1965. It gave orchard owners and operators until January 1, 1971, to close down smoke pollution to an acceptable level. Smoke density that can restrict visibility up to 40 percent will be permitted until 1976; after that, the limit will be 20 percent.

In the middle of the full-blown controversy of about 2,000 fruit growers against 40,000 citizens was County Extension Agent Jim Ballard. He is a specialist in tree fruits in the Yakima County Cooperative Extension office.

Ballard has emerged as the one man who has done most—through educational meetings, panels, tours, and private counsel—to help growers convert from buckets of old oil and old tires to clean-burning orchard heaters, the leaders in Yakima County say.

Ballard's plan of action developed like this:

First, he met with Charles de La Chapelle, now chairman of the new Yakima County Clean Air Authority Department, and members of his com-

mittee as antismoke regulations were finalized.

Armed with complete knowledge of rules and how the smoke level would be measured, County Agent Ballard went to the orchard owners. His educational plan was designed to inform them and to help them "stay on top" of the crisis situation.

He advised growers on the relative smoke-producing score of different orchard heaters.

He kept the manufacturers of new orchard heaters informed of Washington State University research on heater evaluation and their opinions of the new techniques such as fogging, chemical sprays, and wind machines.

He organized the first Orchard Heater Presentation in Yakima. Each heater manufacturer had 15 minutes to discuss his heater and answer questions. Ballard also gave growers with homemade heaters 15 minutes on the program, since some of the most satisfactory smokeless heaters are homemade. More than 400 owners and growers jammed the meeting room.

He organized the first orchard heating ing tour to visit orchards using heaters that meet the requirements of the antismoke ordinance. To his amazement, the annual tours started in 1967 are getting too large to continue—nearly 200 cars trail across the valley from orchard to orchard.

Dozens of releases for local newspapers and radio and television stations have been issued on the techniques for orchard operators to use in the battle against smoke.

The score by spring 1971:

"Fruit growers in the Yakima Valley have spent more than all other segments combined to meet the antismoke regulations," declares de La Chapelle, orchard grower and chairman of the Yakima Valley Clean Air Authority.

"And it is a high compliment to growers that we have had only one citation issued this year for burning in open pots.

"Extension Agent Ballard was on the original Citizens Committee which drew up the first proposal in 1964 on the

by
Ovid Bay
Extension Editor
Washington State University

smudge problem, and he has been a leader in determining which heaters best qualify for the antismoke regulations," says de La Chapelle. "He spent a lot of time getting us the basic facts—weather factors, dew point, inversions—the educational data that the orchard growers needed to understand what we had to do to save the fruit from freezing and at the same time cut down the pollution from the smoke." Jim Murray, field man for American Oil Company, pointed out that Ballard turns up at the right place at the right time. For example, he worked with the fire marshal and State insurance inspector to set up regulations for installation of LP gas tanks in orchards.

"Orchard owners and growers go to Ballard for heater advice because he is a neutral third party. As a result, he has playback information on each person's results no one else can match," says Murray.

"When a young orchard grower asked for my advice on orchard heaters a few months ago, I told him to call Jim Ballard and ask him before he bought one heater," said John Roche, who has 160 acres of orchards and a fruit business.

"It is safe to say Ballard has been the catalyst who has done more than any other one man in Yakima Valley to get the needed changes and improvements made in orchard heaters," adds Bob Beam, manager of the Hanson Fruit Co. He has installed overtree fans in a 480-acre apple orchard. These fans, without auxiliary heat, can raise the temperature in an orchard 3 degrees or more by mixing the layers of air in the first 50 feet above the surface of the ground.

By 1971, about 7,000 of the 35,000 acres needing frost protection had converted to homemade liquid propane heaters made out of Army surplus old shell boxes. Other oil burning heaters, such as the return stack, return smoke into the combustion chamber before releasing reduced quantities into the air.

The obsolete smudge pots burned oil at only 30 percent combustion efficiency. With proper maintenance and fuel levels, modern heaters can produce 100 times less pollution than the pots.

"We have to correct our equipment still more to meet the antismoke requirements 5 years from now," sums up Clyde Reed, who has switched from pots to burning diesel oil under pressure. "But with men like Ballard to serve as a source of information and the latest recommendations, I'm confident we'll make it." □

Record technician saves specialist's time

Can paraprofessionals play a role in Extension farm management programs? The Missouri Extension Division thinks they can.

For some time, we in Missouri had felt that paraprofessionals could be used effectively in routine or detailed program work. This would relieve the professional Extension worker of many details and chores, and allow him more time for other educational programs.

To determine how effective a paraprofessional could be, a pilot program for a record technician position was funded in Missouri from October 1969 until June 30, 1970. Basic objectives of this program were to determine what work the technician could perform, and what the limitations were for this type of position.

It was decided that the record technician would work with me in my 5-county area in northwest Missouri. One of my major responsibilities is to conduct a Mail-In Computer Farm Record Analysis Program.

This program provides enrolled farmers accurate information about their farm business. It also provides local summaries compiled from these records that show average cost and return figures useful to all farmers in the area.

Mrs. Edward Kurtz, farm record technician, checks 10-month tax record reports with William Wedekind, Extension area farm management agent for five northwest Missouri counties.

In short, it serves as an applied research program that can provide accurate farm cost and return information as it actually happens on the farms in the five-county area.

Much detail work is needed in a program of this type to insure accuracy and completeness of record information. This requires a considerable amount of a specialist's time.

Fifty-three cooperators are enrolled in this analysis program. It is important to have at least this many to make the area summaries and averages meaningful. At the same time, I run the risk of becoming bogged down with details.

Since a record technician works with figures, the first qualification for this position is that the person employed must like this type of work. Mrs. Edward Kurtz, wife of one of the farmers enrolled in the program, was employed for this pilot position in northwest Missouri. She enjoyed working with figures and had worked at one of the local banks. Mrs. Kurtz, who found the work both interesting and challenging, was an ideal person for this type of position.

A record technician can assume responsibility for much of the necessary detail work of checking and summarizing records. For example, end-of-year reports showing closing inventory, the year's crop production, and other important information must be checked for accuracy before they are mailed to the Farm Analyses Center at the University of Missouri—Columbia.

In addition, after all reports are sent to the University, errors or omissions are still found. Someone has to check

by
William Wedekind
Area Farm Management Specialist
Missouri Extension Service

Hollis Pile, Jr., of Hole County, has used the Mail-In Computer Record Analysis Program since 1966. At left, he checks his record reports with Mrs. Kurtz, the farm record technician.

these records for accuracy with the cooperators.

Mrs. Kurtz was able to do much of this work. She was also quite valuable in helping to compile area summaries and averages which were printed for general distribution. The technician was able to do practically all calculations for these summaries except where subject-matter judgments were needed.

It took about 2 weeks to orient and train the technician in the basic principles of the record analysis program. Since much of the technician work was new to her, most of her first year was actually in-service training. After a technician has completed one record cycle, the experience she has gained should greatly increase her effectiveness the next year.

The use of computers is becoming more and more important as a tool to process data that can be used in making farm management decisions. This is particularly true as farmers move to enterprise analysis, linear programing, computer ration formulation, and other detailed recordkeeping.

An applied research program involving a group of farm cooperators in computer record analysis can be one of the most valuable tools available to farm management specialists, farm cooperators, and all commercial farmers in the area.

But someone must do the necessary detail checking, summarizing, and other similar work if the program is to be successful. The pilot project with Mrs. Kurtz proved that a record technician can do this work satisfactorily and at a lower cost. With the additional time, the farm management specialist can conduct more educational programs to help farmers apply their record information to their farm business.

This pilot program, which ended June 30, 1970, has convinced us in Missouri farm management Extension work that paraprofessionals can be used efficiently and effectively in a farm analysis program. On the basis of this study, we feel that paraprofessionals could be used on a regular basis in Missouri as soon as they can be incorporated into the overall on-going Extension program. □

Kansas works for economic develo

by
Kenneth K. Kingsley
Extension Economist
Resource Development Information
Kansas State University

The word "pride" has taken on a new meaning for the people of Kansas. The State's Community PRIDE Program is offering hope to many Kansas towns. PRIDE is a means for small towns to realize their potential.

PRIDE is an acronym for Programing Resources with Initiative for Development Effectiveness. It is not a new program—simply a consolidation of efforts by numerous public and private organizations.

The PRIDE program evolved from a meeting of university, State government, business, and civic leaders who felt Kansas would benefit from a statewide, competitive development effort—a united effort that would pool the resources of many development-minded groups.

Following a series of organizational meetings, Governor Robert Docking announced the beginning of a new era of development through this unique program. The success of PRIDE in Kansas is insured by the fact that it is truly a cooperative program. The Cooperative Extension Service at Kansas State University is involved, along with the Kansas Department of Economic Development and several leading private organizations.

"We were asked to cooperate in this effort for a number of reasons," says Kansas Extension Service Director Robert A. Bohannon.

"First, we have State specialists in Manhattan who have worked in the area of rural community development for a number of years.

"Secondly, and most important, we have Extension agents in each of Kansas' 105 counties who have been trained to assist communities to organize for action."

The role of Extension in the PRIDE program is to help interested persons in Kansas communities become aware of problems and opportunities.

Through the county agent, a community may request a State specialist or other member of the PRIDE steering committee to help organize the community for participation in the program. This "awareness" phase involves self-evaluation and inventory of the major resources of the community.

Once a community has decided to participate, two action avenues are open.

First, the community can enter the "Blue Ribbon Award" program. Here the community strives to meet estab-

lished criteria, so it will qualify for blue ribbons to display on city limit signs.

Blue ribbons can be won for each of eight areas of community needs, including comprehensive planning, economic development, community services, utilities, housing, transportation, education, and enrichment.

The second approach a community can take in the action phase involves competing with other communities of similar size for cash awards. The competition is based upon a community project in one of the eight categories.

County agent involvement in the PRIDE program has been extensive, according to Bohannon. "Many of our agents have found new audiences with which to work," he said.

Agents set up meetings where PRIDE representatives explain the program and show how the community may benefit.

When communities enter the program, agents are called upon to assist in getting the citizenry organized to set and obtain goals.

"Feedback from agents who have worked with the program in their counties indicates the success in a community includes more than the blue ribbons and cash awards," said Bohannon.

"One agent expressed the feeling of many when he said the PRIDE program demands total community involvement, including all age groups, clubs, organizations, businesses, and government units. He said it forces people to work together, resulting in greater community spirit."

The PRIDE program is not a cure-all for the ills of all communities. It is designed to educate, but the responsibility for getting the work done still rests with the people in the communities.

During this first year of the PRIDE program in Kansas, 44 communities have entered the cash awards competition. While this is considered a sufficient number for the first year, PRIDE organizers predict the entry list will double.

Some of the community spirit which launched PRIDE is already showing up in the State's economic development. Kansas saw 134 new manufacturing industries go into production in 1970. That was a 16 percent increase above the 10-year average, according to Governor Docking.

In the town of Ellsworth in Ellsworth County, PRIDE is sponsored by Ellsworth Enterprises. This is an economic development organization responsible for a new plant which manufactures wiring for one of the major automobile companies, and a new lawnmower factory.

County Agent Virgil Carlson is chairman of the agriculture subcommittee under the local PRIDE committee. He credits the program with coordinating the various development efforts in the central Kansas county. Previously unrelated, county development activities are now in one effective organization, according to Carlson.

Carlson's subcommittee is conducting a countywide agriculture survey to determine attitudes, desires, and future needs. The subcommittee has members from the towns of Ellsworth and Holyrood and hopes to involve other communities as a result of the survey.

PRIDE is growing in Kansas, and why not? The people of the Wheat State have a lot to be proud of, and the PRIDE program gives them a means to display that pride. □

Evaluating the results of a community survey, left, is Don Erickson, Kansas Extension resource development economist. Below, County Extension Director Earl Van Meter, right, discusses a PRIDE project with a local leader.

ent—with PRIDE

This article on economic development is the first in a series illustrating the six major thrusts of Extension's rural development work. Next month—Wisconsin's efforts to improve rural housing.

by
Carolyn McNamara
Family Living Editor
Agricultural Information Department
Purdue University

Show sparks interest in fine arts

Covered bridges are not the only thing Parke County, Indiana, citizens can claim with pride. Now they can reflect on their second Western Indiana Fine Arts Show and say, "It was even better than the first."

In fact, Mrs. Martha Slaymaker, internationally known artist and president of the Indiana Professional Artists Association, called the 2-day show "very outstanding for any community."

In 1970 the Parke County Choral Club was seeking ideas for an interesting project, and Area Extension Agent Mrs. Louise Johnson was ready with a suggestion. For some time she had felt the need for cultural improvement in this section of the State. A fine arts show, she thought, might be just the beginning.

After learning of the planned show, Dr. Michael Warlum, executive director of the Indiana Arts Commission, pledged his support and was instrumental in securing a Federal grant to help fund the project. A provision of the grant was that it be matched by Parke County either monetarily or by in-kind items.

Through donations of money and facilities, Parke County residents were able to match the $375 Federal grant. This made money available for all technical and professional assistance as well as premiums for show awards.

All that was needed were exhibitors. So television and news media were used to encourage participation, as were letters sent to local organizations. By showtime 128 entries had been received.

Mrs. Louise Johnson, area Extension agent who had the idea for the Fine Arts Show, displays some of the sculpture which local artists entered in the competition.

These were classified according to degree of professionalism—professional, amateur, college student group, high school group—and judged in these categories.

An entry fee of $1 was charged for each article, with a limit of six articles per exhibitor.

Mrs. Slaymaker, noted sculptor and painter, agreed to serve as organizing consultant and judge for the show. Basing her selection on originality, technique, and intent of the exhibiting artist, she designated first, second, and third placings in each group as well as a Best of Show Award.

Professional artists provided visitors with additional sights of interest as they demonstrated their talents.

Entertainment was provided by the Parke County Choral Club which has in past years demonstrated its popularity with tourists and State Extension homemaker audiences. This same group made food available for purchase to the estimated 500 persons attending.

Plans were immediately made to expand the 1971 show and these came to fruition with the second Western Indiana Fine Arts Show, May 1 and 2.

The quality of exhibits was improved and educational features were added.

Mr. and Mrs. Gene Slaymaker demonstrated proper procedures of stretching and framing canvas for painting. Slaymaker also talked of skills needed in the use of hard edge acrylic paints.

Mrs. Rosemary Brown Beck, prominent Midwestern artist, conducted a workshop dealing with still life paintings. Mrs. Beck guided her participants to learning by doing.

Other demonstrations were on construction of collages and other visuals, and on using water colors.

Is a Western Indiana Fine Arts Show planned for 1972? You bet it is—a bigger and better one. □

Reaching the unemployed

by
Sherrill Carlson
Extension Publications Editor
Washington State University

If you say you want to help the unemployed in Washington State, you're talking about 147,000 people. That's a lot—up to 15 percent of the work force in some cities.

You want to reach them quickly and cheaply—but how?

When we looked at it, we broke the problem down into areas. One is the Tri-Cities (Richland-Pasco-Kennewick) and Yakima, in eastern Washington. Layoffs at a nearby reactor company have brought unemployment there to 8,000.

Seattle and other parts of western Washington are another story. Shutdowns at a large aircraft manufacturer, and other economic woes in that part of the State account for most of Washington's jobless. The numbers are major.

We decided on a newsletter for the unemployed at the reactor company and mass media for Seattle.

The newsletter is distributed through the State's unemployment claims office in Yakima and the Tri-Cities areas. The jobless report there once a week. Since the first of April, we've had the newsletter available there on an every-other-week basis.

Content of the two-page newsletter focuses on wringing the most purchasing power from every dollar. That means food buying, remodeling clothing, growing gardens, do-it-yourself plumbing, and budget analysis. Eight county and State staff members—both men and women—contribute copy to the effort.

The same copy goes a different route to reach the unemployed in western Washington. It's reworked into news release form and given to mass media—particularly neighborhood shoppers. These are the free local advertising sheets that land on doorsteps once a week.

The jobless can pick up the "Dollar Stretcher" newsletter at unemployment claims offices in the Tri-Cities and Yakima, Washington.

The switch, of course, is due to budget. The shoppers cost us nothing. But a newsletter for all 147,000 unemployed would be at least $1,200 per issue. And we can't get such numbers printed fast enough, either.

Surveys of both methods show we're reaching a lot of people—but not as many as we'd like.

In theory, going through unemployment offices should give us contact with 100 percent of the audience. In practice, it's only 46 percent. That's the number of people who had seen the newsletter. We had hoped the unemployment office clerks would give a copy to each person, but it's a crisis situation for them and they don't have the time. As a result, all distribution comes from displays.

The displays work well with those who see them. Of this group, 60 percent have read the newsletter and 56 percent have taken it home.

Those who read the newsletter like it—79 percent say it's useful. Many could even recall a specific article that they liked.

One question about distribution through unemployment offices is whether it reaches a lot of men when it should be reaching women. The answer is that it isn't a problem. We found no major differences between men and women. Awareness, readership, and recall were all the same.

In the Seattle area, we checked on how we did in the mass media. Fifteen shoppers were offered the copy and five of them ran it. The take with weeklies was 8 of 33. One TV station, one daily paper, and several radio stations also used it.

In all cases, agents checked in advance with the media before they sent the copy. □

New life for strip mined land

Back in 1957 when Elmer Boggs came on the scene as county Extension agent of McCreary County in mountainous southeastern Kentucky, he found that some 800 acres of land had been subjected to surface mining for coal and the resultant spoilbanks left to the mercies of Nature.

Appalled at the ugliness, the ruinous erosion and the utter waste of land resources, he immediately set upon a course of action that has resulted in every one of these acres, and more, being restored to productivity.

by
Nevyle Shackelford
Extension Information Specialist
University of Kentucky

Today, conservationists can hardly find a better place than McCreary County to study what can be done to restore the beauty and value of land that has been subjected to the ravages of strip mining operations.

In many other places which have been strip mined, the slope of the land makes reclamation of any sort virtually impossible. McCreary County was fortunate in this respect, however. Most of the mining had been done on plateaus in the mountains, and the spoilbanks left behind were comparatively level, lending the land more readily to reclamation.

After determining that these spoilbanks on farmer-owned land could best be reclaimed with trees, Boggs said, he broke all records for holding meetings in getting this massive reforestation project underway. In the autumn of 1957 and early spring of 1958, he held 42 community get-togethers, informing landowners about the waste of land resources and what could be done about it.

With the interest thus aroused and using 4-H Clubs as a catalyst, he guided the planting of 52,000 seedlings on spoilbanks later that spring. The local ASCS office furnished the trees and 4-H Club members did most of the work.

That started the ball rolling. Seeing what their children had done, parents of these 4-H youngsters took over the next year and, again with trees furnished by the ASCS, planted even more seedlings on their strip mined lands.

In fact, the ball has never stopped rolling and now the county not only has

all its original 800 acres of spoilbanks set to trees—more than 800,000 of them—but following more recent strip mining operations, has also reforested another 200 acres.

The trees planted in 1958 are now large enough for pulpwood. In 10 years at the current rate of growth, if allowed to stand, these same trees will be large enough for saw timber.

Other values have accrued too. When Boggs came to McCreary County, the

With 4-H members like those below spearheading the program, more than 1,000 acres of strip mined land in McCreary County, Kentucky, have been reclaimed with trees. At left, County Agent Elmer Boggs examines a 13-year-old stand of pine now large enough for pulpwood. This stand was planted by 4-H Club members on land owned by their parents.

annual runoff from rains and melting snows was carrying thousands of tons of soil and acid waste down the precipitous slopes. The streams were being polluted and filled with silt, causing water to overflow the best agricultural land in the county.

Now, in addition to the marketable timber growing on the spoilbanks, soil erosion and stream pollution have been checked to a degree perceptible to the eye. The ugly scars left by bulldozers and other forms of heavy mining machinery have disappeared under the burgeoning of needle and leaf. The long, narrow ponds in the depressions between the ridges of the spoilbanks are losing their toxicity and some are supporting fish and other forms of aquatic life.

To keep the movement of strip mine land reclamation alive and going full steam ahead, Boggs holds frequent conservation workshops and woodland tours, always encouraging, assisting, and informing landowners of the values of timber and timberstand management. He has annual 4-H forestry camps for both boys and girls where they are taught about, and actually engage in, good forestry practices.

This McCreary County land rehabilitation project has attracted the attention of natural resource conservationists from just about everywhere, but Boggs claims little credit for himself. It was all due, he said, to the interest and cooperation of the people—4-H boys and girls, landowners, county officials, local businessmen, civic groups, the University of Kentucky Extension Service specialists, and State and Federal agencies. All contributed, and all had—and still have—a part.

It may be added too, that all have benefited. The county, as anyone crossing through it can plainly see, has been rendered much more attractive. The small streams coursing through the strip mined areas are clean and clear, even after heavy downpours of rain, and there is evidence everywhere of renewed civic pride. Also to be taken into consideration is the fact that at least 1,000 acres of hitherto worthless and unsightly real estate have been beautified and restored to productivity. □

by
Theresa M. Miller
Teaching Specialist
Extension Community Programs Division
University of Wisconsin

Project inspires welfare mothers

When programs are designed to help those on the welfare rolls, the end results many times do not match the expectations.

But Milwaukee's Parent-Child Education program (PCE) is meeting its goals. It has provided welfare mothers the opportunity to discover a better relationship with their children and has given them an optimistic view that life can be more rewarding for them and their families.

The PCE is designed, implemented, and cosponsored by the Milwaukee County Community Programs unit of University Extension, University of Wisconsin, in cooperation with the Department of Public Welfare.

One mother said in her graduation speech: "Many of us have places of employment to go to. Those of us that do not, have confidence in themselves about having the know-how that this course brought out.

"The whole joy of life is driving," she continued, "whether for possessions or self-betterment. Now that the mental block has been removed, we hope to continue learning in these areas; not to let disappointment breed discouragement."

Participants in the 8-week PCE program are referred to Extension by caseworkers of the Department of Public Welfare, who see needs that could be met, problems that could be solved, and encouragement that is needed. All of these things can be accomplished through a positive, group-oriented, "learn-by-doing" experience like the PCE program.

Once the referrals are made by the caseworker, an interviewer is sent to the home to ask questions concerning knowledge and skill levels in home and money management, nutrition, food buymanship, and parent-child relationships.

The PCE program is evaluated by comparing this interview with one done 3 months after graduation. The interview also provides that, within the broad perimeter of a planned program, the curriculum can be tailored to fill identifiable voids of knowledge and skills the mothers have.

Program flexibility is required because the participants include:

—adults with low level intelligence and normal children,

—very young mothers with several children,

—women who are excessively punitive with their children,

—mothers with limited formal education,

—mothers lacking home management skills,

—mothers interested in training for future employment in day care facilities and food service, and

—mothers with multiple emotional and physical problems.

Approximately 20 mothers who get financial help from the Aid for Dependent Children program are enrolled in each of five sessions throughout the year. Their children from ages 2 to 4 are in the day care program throughout the 8 weeks.

The mothers are divided into two groups that rotate between 4 weeks of day care and 4 weeks of food management on a 9 a.m. to 3 p.m. schedule five days a week.

The environment in which a student learns has a great influence on the observable changes. So in the PCE program, considerable attention is given to creating a favorable milieu and a degree of student self-directedness.

Initially, a highly structured, supportive atmosphere is established to develop rapport and confidence. Gradually, through the planned fading of the instructor's influence, the mothers are encouraged to take over and manage the program themselves. The specific objective eventually is achieved as mothers independently perform a multitude of parental and vocational skills.

Assisting the two program directors (the author in child training, a home economist in food management) and the mothers are 18 volunteers. Four serve as teachers in the food and home management phase of the program, 10 help the mothers direct the children's activities and withdraw as the mothers become confident and competent, and four volunteer graduate social work students lead weekly sessions oriented to solving family problems.

Observing the PCE program during an 8-week period, one can see mothers planning, preparing, and serving nutritionally balanced food for the day care classroom. One can also observe mothers planning lessons, preparing activities, and teaching skills to the preschool children in an informal, supportive, and encouraging fashion.

Accomplishment of these results requires that the mothers:

—be willing to share experiences and knowledge,

—define a common goal, regardless of different cultural backgrounds,

—have a common concern in positively affecting each other to encourage growth.

During their participation in the program, the mothers are encouraged to set goals for themselves. Suggestions are made about possible employment as well as preparation courses for the General Education Diploma and other job-related training programs. Specific figures on what the mothers have done are being compiled and correlated to the introduction interviews.

It has been observed that a marked behavioral change has taken place in many families. Listening ability and tone and content of conversation developed, reflecting in the way mothers and children relate to each other. The mothers better understand discipline, human intellectual development, teaching, and parent-child relationships.

The program has produced increased mental stimulation for the children. The results of this should prove beneficial for their communities and school situations.

Because of the women's increased skills in food preparation and meal planning, the families are eating better, generally within their current budget and frequently for less. This allows for additional necessary family items to be purchased from the savings.

In her evaluation, one mother said, "I guess the program helped me get married. He wasn't about to before, but now he says I can cook and keep house. It was a wonderful program." She is no longer on welfare.

Another mother said, "All I can say was that it was marvelous. It made me feel important! I guess I don't even have the words."

Present plans are to expand the program (if adequate funding can be found) to involve the mothers in many levels of training, from prevocational training to 40 hours of on-the-job training in the community. During this time, they would receive G.E.D. preparation, advanced courses in child development, training in behavioral management and food service, and work experience.

Summing up the inspiration the mothers expressed are the comments of one who said, "I felt a certain freeness. If you felt a certain way, you felt free to express it. Your opinions were welcomed. There was a friendliness. I liked the variety of foods. There was an exceptionally good lesson for me—before, if I didn't know about something, I wouldn't ever try to cook it for the first time. Now I try anything!" □

Milwaukee Sentinel photos

Above, a student volunteer from the University of Wisconsin-Milwaukee works with youngsters in the PCE day care program. Below, mothers and children sit down to eat together, initially an unfamiliar experience for some.

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EFNEP gains in acceptance

The increased acceptance of the Expanded Food and Nutrition Educational Program by the target group, continued strong support by public officials, and increasing support from the general public add up to one inescapable fact—the EFNEP is taking its place among Extension's efforts.

Let's look at the facts supporting this conclusion. The initial funding of $10 million was increased to $20 million, then $48 million for the fiscal year just ended, and continued at $48 million in the 1972 appropriations bill approved by the House and Senate conferees. Second, the program is now serving more than 293,000 families, an increase of 88,000 over last year. This means more than 400,000 additional persons are benefiting from the efforts in the adult program. This figure does not include the number of families that are being served through the youth phase of the program.

The number of full-time aide equivalents now exceeds 7,300—an increase of more than 1,900 over last year. Also over the past year the percentage of EFNEP program families receiving assistance under the Department's food programs increased from about 41 percent to nearly 50 percent. This increase can have two implications: aides are reaching the kinds of families that can benefit most from the program and/or they're doing a better job of helping their program families take advantage of these programs.

As to the increased acceptance of EFNEP as a part of Extension efforts, perhaps this was best expressed in an editorial in the July 11 issue of the Waco (Texas) Tribune-Herald. We include here four short paragraphs from the editorial:

"Some of the conditions these workers found as they started going from door to door were absolutely shocking. People of all ages were malnourished almost to the point of starvation. Homes were broken and dirty and primitive.

"The ENP workers didn't run screaming to the nearest camera. They simply went about putting to use the basic techniques of training and persuasion that have made the Extension Service so successful. They taught proper cooking and meal planning and stayed with the people to see that the new knowledge was being used. They guided tangled family problems toward solution. They coordinated other sources of assistance.

"The physical changes in the people with whom they worked have been remarkable, in some cases miraculous. The home conditions and family lives have undergone equally far-reaching improvement.

"The ENP workers don't sit behind desks shuffling papers and jockeying for bureaucratic status. They go into the houses and come back again and again, and bring sympathy and knowledge and inspiration where none had been before."

These excerpts are becoming more and more typical of the kinds of editorial comments around the country.—WJW

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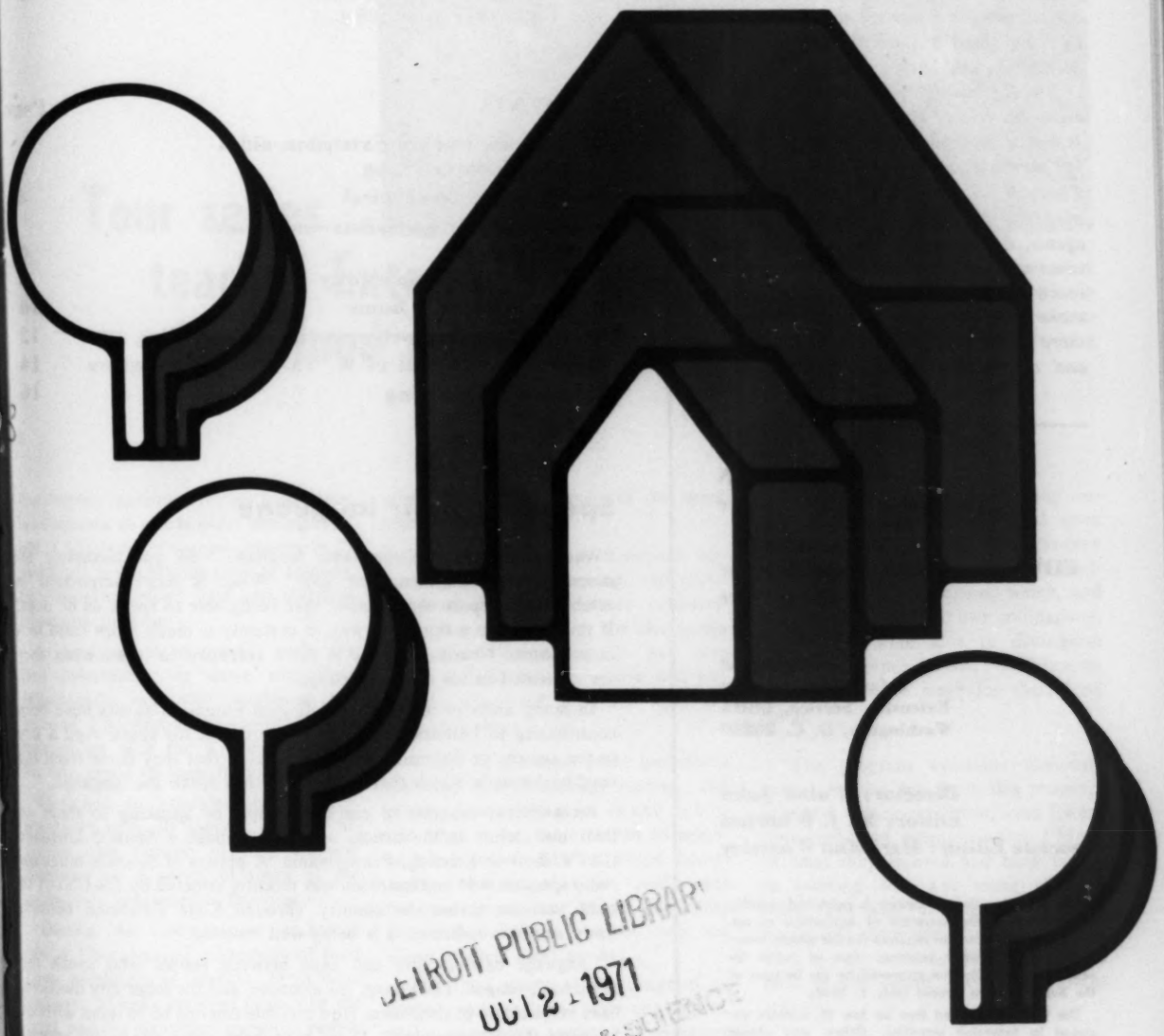
EXTENSION SERVICE
REVIEW
U.S. DEPARTMENT OF AGRICULTURE * AUGUST 1971



MAKING A HOUSE
A HOME - PAGE 10

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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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Director: *Walter John*
Editor: *W. J. Whorton*
Associate Editor: *Mary Ann Wamsley*

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CONTENTS

Speaking their language

"We just don't speak the same language"—an apt metaphor for describing a "communication gap." What is more important in establishing rapport with another than being able to speak as he does? If this is true in a figurative way, it certainly is much more valid in a literal sense. Nearly everyone is more receptive to ideas when they are presented in his native language.

In many areas of the country, bilingual Extension agents have been contributing to Extension's educational progress for years. And a key to the success of Extension program aides is that they come from the neighborhoods in which they work—and thus speak the language.

An excellent example of reaching people by speaking to them on their own terms is the article on page 8 about a Spanish-language CATV show in Reading, Pennsylvania. A platter of Spanish-language radio spots on 4-H and nutrition was recently released by ES-USDA to radio stations across the country, through State Extension editors. Early response indicates it is being well received.

Language barriers also can exist between people who speak the same basic tongue. The young, for example, and the inner-city dwellers, have vernaculars of their own. How credible can one be to them without knowing those vernaculars? There have been some successful experiments with having inner-city residents "translate" basic information into publications for their peers. Some of the phrases sound strange to outsiders—but they communicate with their intended audience.

America may be a "melting pot," but many diverse identities remain. They deserve to be approached on their own ground, and we need to continually be thinking of ways to do this better.—MAW

by
Carolyn L. McNamara
Family Living Editor
Agricultural Information Department
Purdue University

Tour series teaches Extension aides about food retailing

A grocery company representative offers produce for comparison by an Extension program assistant during one of the in-store training sessions in Indianapolis.

Getting the maximum for her food dollar is of interest to nearly every homemaker, but it has been of special concern to 27 assistants in the Marion County, Indiana, Extension expanded food and nutrition education program.

In an attempt to provide them the best information to share with their Indianapolis inner-city neighbors, the Indiana Cooperative Extension Service teamed up with the Kroger Company for one phase of their training.

Designed to acquaint the program assistants with all aspects of food retailing, this portion of their training consisted of a series of tours of the company's Indianapolis facilities.

During the first session, assistants saw a film showing movement of food from producers to market. Most were unaware of risks involved in moving the food, and for many the concept of supply and demand was a new idea.

A tour of warehouse facilities allowed the assistants to see how orders from stores are received, coded, filled in bulk, and sent to individual markets. Here they learned that each market—urban or suburban—receives the same merchandise.

On subsequent tours assistants observed processing, weighing, and packaging of dairy and bakery products. They were impressed by the cleanliness and careful operations. It was here many realized that expensive and frequently advertised products were not necessarily best.

A tour of the meat plant introduced assistants to processing, cutting, and pricing done at the plant as well as how and when orders were moved to neighborhood stores. The surprised homemakers learned that fat really was trimmed from meat before packaging and that individual cuts of meat are sliced at their local market.

The final phase of the program included visiting two inner-city stores. Here company executives explained what to look for when buying meat, poultry, and fish, the advantage of reading labels, savings in bulk buying (if proper home storage is available), and the higher cost of fancy and convenience packaging.

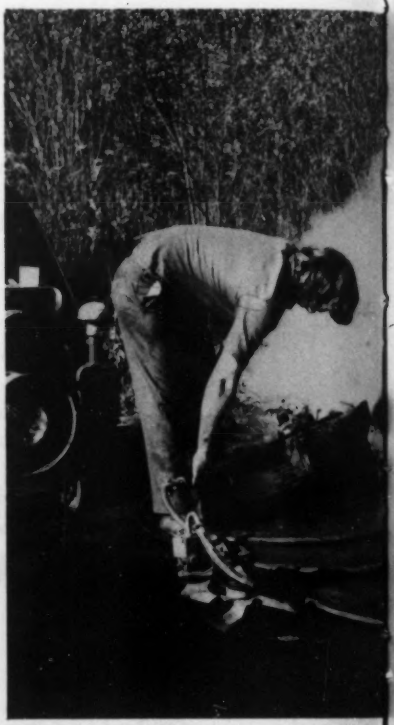
A lesson in comparison shopping emphasized that store brands and store packed produce and meats cost less than nationally advertised brands. The assistants were able to measure, weigh, and taste products for their own comparison. Most aides were able to distinguish only a difference in cost—a difference that could mean more for their food dollar.

"The program assistants obviously gained a great deal from this project," said Mrs. Margaret Pettet, area Extension foods and nutrition agent. "Much of what they learned had been taught in training—but was more effective when they were actually in the store comparing three open cans of peaches. This in-store training will now become a part of all future program assistant training."

Similar training programs have been conducted in Cincinnati, Ohio, and Louisville, Kentucky, and are being explored by several of the company's other 24 branches throughout the country. □

by
Tom McCormick
Associate Extension Editor
University of Vermont

Stopping the downspiral



Farm machinery maintenance is a key part of training given under the Manpower Development and Training Act. This man, above, is starting at the beginning by steam cleaning an engine. At left, a producer gets help in putting his idle farmland into Christmas tree production.

Purists may claim that better farming begins with a soil test. But in Vermont, growing numbers of believers vow that the better life starts in a doctor's office.

"It stands to reason that you can't work hard if you don't feel well," says Lester Ravlin. "And there's no way you can feel well if you're not healthy. A medical checkup pinpoints the problems."

Ravlin, a big man with a booming voice, is the State coordinator of the Rural and Farm Family Rehabilitation Project. This outfit—90 percent Federally funded—helps rural families that got left behind, the so-called other America caught in the downspiral of poverty.

The agency is under the umbrella of the Extension Service—University of Vermont. As such it has access to Extension's agricultural and homemaking expertise. But as a State rehabilitation agency, it also has informal but close ties with welfare and job training agencies.

Vermont has been something of an innovator in packaging these talents, so the project has attracted a number of top-level visitors for evaluation purposes.

The basic idea is to help people. This usually is awesomely complex but on a few occasions of cherished memory, wondrously simple. But let Ravlin tell it:

"It's hard to believe, but a dentist kept a farmer in business. The farmer's teeth were shot so he was picky about his food. That made him undernour-

Wives of Christmas tree producers, below, prepare to bring in extra income by taking a training course in making Christmas wreaths and other decorations.

ished, his energy went down, and his farm slipped. A partial plate turned him right around. He's far from rich, but he's hanging in there."

But more often a cluster of factors can form a poverty syndrome, defying textbook solution. Physical or mental handicaps often limit educational progress, narrow financial opportunities, and lead to discouragement. This can be compounded by drinking and marital problems as the fog of defeat rolls in.

What can be done?

Initially the program concentrated on improving farm practices. As income rose, aspirations and self-esteem would rise, lessening satellite tensions. Or so the reasoning went.

Experience taught otherwise. Many of the problems south of the financial equator were too complex to be solved by better farming methods. Indeed, it was often difficult to introduce such techniques until human barriers were leveled. When this was realized—and the proper officials and lawmakers persuaded—the rehabilitation capability was added.

Everyone coming into the program now must have a physical. In addition to the dental problems mentioned earlier, checkups have disclosed such things as varicose veins, diabetes, hernias, and nutritional gaps.

The agency has about $70,000 to deal with these physical gaps, a sum calling for frugal stewardship in view of the 400 families being assisted.

While this is being done, counselors and aides visit the farm and make an inventory of human and natural resources. The county agent gives specific recommendations. Then the team works with the family to draw up a rehabilitation plan which fits its needs.

A key ingredient of this team approach is the referral system. Many of the services that the middle class takes for granted are unknown or mysterious to persons down on their luck. The project teaches them how to use public resources when needed.

One family dropped out of dairying 5 years ago, hovered on the edge of welfare, and returned to productivity with market gardening, a roadside stand, and heifer raising enterprises. Soil Conservation Service help with a farm pond was a key factor here.

"In most cases we try to help a family stay on the farm," Ravlin reports. "Usually that's where they want to stay. Then, too, they seldom have the skills or opportunities to make a real go of it by moving to the city, particularly when jobs are scarce."

Step one, then, is to put the family on its feet physically. Step two is to utilize natural resources fully, making all possible changes to improve income. And step three is to add new training when possible, sharpening skills that will mean more income on and off the farm.

The project has initiated training in mechanics, welding, Christmas wreath making, electricity, and—the newest field—building maintenance.

A few families have been able to move off welfare. Many have avoided going on the rolls. And many, many families are better off then they would have been. This means that society as a whole is better off.

And the biggest contribution of the program?

"This may surprise you, but I think it's education of officials and leaders," Ravlin said. "This project has shown both the need and what can be done. People who make the decisions have something to go on. And this means that people who need help the most will be getting more of it in the years ahead." □

Environmental specialists—new link with people

by
Joye Patterson
Research Associate
Environmental Health
Surveillance Center
University of Missouri-Columbia

Environmental specialist Bill Young, above, discusses environmental quality with delegates to the State 4-H conference. At right, specialist Jack McCall (right) puzzles over a question during a break in an all-day action conference on lead poisoning.

Who is available to help communities that are struggling with environmental problems?

A familiar question?

In Missouri there's a special staff to help with such requests. They are called environmental specialists.

This pilot project began in 1968, in response to increasing numbers of requests for this kind of assistance. At that time two specialists were appointed to the staff of the Environmental Quality Program of the Extension Service of the University of Missouri. Both were former youth agents with special interest in environmental matters.

They began their new assignment with extensive study to further their own awareness and understanding of ecological concepts, environmental legislation, available resources, and the like.

They became acquainted with faculty members on the university's four campuses whose skills and knowledge could be helpful, and they visited with the staff of the State and Federal agencies whose services relate to environmental protection.

They were assigned to contrasting locations in the State. One is stationed in Sedalia and serves a 15-county area in west-central Missouri. The other is in the inner city of St. Louis. A comparison of their experiences should indicate whether environmental educational needs differ from urban to rural-small town areas, and, if so, how.

These environmental specialists work with all age groups—with individuals, schools, agencies, legislators, civic groups, service clubs, youth groups, farm organizations, "and anybody else who asks us."

Their primary job is one of education. They try to provide facts about the environment that will help people put into perspective the mass of environmental information they get from the news media, publications of industry and private organizations, and others.

Audio-visual materials produced by Extension for environmental programs are being widely used now throughout the State. A 20-minute tape-slide presentation entitled "Spaceship Earth" is available on loan through the film department of Extension and is used by many community groups, as well as by the agents in their own presentations.

These new specialists are serving another important function, too. They provide a direct link between the people of the State and the university, just as Extension field agents in agriculture, for example, have always done.

They are able to put a community in touch quickly with university staff members who can be helpful as local groups begin to define their particular environmental problems and work towards solutions.

The environmental specialists also meet periodically with community and regional planning groups to encourage planning that may help to prevent future environmental problems.

The services provided by these specialists are many and varied. They work particularly with groups within their respective geographical areas, but help with statewide projects, too. They also work closely with other Extension staff, meeting with programers and area environmental councils.

For example, the agent in the western part of the State is working with industrial representatives regarding the use of abandoned strip mining pits for solid waste disposal.

He also has helped to bring together youth groups in the Kansas City area—4-H, Girl Scouts, Boy Scouts, and Campfire Girls—who are combining their efforts in a project called STEP I (Save the Environment, Please).

Another project involves working with schools in the southern section of the State to plan a conference for high school juniors in that area. Ideas for programs and projects which the students can develop in their respective schools will be discussed during the all-day program. It is expected to serve as a model for similar conferences elsewhere in the State.

In another project he has brought together a regional planning group and a team of engineers on the university's campus in Rolla. They plan to study an area in the southwestern section of the State where a large dam and reservoir is planned.

Through computer modeling, they hope to be able to show—before the dam is built—what changes could be expected in the region (in ecology, economics, population, etc.) so that appropriate planning can be done to prevent the development of some environmental problems in the future.

The environmental specialist stationed in St. Louis is serving as a resource person to citizens' groups who are struggling with environmental problems in the inner city.

He explains, "My role in these relationships at this time is primarily that of listener. I am trying to understand some of the complexities of environmental problems in the city for which there are no instant answers." In the process he is helping to bring groups together to work on projects of mutual concern.

At the request of public school teachers in the area, he arranged for an evening short course on the environment. Approximately 36 teachers are attending.

He also has planned a short course for leaders of women's organizations, which will meet in September. He is working with several local groups to plan a conference on lead contamination, which is becoming recognized as a problem of epidemic proportions in some urban areas.

And he is helping to develop a conference for governmental officials (mayors, county officials, etc.) on the role of the local community in improving the quality of the environment.

These new specialists are serving a vital role in bringing the University and its resources close to the people, where the problems are. They serve as two-way channels of communications—taking information to the public, and bringing back new questions to researchers on the campus where answers can be sought.

Perhaps their most significant accomplishment to date is the fact that individuals, legislators, and concerned citizen groups are looking now to Extension for guidance in developing environmental programs and conferences. They also are turning to Extension as a reliable source of facts about the environment.

As funds become available, Missouri hopes to expand the number of these specialists in the field so that all parts of the State may be reached by Extension's environmental quality program. □

by
J. Cordell Hatch*
Radio-TV-Audio Aids Specialist
Pennsylvania Extension Service

CATV unites a community

Cable television systems and ethnic neighborhoods dot this country like freckles on a redhaired boy, and the number of each continues to grow each year.

More than 2,500 Community Antenna Television (CATV) systems now operate in the United States. The number of systems and subscribers could increase sharply during the next few years.

While most systems simply pick up signals from broadcast stations and redistribute them by cable into subscribers' homes, some now produce their own programs.

America continues to be a frontier for people from other lands. From Puerto Rico alone in 1970 there was a net migration gain of 44,000. Some of these came to Berks County, Pennsylvania, where they joined the several thousand Puerto Ricans already living in the Reading area.

Most plan to make their homes here, but a few are working and saving for their return to Puerto Rico.

The Puerto Rican newcomers, like any immigrants, go through a period of adjustment that may take years. As strangers in a foreign culture, they search for any remnant of familiarity. They want to hear their native language —Spanish. For many, it's the only language they know. They thirst for news from back home, and they love to reminisce.

But this clannishness did not create group unity. Old-culture class distinctions, jealousies, and prejudices remained.

Several attempts to get the Puerto Rican community to pull together failed. There was suspicion and jealousy of the professionals and para-professionals who were trying to help.

Not until a Spanish-language program was started over the local cable television system did many of the barriers start to crumble. Here was something with which all factions could identify. It, probably more than any other single thing, has helped to develop a unity of purpose, a spirit of cooperation, and a sense of community among the Puerto Ricans.

Television was the outgrowth of other programs. From the outset of the expanded food and nutrition education program, advisory groups had encouraged Extension to give attention to the Spanish-speaking population in Berks County. Four Puerto Rican aides were hired in 1969, and a social work graduate from the University of Puerto Rico was added to the county staff in 1970 as a youth nutrition assistant.

Group meetings were tried early in the program, but a cultural attitude interfered. The women felt they should be in the kitchen when the man of the house came home. Familiar and convenient meeting places and babysitting services didn't help. Group meetings simply were not part of the Puerto Ricans' way of life.

Because the Puerto Rican men held the dominant position in the family, the women were reluctant to make decisions or promote change. In many households the women didn't even make food purchases.

Recognizing this, the Extension Service decided to direct their message more to the men. But what was the best method for reaching them?

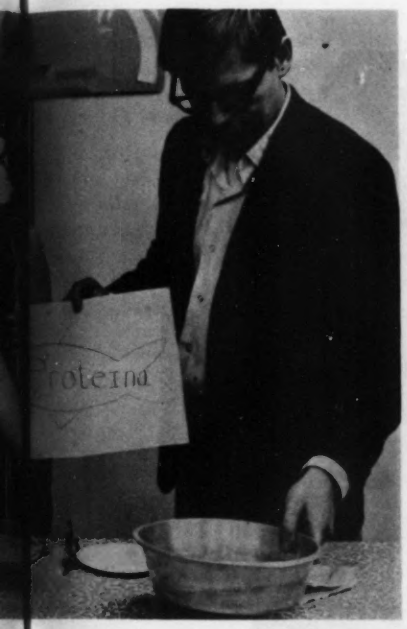
Television was found to be a common denominator for all members of the family. They watched television and subscribed to the cable system even though there were no programs in Spanish. Starting a Spanish-language program seemed to be the answer.

Cable representatives, Extension personnel, nutrition aides, some homemakers, and leaders of the Spanish community worked together to develop a format, select participants, and prepare for the program.

Berks County Extension Home Economist Marian Dawson organized the conferences and invited Extension television specialists from Penn State University to help with the planning and to conduct training in television techniques.

Panorama Hispano, a half-hour program, made its debut in June 1970 on a biweekly basis and is now aired twice weekly. Its goal is to strengthen family life, improve the self-image of Puerto Rican residents, tell about the community and its services, and offer direct and practical education on homemaking, with a strong emphasis on nutrition.

**Editorial assistance by Kevin Hayes and Ellen Garber, Pennsylvania Extension Service.*



Above left, Extension Home Economist Marian Dawson and the program director help the nutrition aide-TV hostess get set for a show. A Spanish-speaking 4-H member, below left, shows how to make tuna sandwiches. With her is another aide who appears on the show regularly.

At the outset, no one had experience with television, and the cable company was not well equipped. Their facilities consisted of one small camera, a one-inch videotape recorder, a mike, a couple of lights, and a few other odds and ends thrown into a small panel truck.

The truck, equipment, and Joe Maximillian, program director at Reading CATV, would go anywhere to do a program. Many of the early programs were taped at Maximillian's home, usually in the kitchen. Now the company has better equipment and a large studio where the show originates.

While technical advances have been made, the show's "staples" remain news, information, and instruction spiced with entertainment.

A musical combo opens and closes each show and plays selections in the body of the program. Other regular features include community news, announcements, reminders, appeals (such as for chest X-rays), comedy skits, interviews, and an 8- to 12-minute Extension feature, usually a demonstration related to the nutrition program.

Agencies employing and serving Spanish-speaking people have been the subject of interviews. Special programs have highlighted social processes, such as registering a child for school; an "asado"—a Spanish style pig roast; and holiday traditions of Puerto Ricans.

The program goes out each Wednesday at 7 p.m. and Friday at 3 p.m. Do the people watch? The Extension aides say, "Everybody sees Panorama Hispano."

Home visits by the aides on Friday afternoons often are cut short when they are told, "I can't talk with you any more right now; the TV program is on."

New families without TV sets are invited into other homes to watch the program. Aides promote viewership by leaving copies of a mimeographed leaflet which tells about the TV program as well as 4-H, the nutrition program, and other services of Extension.

The aides are regularly asked, "What's on TV this week?" Or they are told, "I saw you last week, and I understand what you teach."

With about 23,000 subscribers, the cable system brings Panorama Hispano into approximately 2,000 Spanish-speaking households—about 7,000 people—as well as to the community at large.

The program at first was guided directly by the county Extension staff. Now, a committee from the Spanish-speaking community has accepted the responsibility for planning and producing the show. It includes Puerto Ricans working with the Spanish Council, YMCA, Model Cities Program, American Bank, and Extension.

The formation of this committee began to motivate members of the community to work together toward a common goal. Everyone cooperates to produce Panorama Hispano, and no individual or agency alone takes the credit for its success.

Much of the success, however, can be attributed to the enthusiastic support of the personnel and management of Reading CATV. They believe that any cable system must reflect the community it serves. It must deal with people and their problems and needs.

Reading CATV is not using Panorama Hispano just to meet a public service commitment or to comply with any regulation imposed upon them. They feel that their medium is the ideal vehicle for bringing such programing to the people who have a great need for it.

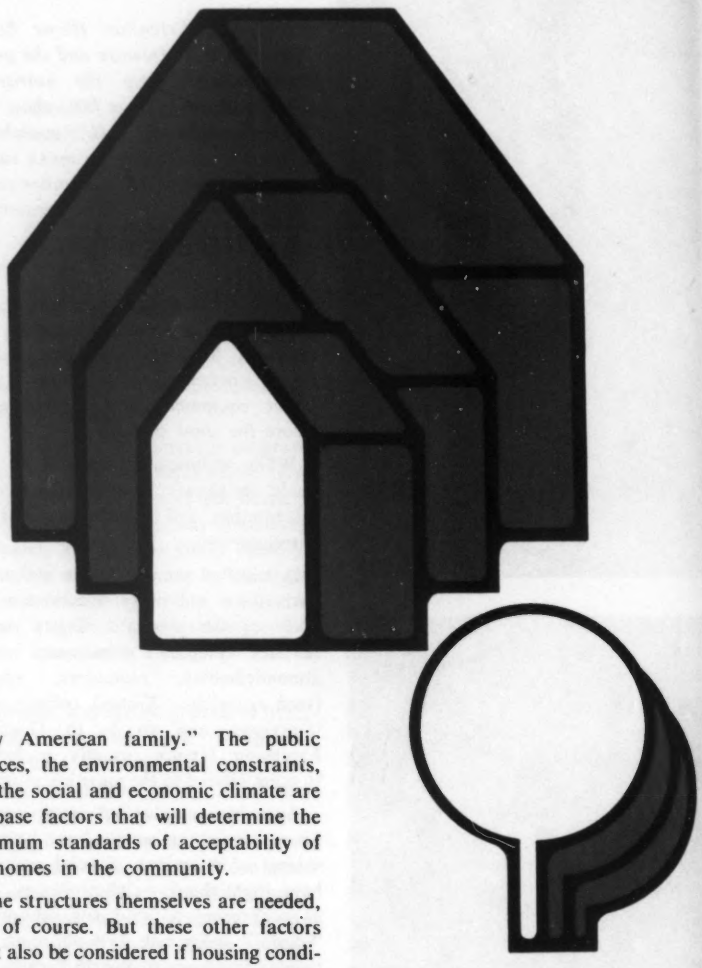
The Spanish-speaking people have benefited from the information presented on the program. And other members of the county population have gained some understanding of the Puerto Ricans.

But more than that, through their committee planning sessions the Spanish-speaking people are learning about small-group democracy, management of time, skills development, and leadership principles. They have organized and produced a success—Panorama Hispano—and from it, they have gained the confidence and ability to produce others. □

Making a house a home

a community concern

by
Keith Moyer
Assistant Professor—Housing
University of Wisconsin



What is a house? A place? A thing? Third box from the end—the one with the green door?

Whatever it is, it's not necessarily a *home.*

A house becomes a home only through interactions within the total community. The community, to survive, must provide for six services or functions in relationship to its homes:

—a price structure that offers all people in the community a choice in size, room number, and location,

—a receptive atmosphere, in which new households are accepted and strangers can find a place in the community,

—employment opportunities where skills can be developed,

—physical mobility so that the household can be close to employment (at least in terms of time),

—strong social and community organizations which give support to household members in times of difficulty, and

—encouragement and rewards for small-scale private entrepreneurship.

Instead of trying to build more "little boxes," we should examine communities in terms of the six needs. A community is a series of systems that interconnects the houses. The better the systems, the better the houses, the better the homes.

As essential to consider as the quality of housing structure is the context (community) in which the housing exists. Twenty years ago, Congress set a national housing goal of "a decent home and a suitable living environment for every American family." The public services, the environmental constraints, and the social and economic climate are the base factors that will determine the minimum standards of acceptability of the homes in the community.

The structures themselves are needed, too, of course. But these other factors must also be considered if housing conditions are to be improved on a lasting basis. To ignore them results in widespread apathy—helplessness which saps the will to improve.

Many current considerations about housing differ from traditional thinking, which was based on a largely agrarian society with land ownership ideas that may no longer be functional.

For example, communities already are considering how to help the elderly, the low-income people, and the migrants by building structures which will house far more than one family. They are considering mass housing units in the form of high-rise apartments; town houses; or low-rise, high density structures.

These communities are admitting that a home can be more than a house freestanding on a lot.

The University of Wisconsin Extension staff is involved in several efforts to teach the public that housing is a community problem which may need to be approached from many angles and possibly with some unorthodox thinking.

It became obvious that before Wis-

This is the second in a series of articles on rural development. Next month—interagency cooperation for manpower development in Minnesota.

consin Extension could begin a concentrated attack on housing problems, coordinated efforts from many disciplines would be needed.

An informal housing group of nine people from eight departments was organized to help insure the necessary interdisciplinary approach and coordination. Some are full-time Extension workers, and others have resident staff and research responsibilities.

The housing group was formed to:

—identify housing problems and program needs in Wisconsin,

—assess available resources (manpower, money, current programs),

—lead the development and implementation of housing programs for University Extension in cooperation with UW-Madison,

—provide backup support for county Extension staffs and communities undertaking local housing improvement programs,

—disseminate the housing programs and research of UW-Madison and University Extension,

—obtain funds for educational efforts and research devoted to housing, and

—serve as a base and vehicle for implementing interdepartmental research.

Special programing, needed publications, and research now are flowing from members and their departments.

Helping housing authority personnel to do their jobs better and counseling individuals on home improvement are two of the greatest needs Extension has identified.

Educational programs for housing authority personnel who operate units for the elderly are offered under a special grant. This series, which has been going on for 2 years, consists of 2-day workshops.

An advisory board from the housing authority meets with Extension workers to decide the theme and general topics of the workshops. Mrs. Marion Longbothan, Extension home economist, has provided leadership in securing speakers and arranging meeting details.

Topics have included such knotty problems as how to select tenants, how to deal with complaints, and how to handle interpersonal problems among tenants.

The programs have been offered in five Wisconsin locations, with a different program for the spring and fall in each location. About 15 or 20 housing personnel have participated in each.

Another type of program, offered in cooperation with the Milwaukee Welfare Department, deals with client counseling on home improvement. The HIP (Home Improvement Program) is offered on a continuing basis. The 8-week course has two entrance requirements: the student's family must be on welfare and must be buying a home under the interest subsidy program provided by Section 235 of the National Housing Act.

Mrs. Cathy Radanovitch, Extension home economist, teaches the course at the Welfare office. The new homeowners learn techniques for cleaning, the best kinds of supplies to buy, and where to buy them at the most reasonable prices.

After they learn what to look for in drapery fabrics, they receive money to buy material and are taught to make drapes. One day a week, the group meets in a home to get practical experience on what they are learning in the classroom—painting, laying tile, fixing a sink drain, etc. As a result of their training, participants are better able to keep their homes in good condition and avoid unnecessary maintenance and repair bills.

This program also has been in operation for about 2 years, with 15 to 20 people taking part in each session. At first, students had to be solicited. Now, there's a waiting list.

The housing group is seeking ways to provide more of these kinds of programs. Obviously, many of the people most in need of help cannot afford to pay fees or tuitions.

Other needs which have been identified by the housing group are management training, land use information for community leaders, and financial counseling for potential home buyers.

The County Rural Development Councils also are trying to cope with some of Wisconsin's housing problems in cooperation with Extension. Their involvement in housing issues is evidenced by their increasing requests to Extension for help with such problems as how best to handle mobile and modular housing, form housing authorities, and develop housing for the elderly.

Another vehicle used to disseminate ideas in housing is a series of publications aimed at the general public and high school students. The first two in the series are now available: "Why Zoning? The Case of People Versus Grass," and "Mobile and Modular Homes—Problem or Potential Help to Housing Dilemma?"

The series is written to cover basic principles, in nontechnical language. Other subjects will be housing codes, mobile and modular home taxation, building codes, subdivision ordinances, and sanitation codes.

Research which involves many departments is progressing in three main areas:

—an attempt to find an alternative to the septic tank as a means of sewage disposal in small areas that are too diverse to have municipal systems,

—an attempt to design an instrument for citizen use that would evaluate the cost of a home to a community in terms of costs of all services provided, and

—a search for an equitable tax assessment and evaluation policy for mobile and modular housing.

The University also is preparing to study the quality of environment of communities in terms of their physical assets. The landscape architecture department is developing an inventory for this purpose.

Because housing involves so many disciplines and governmental structures, plus large sums of money in many instances, real change or progress comes slowly. Real progress *is* coming, however, with the increasing awareness that it takes more than just new structures (houses) to make viable homes and communities. □

Hospital workers welcome tips on spending

by
Mrs. Margaret Nichols
Extension Home Economist
Lee County, Mississippi

Extensive use of visual aids helped get the money management points across to the employees of the medical center's dietary, laundry, and housekeeping departments.

I'd held a lot of Extension meetings, but this one had me worried. The hospital employees to whom I was about to speak had little formal education. Some could neither read nor write.

I was attempting to teach money management, not a very tangible subject. And again I asked myself, "Why is the largest employer in my county willing to pay 150 people $1.60 an hour for five hours just to listen to me?"

This special educational program was a staff effort, an important factor that contributed toward whatever progress has been made. The Lee County, Mississippi, Cooperative Extension Service depends heavily upon a lay planning committee consisting of a cross section of local leaders with varied backgrounds but a genuine concern for the well-being of families in the county.

Fifteen of these leaders met with us in October 1969 to discuss family living and possible contributions that Extension might make toward improving it in 1970.

Among the facts that the group recognized was that more than half of the 13,000 homemakers in Lee County were employed outside their homes. The committee further identified consumer competence as the subject matter of major concern locally, together with the particular needs of employed women whose families are in the low-income category. Extensive followup visits and conferences were planned.

Of particular significance in the followup were my visits with members

of the Community Relations Association, an organization which serves as liaison between management and labor. Most of its activities are channeled through a personnel club.

I spoke at one of the monthly meetings of this club, emphasizing my interest in the employed homemaker and how the resources of Extension home economics might be made more accessible to her. Members enthusiastically agreed that the efficiency of a woman's performance as a homemaker influences to a marked degree her productivity as an employee.

Several days after this meeting, the personnel directors of the North Mississippi Medical Center asked me to discuss with them some of the educational needs of their employees. This center employs some 800 persons, making it the largest employer in the county.

I learned that large numbers of these employees in the laundry, dietary, and housekeeping departments had a median educational level of fourth grade. Some could not read and write.

They had high absentee records and were involved in constant inquiries about debt payments. The decision was that I should conduct in-service training for them in money management.

The next step was to prepare myself to teach one of the less tangible subjects to the undereducated. I felt that this was an unusual opportunity, but one that involved tremendous risk.

I was concerned about such things as the time for preparation, what the administrative staff of the hospital expected as a final result, how I could justify the investment that the hospital was making, and whether my audience could understand my presentation and publications that I planned to give them.

I found later that some of these concerns were unnecessary; yet they influenced the amount of time spent in planning, and I now realize that what seemed like unimportant details were extremely important to the final outcome.

I learned all I could about money management and teaching techniques. This required library study, conferences with Extension subject matter specialists at Mississippi State University and with bankers and other credit people, and a renewed commitment to practice what I was about to "preach."

I decided that a simple plan for money management was not enough. In addition, I must teach these people how to make decisions about what they could afford, how to identify their resources, how to alternate use of these to achieve family goals, and how to establish priorities.

Finally, when I sat down to write the lesson scripts and handouts, everything fell into place. It was fun! Everyone in the office was involved.

Four of the five lessons were related directly to money management. The fifth dealt with time and energy management in personal housekeeping. The overall theme of the series was "Use What You Have To Get What You Want—Be Somebody Special—Be a Happy Homemaker!"

We talked about planning, shopping, and credit. Our handouts featured the theme, a simple poem to introduce each lesson, drawings, brightly colored paper, a minimum of words, an easy reading level, and only one complete thought viewed at a time.

A consistent style was developed throughout the lessons and for the visuals that were coordinated with the handouts. I discovered that magnetic boards are fascinating.

Finally, I presented the first lesson. The members of the group were warmly responsive. I felt that they got the message.

The lessons were repeated in the hospital until a total of 106 "graduated." Our materials included a handsome certificate of recognition signed by the Extension home economist and the personnel director.

While I doubt that all who completed these lessons learned to manage their money, the hospital staff has reported an observable difference in attitude toward credit use. There are fewer calls about debt payment.

In addition, some of the participants have contacted me for additional help. I've had numerous requests for copies of the handouts and planning forms.

Three additional employers have asked that the lessons be presented to their employees. These are scheduled for the fall of 1971.

The lessons have been reviewed and kits of teaching materials prepared for 62 teachers at the local Vocational Technical Center. They are presenting it to more than 1,000 enrollees in basic education.

The shopping lessons and portions of the information on credit have been adapted for the Appalachia News, Vocational Technical Center newspaper that is distributed to more than 20,000 persons.

The entire series is being presented during 1971 to parents in five Headstart Centers.

The personnel club has budgeted $120 to purchase a filmstrip series on basic economics for use by area industry and by team teachers at the local high school.

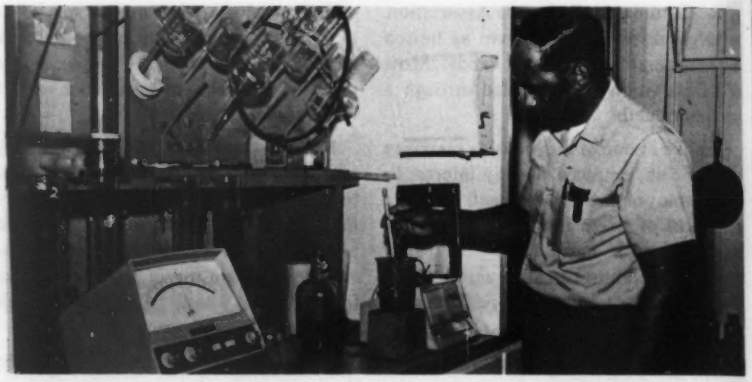
Because of publicity given these lessons, 148 conferences have been held with additional employed homemakers.

As an indirect result of the series, I was invited to conduct a special promotion of Extension home economics in a local shopping mall. From this came the organization of two new 4-H Clubs with 26 members and a homemakers' group involving 24 enthusiastic newcomers to Extension.

From this experience, I have become more aware of some implications for all of us as Extension educators: we must be continually aware of the correlation between planning and outcome. The competition for the time, energy, and attention of people will necessitate increased efforts to develop innovative, creative, glamourized programs which serve priority needs.

We are more effective through cooperative staff effort. And we must be challenged to develop the kind of interest and self-involvement that makes work no work at all. □

Cleaner water: goal of W.Va. training program



by
Joseph L. Fasching
State Extension Specialist-Press
West Virginia University

The recycled water, right, is pouring into the Kanawha River from the Charleston municipal treatment plant. Watching Dennis Davis (center) cleaning the weirs are plant supervisor Austin Gates (left), and Dr. Harold McNeill.

Faced with more stringent State and Federal regulations on sewage treatment and disposal and the growing public clamor about the environment, several communities and industrial plants have turned to West Virginia University for help.

Of concern is the condition of our rivers and streams, the sources of domestic and industrial water. These must be kept free of pollution if human, aquatic, and wild life are to survive and if industrial development is to continue in the State.

Dr. Harold McNeill, director of the Environmental Development Division of West Virginia University's Appalachian Center, explains, "The problem with water is that many regulatory agencies are involved, all with limited areas of jurisdiction and concern. Responsibilities are not clearly defined; therefore, we have many situations where programs overlap while other areas become a 'no man's land' and nothing is done. Cooperation is necessary if we are to bring about a comprehensive approach to cleaner streams and water resources."

Many communities and industries are building sewage treatment plants and installing more sophisticated facilities for treating sewage and recycling water. At the same time, there is a critical need for trained workers to operate these plants.

Neither the quality of the water recycled into the streams, nor the efficiency in the use of the equipment has met expectations in several plants. And these problems are not unique to West Virginia.

The need to train operating personnel has been recognized by several agencies, including the Environmental Protection Agency (EPA) and the Departments of Labor and Health, Education, and Welfare.

Labor, HEW, and EPA are providing funds to conduct sewage treatment training programs in a number of States. In West Virginia they petitioned the WVU Appalachian Center, through its Extension resources, to organize and conduct such a program.

Directing the West Virginia program is Jerry Burchinal, WVU professor of civil engineering, in cooperation with Dr. McNeill. Two 44-week courses have been conducted in different regions of the State.

Thirty-five supervisors and plant operators from municipalities and industrial plants have completed training held in Charleston and Princeton areas—at State college facilities.

A third course began last spring at the Parkersburg Community College. Classes, held in the evening twice each week, are attended by 22 operators in the highly industrialized Ohio Valley

Nat Gordon, left, a graduate of the sewage treatment operators' course, tests a water sample for biological oxygen demand in the laboratory of his company's treatment plant.

region. The course is non-credit and each worker studies on his own time.

The course has been incorporated into the WVU Continuing Education Unit (CEU) program, in which transcripts of each student are kept of CEU credits earned through participation.

According to Director Burchinal, 8 to 10 industrial firms and 12 municipal plants have been represented by workers in the classes.

Each trainee participates in from 300 to 330 hours of class instruction and is given some 70 hours of "over-the-shoulder" training in actual working conditions.

The objectives of the training program are to provide the trainee with orientation in water supply and waste water control; development in educational skills—math, communications, and sciences; coordination of these skills with unit process operating skills; knowledge of local treatment plant training; and motivation to pursue further expertise for career development in this field.

Sewage treatment plant operators must have the skill to keep effluent problems within the requirements of the State and Federal regulations. Stricter enforcement is anticipated by January 1973, and water from sewage treatment plants pouring into public streams after that date must be 90-95 percent free of impurities.

Austin Gates, supervisor of the Charleston plant, and M. E. Hall, director of air and water pollution abatement for the Union Carbide plant near Charleston, were high in their praise for the training workers are receiving. Both indicated that their plants now operate at a high rate of efficiency because workers who have completed the course are able to perform their jobs better.

Hall said, "We are getting more attention and interest from our operators. They are able to recognize problems better, and their attitudes are more positive. They now offer suggestions for improving our operation; they exercise initiative in getting at problems. I can definitely see the changes in their operating ability."

Hall's plant is operating at over 90 percent efficiency, and he feels he is 1 to 1-1/2 years ahead of the goals the State Health Department has set.

Glen Fortney, of the Department of Health, who served as an instructor at one course, said there were indications that the training is revealing positive benefits in many areas of operation.

"In the Charleston City plant, for example, the progress in achieving Health Department standards is improving steadily," he stated.

Gates said his plant is running at 95 percent efficiency. Since eight of his workers have taken the course, he has received higher certifications from the State Department of Health in technical materials, personnel, and biological oxygen demand testings. About eight million gallons of water and sewage are processed daily through the Charleston plant.

Operators are equally pleased with the training. Harvey Atkins, plant operator, has moved up to a first class operator certification. "The course enabled me to get a better understanding of the sewage treatment process and the operation of our plant," he said. "It should be mandatory for all operators."

Richard Kempf, of the same plant, said: "The course has offered me the confidence and hope that I may be able to run a place like this one of these days. Before the training, I did my work mechanically, but I didn't fully understand what I was doing."

Dave Blankenship, Union Carbide operator, explained, "It has provided me a greater mobility; I am capable of working in other plants, and I am capable of taking on greater responsibilities in this plant."

Another operator believes the course helped him to qualify for a foreman's position.

Director Hall pointed out that his plant spends $1 million annually for its water pollution abatement, a total of $120,000 of which goes toward the operation of the plant laboratory. The plant also processes eight million gallons of water per day.

Dr. McNeill noted that much cooperation among the various agencies and divisions of the University is involved in conducting the sewage treatment training. The WVU Appalachian Center, through its off-campus Extension personnel, arranged for the sites and facilities for instruction. Extension workers also handled the information notifying personnel interested in taking the courses.

Director Burchinal designed and directs the curriculum for the courses. Area Extension staffs arrange for instructors to teach the course work, and provide for on-the-job training.

"The program demonstrates successful cooperation among agencies, as well as cooperation of divisions within the University, through proper application of resources from the various disciplines," Dr. McNeill said.

"As a result, it suggests that there are ways in which WVU or any land-grant university can become more relevant to the problems of communities and the people of the State." □

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Industry programing—

an idea whose time has come

Our world is shrinking at an increasing rate in the face of constantly improving communications and transportation technology. Dependence between the various levels of a commodity industry grows continually. Public demand that social costs, and more particularly those related to environmental quality, be given more consideration adds new kinds of pressures on agricultural industries.

These are just a few of the specifics that underlie the trend to "industry-wide programs" that relate to agriculture and natural resources. Industry leaders and those in Extension and research who serve these industries have recognized that these pressures call for greater efficiency and improved quality at every step in the production and marketing of farm-produced food and fiber products.

Briefly, an industry-wide program is designed to reflect consumer desires at the various levels throughout the production and marketing system. And they usually take the additional step of market development and promotional programs to increase consumer demand. Such efforts are designed to bring the most advanced technical and management knowledge to the industry in an effort to reduce costs, improve its competitive advantage, and expand markets.

Extension is becoming increasingly involved in industry-wide programs. Indeed, State and national staffs provide leadership in their development. The prime example, of course, is the Sheep Industry Development Program. Others initiated later, and now at various stages of development, include swine, cotton, soybeans, apples, and others. The Congress appropriated $500,000 for the expansion of a cotton program which was proposed as a major industry-wide effort.

The industry programs are geared to the expressed needs of those involved at each step in the industry. Representatives of producers, processors and distributors, research and Extension at both the Federal and State levels participate in building the programs. Their task is to match the available knowledge, and delivery system for knowledge, against the expressed needs.

Good local planning is an important as ever to serve the varying needs from producer to producer, county to county, and State to State. The industry programs provide a tool to make local planning more effective. They provide a framework against which local Extension workers and producers can evaluate the level of planning and programs in terms of market needs and facilities, educational needs and current practices, and materials available to improve efficiency of production and marketing.

Leaders are using the industry-wide programing concept in agricultural industries to identify their most critical problems and needs in different phases of the industry to build programs using their own resources and those of public institutions such as Extension and research to achieve their goals. Experience to date definitely indicates that it is an idea whose time has come—WJW

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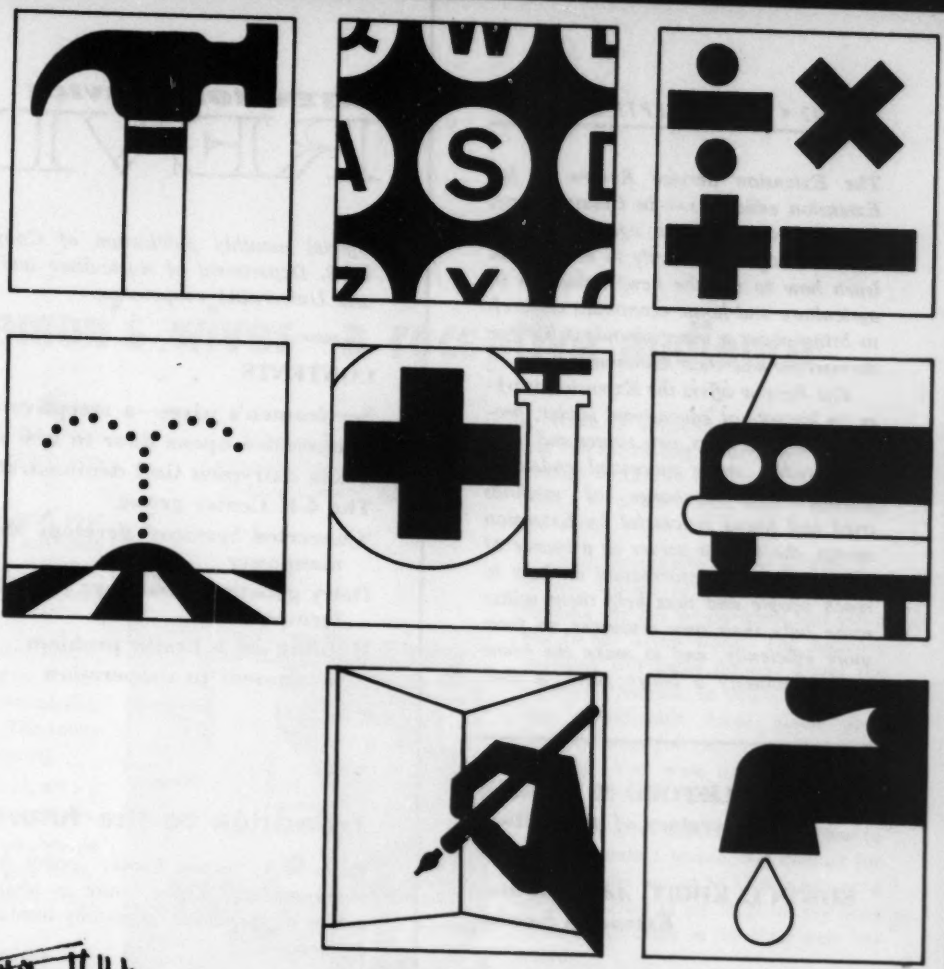

EXTENSION SERVICE
REVIEW
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DEVELOPING MANPOWER
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The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people 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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Transition to the future

In his book, "Future Shock," author Alvin Toffler sees the organizational structure of the future as what he calls an "ad-hocracy"—groups of specialists temporarily banded together to solve immediate problems.

His prediction seems plausible, because movement in this direction is already evident. The Government, for example, is looking at many of the problems of people and seeing that the answers do not lie with any one agency or department, but that many have a contribution to make. Universities, too, are drawing on expertise across department lines to help their States and communities.

The "Concerted Services in Training and Education" program, now operating in 13 States, is a good example of an effective cross-agency plan for solving one problem—the need for rural manpower development. Since this program began, the number of rural people participating in education and training programs has more than doubled in the areas in which it operates. See page 10 for the story of how CSTE works in Minnesota.

And on a scale ranging from modest to comprehensive, Extension is involved with other agencies, departments, and organizations in solving a variety of problems. Other examples in this issue of the Review are a North Carolina feeder pig cooperative (page 4) and a Mississippi measles inoculation campaign (page 14). Both involve a temporary pooling of efforts to attack a problem.

Whether it's called simply "interagency cooperation" or regarded as the dawning of a new organizational era, this method of helping people seems to be working.—MAW

Servicemen's wives—a receptive audience

by
Marilyn E. Jordan
Extension Home Economist
Elmore County, Idaho

At the organizational meeting for my "Do Your Own Thing in Home Decorating" class, I looked at the eager faces before me.

A girl who couldn't have been over 20 had a skin color I had not seen before. She was from Samoa. Another, an oriental in her forties, was from Hong Kong.

A tiny dark girl said she was Dutch, but wasn't what I expected a Dutch girl to look like until I discovered that she also was part Indonesian. The young girl in the front row was pregnant.

Most were between 22 and 32, with a sprinkling of older women among them.

Here was an exciting class who would give me as much as I would give them. They all had one thing in common—they were servicemen's wives.

We in Extension often ignore this group because they "never really get their suitcases unpacked before they move on."

My servicemen's wives are a most receptive audience. Many are away from home for the first time. In the middle of the desert where Mountain Home, Idaho, is located, they have time on their hands. Their husbands encourage them to do something constructive instead of having one "Koffee Klatch" after another.

I offer a variety of classes, but decorating classes are always the most popular. It sounds exciting to them and seems to answer their need to create a well-decorated home even though it is a temporary one on a military base.

No other group is offering decorating instruction. Commercial businesses sponsor both food and clothing classes. This illustrates the first rule on how to appeal to this group—make it sound exciting, and answer a definite need.

Marilyn Jordan, Extension home economist, watches as two young servicemen's wives demonstrate their creativity in her home decorating class.

The second step is to publicize what you have to offer. All military bases have a daily bulletin, and it's required reading for everyone, so this is a good channel for publicity.

Make the notice short and to the point, but still interesting. If there is a nominal charge, be sure to state it. Most servicemen's wives have little money to spend for extras.

Third, arrange to attend an Officers' Wives' Coffee or NCO Wives' Club meeting and tell the president that you'd like to say a few words. The audience probably will know nothing about the Extension Service, so you'll need to go into considerable detail about your aims and what you expect to accomplish. Be brief. You want to give them just enough to entice them to join a class.

Fourth, find someone on the base to be your contact person. My contact for the first class was an NCO wife who read about the class in my local weekly news column. All those in the class were her friends.

The contact for my last group was the base home economics teacher. Having a good contact is important. Without one, the response for class sign-up will be small.

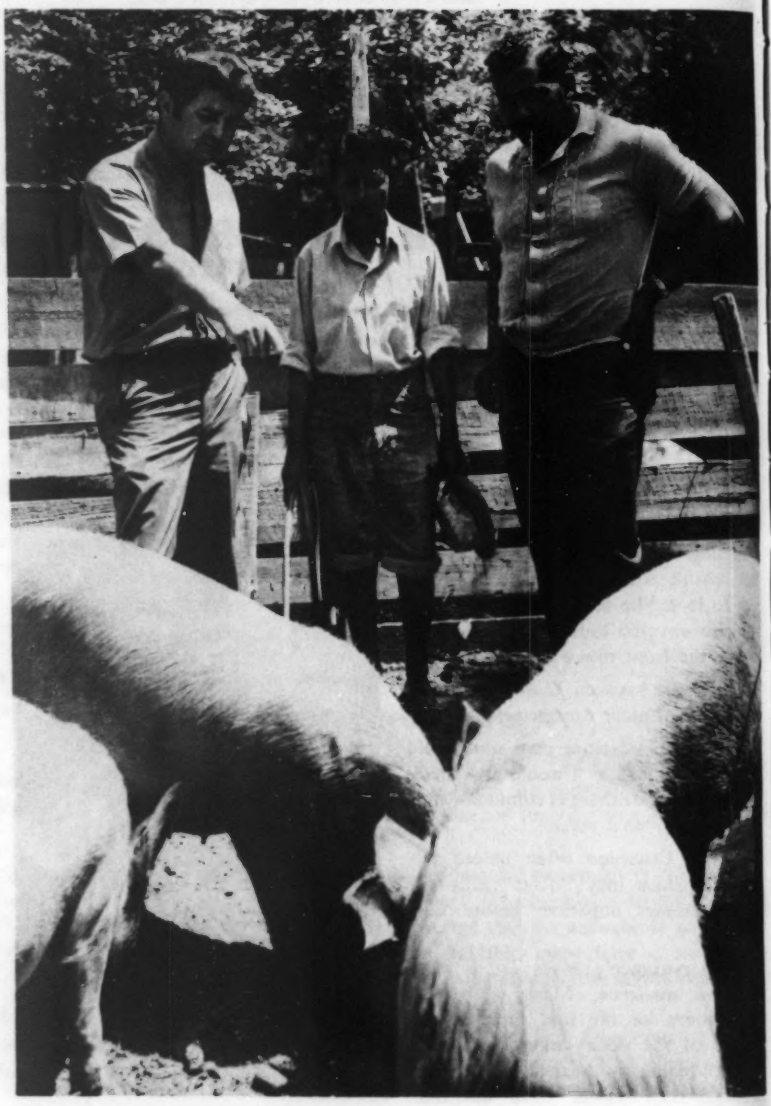
Make what you have to offer sound exciting and answer a need; find a way to publicize what you have to offer; present what you have to offer in person; and find a contact person on the base.

But don't stop there. Do everything in your power to produce a stimulating series of classes. Servicemen's wives will not tolerate mediocrity. They won't be back the next week.

If you have a military base in your area, you will find your servicemen's wives one of your most receptive audiences. Don't ignore them just because they are a transient population. They need you and what the Extension Service has to offer. □

Cooperative opens door to new audience

by
Woody Upchurch
Assistant News Editor
North Carolina Extension Service



"Folks around here have never seen any hogs like these," said Mrs. Pearlie Bond. "You ought to see those little pigs when they walk around, how round they are back here," she added, gesturing toward the ham area.

Mrs. Bond's pride in the new hogs is shared by the 116 other members of the Albemarle Cooperative Association, Inc. It is an organization of rural residents who have one critical common need—more income.

The cooperative is a result of interagency cooperation and local initiative involving 11 counties. Through it, the people are turning to the production of high quality feeder pigs to help meet the sometimes desperate need for additional income.

The cooperative has started as an antipoverty effort, but eventually it will draw participation by farmers in all income brackets. It is expected to have a significant impact on the area's swine industry.

The current goal is the establishment of a graded feeder pig market. The area, although one of the leading pork producing sections of North Carolina, doesn't have a feeder pig market.

"We believe that once the market is established in the area, with easy access for everyone, the feeder pig business is really going to take off," commented Jack Parker, North Carolina State University Extension livestock specialist.

The cooperative was organized in 1969 with support from the Office of Economic Opportunity through the North Carolina Rural Fund for Development.

Gene Sutton, rural services specialist with USDA's Farmer Cooperative Service, was assigned to the project to help in structuring the cooperative.

"The goal is to create an independent cooperative that will become financially self-sufficient," said Sutton. "We're confident that this cooperative is going to reach that goal."

An office has been set up in Edenton and is managed by Marcus McClanahan. His main job right now is to keep members informed of what is going on and to serve as overall coordinator.

Mrs. Pearlie Bond gets a few pointers on pig raising from Extension specialist Jack Parker, left, and Wayland Spivey, Extension Service technician who is also secretary of the feeder pig cooperative.

Farmer memberships cost $50. Each county has a man on the board of directors, which currently has a nine to two black-white ratio. Each county has an advisory committee, one member of which is the local county Extension agent.

One member in each county is designated as county supervisor. It's his responsibility to assist members with problems and to encourage the use of recommended production practices.

These supervisors were trained by NCSU Extension specialists.

One of the most significant aspects of the feeder pig program is the fact that the Extension Service and other agencies are reaching people whom they have not been able to reach before.

Previously, most of the low-income people had only the vaguest concept of Extension.

Communicating has been one of the major challenges.

"For the most part," Parker explained, "we haven't been able to work with them before now because it requires face-to-face, one-to-one contact. Some of these people are near the very bottom of the income ladder. They are extremely far behind in hog production technology. Therefore, you can't send them printed materials or try to reach them through general or mass means of communications.

"Now we are gaining access through this cooperative. They are very receptive and seem willing to drop old methods of raising hogs and accept the newer, better methods."

In most instances, the cooperative members have very small parcels of land, too small to farm economically. All of them already had a few hogs which they kept for home consumption or as a modest source of "bread and butter" money.

Under the cooperative program, demonstration projects were set up with a $25,000 OEO grant. About 15 members received 10 gilts and a boar, for which they could pay a lease fee, or if they wished, buy outright.

The hogs—the same ones Mrs. Bond is so proud of—were hand selected by Parker. They come from the best breeding herds in North Carolina and bear scant resemblance to the "native" hogs on the members' farms.

Parker outlined a production program for members—in many cases, the first scientifically-based production information these people have ever received.

"If they follow through as we believe they will, this will be the only feeder market in the State selling pigs from a uniform production program," the specialist said.

Getting new information to low-income hog farmers has been one challenge; another holdup in starting projects to help these people has been money.

Generally, conventional loans are not available for initial investment. Even Farmers Home Administration loans were out of the reach of some as individuals.

The cooperative organizers have helped solve this by securing the $25,000 OEO grant and a $25,000 no-interest loan, also from OEO. Individual "get-into-business" loans have been arranged through Farmers Home Administration and local agencies.

"There is no way some of these people could have gotten these loans without the cooperative," said Sutton. "And without the loans, there is no way they could get into the quality feeder pig business on a profitable scale."

A minimum herd size of 10 gilts has been established for members. That's tiny by commercial standards but big enough for a start for these people.

This size unit should return a profit of about $1,000 a year, depending on market prices. This isn't much, the cooperative leaders admit, "but when a family is earning only $2,000 or $3,000 a year total, an extra thousand becomes quite significant," McClanahan emphasized.

The quality of the hogs they are now growing, plus the prospects for increasing their income, obviously has the cooperative members excited.

Said Mrs. Bond of her little Chowan County neighborhood: "There are people coming in here all the time to see these pigs. We talk about hogs and pigs all the time now."

Parker underscored the significance of Mrs. Bond's comments by pointing out that one good, well-run feeder pig operation in a community can have a chain-like effect.

"I could take some of these people to visit one of our large commercial producers, but it wouldn't be the same as having them come to Mrs. Bond's place to see her 10 gilts.

"They couldn't relate to the big operator, because they know he has the money to operate the way he does. But at Mrs. Bond's, they see how someone in their own situation can improve. They can leave here saying, 'If she can do it, so can I.' "

Cooperative members already have over 1,800 gilts and sows on hand. These alone should give the proposed market about 1,500 pigs a month. But local interest indicates the volume will be much greater. □

Texas dairymen find demonstrations convincing

by
Thomas H. White, Jr.
Area Dairy Specialist
Texas Agricultural Extension Service

Dairymen are busy people. Labor, cattle, breakdowns, and long hours demand not only their regular working hours, but much of their spare time, too. As a result, a dairyman often does not do a job nearly as well as he knows how, because he does not have the time.

This often affects him financially, especially when it comes to determining his dairy herd ration and those ingredients which are the best buys.

The first principle of education is to start with interest that people already have. Most dairymen have an interest in cutting feed costs, increasing production, and saving money.

It is easy, then, to interest dairymen in the *idea* of using carefully calculated, nutritionally balanced, least-cost rations. But getting them to try it is a different matter, because determining such a ration takes many calculations and more time than most dairymen are willing to spend.

Research in other States, however, has shown that a computer can relieve the dairymen of many of these burdensome calculations. Linear programed least-cost rations fed to high-producing dairy cows, they have found, will maintain production and in most cases will save on feed costs.

The idea of programing feeding operations to insure least-cost rations, then, is appealing. It solves problems rapidly and accurately, and provides a means for taking feed price information from the field, solving a feeding problem quickly, and returning the answer to the field in a very short time.

But to convince our dairymen that it would work in Texas, we needed a demonstration in the local area, conducted under local farm conditions.

Three Texas county agricultural agents—Neil Tibbets, Bob Greenway, and Al Petty—decided to undertake the task. They are conducting least-cost dairy ration demonstrations with cooperating dairymen in their counties to illustrate how beneficial it is to determine the best feed buys.

The agents presented their proposals for the least-cost ration demonstrations to the dairy subcommittees of their County Program Building Committees for approval. The overall county committee is made up of key agriculture and agribusiness leaders in the community. They identify problems and develop overall long range county programs to solve them, and they coordinate the efforts of various commodity subcommittees.

The dairy subcommittee plays an important role. It establishes the major dairy problems that need to be solved and proposes long range objectives which would help to solve these problems or to improve them. The subcommittee agreed that the demonstrations would be a good way to attack the problem of high feed costs and raise the net profits of the dairymen.

In most cases, the least-cost ration demonstrators were members of the dairy subcommittees. Because they are dairy leaders in the counties, their practices are accepted by other dairymen.

In addition, they recognize the importance of records, they participate in the local Dairy Herd Improvement testing association, and their herds are above average in production. Also, their feed dealers were willing to quote the prices and to mix the ration according to recommendations.

The county agricultural agent and the Extension dairy specialist visited each prospective demonstrator to discuss the program and its potential. The demonstration in one county was established easily, because the dairyman was

Denton County Agricultural Extension Agent Al Petty, left, looks at the least-cost ration that demonstration farmer Lewis Diepenhorst is feeding to his dairy herd. The county agent is an important link in the chain which provides the State Extension specialist the information he needs to get the dairymen fast, accurate ration recommendations from the computer.

already interested in the results being obtained from the demonstration in the neighboring county.

The demonstrations require a great deal of teamwork. It was necessary to develop a method for getting the results from the field to the computer and back in a very short time. And if the results were to be accurate, the information provided to the computer had to be accurate.

The county agricultural Extension agents serve as the liaison between the dairymen, the feed dealers, and the Extension specialist. It is the agent's responsibility to get the feed prices from the feed dealer on Friday afternoon and mail them to the area dairy specialist. The feed prices from the three counties are received in the district office, in Denton, on Monday morning.

The area dairy specialist phones them to Cecil Parker, Texas A&M Extension farm management specialist at College Station, usually by 9 a.m. Monday. Parker sees that the feed prices are run through the computer and put in the return mail on Monday afternoon.

Copies of the results go to the feed dealer, dairyman, county agricultural agent, and area dairy specialist. In most cases, the results are received in the Tuesday morning mail.

The area dairy specialist serves as a "safety valve." He makes suggestions on ration changes and observes the ration results received from the computer. He also must see that rations formulated by the computer are safe to be mixed. If he sees an error in the computer program, he takes steps to see that the ration is corrected before mixing.

Most dairymen have their own ideas, likes, and dislikes about certain ingredients. At first we work out a program, based on these factors, that the producer will accept. Then we offer alternative suggestions. If these are not readily accepted, we run the ration the dairyman wants and then run a second ration containing our recommendations.

Usually, when the dairyman sees the savings he can realize through following our recommendations, he is willing to make a change. In many cases, this means using a feed grain he would not previously have considered feeding.

At times, feed dealers question the recommended ration and believe that the cows will not eat the feed. One benefit of the program is that we have convinced some of the feed dealers of the potential and capabilities of the least-cost ration dairy program.

What have the results been on the individual demonstration farms? Tibbets established the first demonstration in the 40-cow Holstein herd of Cooke County dairyman Vernon Friedrich. Friedrich realized a $1,315 saving on feed the first year, while his DHIA rolling herd average increased 912 pounds of milk per cow, to 14,570 pounds. This past June, after 20 months in the demonstration, the average was up to 15,335 pounds.

Wise County Agent Bob Greenway established the least-cost ration result demonstration in the Dan Rhine dairy herd, which consists of 70 Holstein cows. Rhine realized a net savings of $464 on feed purchases for the year, and the herd increased production 2 percent above what was expected.

Petty's demonstration, with the 50-cow herd of Denton County dairyman Lewis Diepenhorst, was not unlike the others. By the end of the first year, the tolling herd average had increased by 2,000 pounds. Savings in the feed purchased during the year amounted to $555. Diepenhorst's dairy herd income over feed cost increased $3,159 over the previous year.

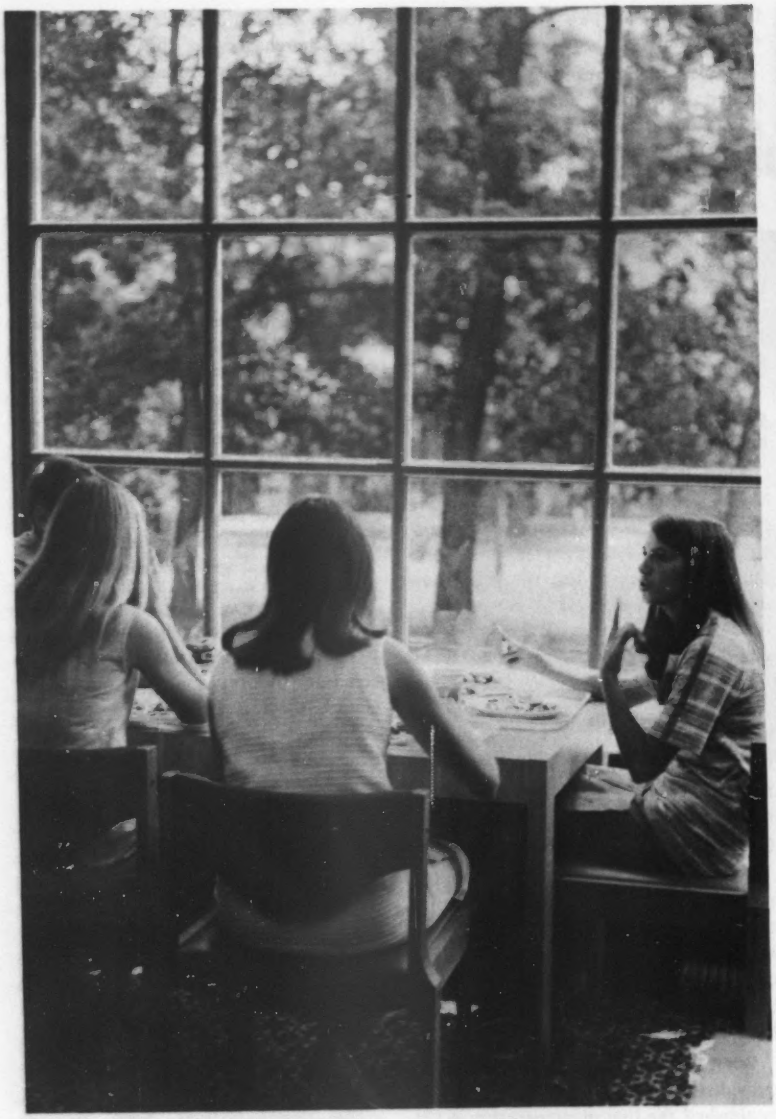
The increased production in the demonstration herds seems to be a result of the incentive provided by the least-cost ration experiments. Seeing the added net profits produced by better management in this area of their operation has encouraged the dairymen to improve their entire herd management.

We have been able to use the results from these demonstrations to provide concrete information in our dairy clinics, short courses, and on-the-farm conferences with dairymen. They illustrate that what has been proved by scientific research is applicable in the local area.

The results of the demonstrations were presented at the 68th annual meeting of the Association of Southern Agricultural Workers, and several requests for information have been received. We also have been asked to discuss least-cost dairy ration at an animal health conference sponsored by the Texas Veterinary Medical Association.

The demonstrations have aroused dairymen's interest and have helped them realize that the time they take to sit down and formulate a least-cost ration may be well spent.

And in achieving this objective, the demonstrations illustrate the importance of planning, organization, and teamwork—planning by the commodity subcommittee; working through the County Program Building Committee; and teamwork involving the dairymen, feed dealers, county Extension agricultural agents, and Extension specialists. □



Because of the generous support and interest by 4-H members, leaders, Extension staff and the many friends of 4-H in business and industry throughout the Nation, Phase I of the expansion of the National 4-H Center was completed by July 1.

With the expansion, the Center, which serves as the national classroom of 4-H and Extension, can accommodate nearly 700 persons with complete conference, sleeping, and dining facilities.

Two new buildings have been added to those that were on the campus in the Chevy Chase area of the Nation's Capital when the National 4-H Foundation first opened the Center in 1959.

The new buildings, modern in decor but traditional in design, consist primarily of sleeping accommodations—190 twin-bedded rooms with bath.

To increase conference capacity, the buildings include a new selfservice dining room, seating 600, plus banquet rooms for groups from 20 to 100 and many conference rooms of varying size. The Ohio Room in Smith Hall, which has been used as a dining room, will become an assembly room seating up to 400.

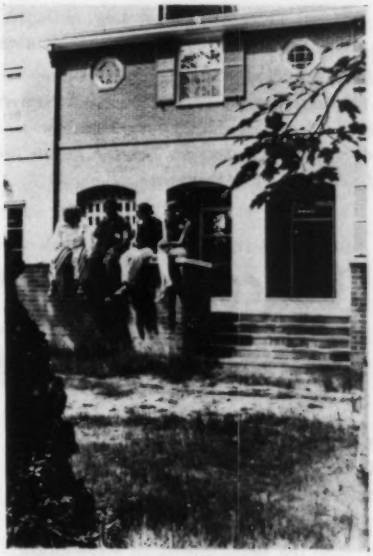
Expansion of the Center will make possible greatly increased training opportunities for 4-H and Extension. Many more 4-H members will be able to attend the one-week Citizenship Short Courses. In recent summers, these have been filled to capacity—and have overflowed to the University of Maryland campus.

Other training opportunities, leader forums, international exchange orientation, social studies courses for high school students, and conferences for all of 4-H and Extension will increase.

Plans are being made for an exten-

The 4-H Center grows

by
Margo Tyler
Information Director
National 4-H Club Foundation
Washington, D.C.



Typical of the new 4-H Center addition are, from left to right, the pleasant dining room; a comfortable lounge, one of which is on each floor of the dormitory wings; one of the brightly-decorated twin bedrooms with bath; and the terrace in front of the building.

sive staff development and training program in keeping with a recommendation by the Extension Committee on Organization and Policy. It will be financed by a recently-announced five-year grant of $675,000 from the W. K. Kellogg Foundation.

Tentative plans call for training sessions to provide orientation for new State 4-H leaders and staff members; and training in such areas as program management, volunteer staff development, effective programing for youth from low-income families or from urban areas, international programs, and development of private support.

The plan also calls for development of training models for States, national workshops on areas of societal concern, and a series of workshops either for specialists or in program areas such as aerospace, nutrition, educational television, and the like.

General and basic courses in such subjects as communications, supervision, evaluation, and program planning also are being considered.

The National 4-H Center belongs to 4-H and Extension. The added capacity and more comfortable accommodations, coupled with the strategic location, make it an ideal site for any education program related to Extension and the land-grant university system.

For example, many States have used the Center for training programs. Many groups are planning to take advantage of the expanded and modern facilities for local, State, regional, and national conferences.

Programs at the Center need not be initiated by the National 4-H Foundation or by the Extension Service, USDA. All Extension personnel can encourage groups and Government agencies related to 4-H and Extension to utilize the Center when planning educational meetings or trips to Washington, D.C.

The Center staff is prepared to assist all groups in planning and conducting conferences. The services offered by the Center include a wide variety of special programs materials, including visual aids and other equipment, plus assistance in designing a program and selecting speakers and resource people.

As is typical of 4-H, the Foundation is still working to "make the best better." With continued support of the States to fulfill their pledges of nearly $2 million, plus the continued work of the National 4-H Advisory Council, expansion will continue.

More than half of the $8 million goal already has been pledged, making possible the completion of Phase I. But much still remains to be done.

A seminar center, to which the family of the late J. C. Penney and the J. C. Penney Company already have granted $500,000, is part of the plan. Smith Hall will be remodeled, too.

At the National 4-H Conference in April, 12 States presented contributions of nearly $80,000. The total received from States to date is $635,000. Some States who have fulfilled their pledged goal have indicated plans to make additional contributions and others are working to make their goals in the near future.

And members of the Advisory Council throughout the Nation are intensifying their efforts to make the dream of a completed expansion of the Center a reality.

When completed the Center will be one of the most modern and up-to-date practical training facilities in the Nation. Participation at the Center is open to all of Extension, and suggestions of ways it can best serve the training needs of 4-H and Extension in the seventies are most welcome. □

'Concerted Services' develops Minnesota manpower

by
Jared Smalley
Assistant Coordinator, Concerted Services and
Agricultural Extension Service Instructor
University of Minnesota

This is the third in a series of articles on rural development. Next month—Extension help for local government in Oregon.

Helping people to help themselves and improve their rural communities has been in the forefront of many experimental and demonstration projects in recent years.

Among those involving the Extension Service is the Concerted Services in Training and Education (CSTE) program. It is interdepartmental, and focuses on education and manpower training as related to community resource development.

CSTE is attempting to improve the level of living in selected small towns and rural areas by increasing employment opportunities. Through local involvement, CSTE develops leadership, individual dignity and initiative, and community pride.

CSTE began with recognition of the urgent needs of rural people for vocational-technical education and occupational training. About 3 million rural residents had less than 5 years of schooling, and about 19 million had not completed high school.

The percentage of eligible rural youth going to college was only about half that of urban areas. The proportion of rural participation in education and manpower training was less than half that of urban areas.

The Concerted Services program is not designed for massive Federal intervention. It uses one or two individuals in a rural area as catalysts for promoting assistance programs through existing agencies.

The local resource person's title—"coordinator"—aptly describes his role. He is a coordinator of local ideas or plans, not of agencies. His job is to innovate, communicate, and stimulate—but not to administer funds or other programs.

CSTE began in 1964 with creation of a 16-member task force representing seven Federal departments and agencies. They were to provide a concentrated effort in three experimental areas—Todd County, Minnesota; St. Francis County, Arkansas; and Sandoval County, New Mexico. Project work began in 1965.

Now, 13 States have Concerted Services units. Oklahoma, West Virginia, Kentucky, Illinois, Montana, Georgia, Texas, Nebraska, Maryland, and Maine have joined the original three.

Cooperating Federal agencies now include the departments of Agriculture; Labor; Health, Education, and Welfare; Interior; Commerce; Housing and Urban Development; the Office of Economic Opportunity; and Regional Commissions.

The Extension Service, USDA, serves a key role by providing the liaison between the local coordinators and the participating Federal agencies. This function is the responsibility of C. B. Gilliland, who is the executive secretary of the Washington CSTE Task Force. Representatives of Labor and HEW serve as cochairmen.

The Minnesota project is a good example of the Concerted Services activity in the manpower field. It is supervised by the Agricultural Extension Service at the University of Minnesota in cooperation with the Minnesota Department of Education. Funding is through the Manpower Development and Training Act (MDTA).

The Minnesota professional staff includes Sherman Mandt, coordinator, and Jared Smalley, assistant coordinator. Mandt is a former county agent, and Smalley was previously a local newspaperman, so both already knew the area well. They have appointments to the University of Minnesota Agricultural Extension Service faculty.

During CSTE's first year in Todd County, the coordinator worked with local communities to determine the need for basic adult education courses and training in occupations where present and projected area job openings were indicated.

The Minnesota Department of Manpower Services surveyed 6,009 village and township residents about attitudes on work, willingness to change jobs, distance they would commute to work, and their employable skills.

Community leaders used the results to study possible expansion of local industries, and to encourage outside prospects to locate in the area.

The inventory also helped generate interest in training and education. A program was started to train persons in the offset printing trade, one of the area's largest employers.

At right, a former MDTA student replaces a car's ignition wiring. He is a new employee in an automobile agency's shop.

A basic education class began, to help adults in the area who had not finished more than eight grades of formal schooling.

Emphasis on farm training and education took on a new dimension with the use of manpower training funds. Six of the Todd County communities had training programs in general farming.

Mandt worked closely with county and area agricultural Extension agents, and Extension specialists on the St. Paul campus of the University of Minnesota to relieve the area's agricultural problems by:

—helping form a technical advisory group in Todd County, and organizing a three-county council,

—working with the Staples vocational technical school to develop a 300-acre Central Minnesota Demonstration-Research-Irrigation Farm,

—helping organize a Central Minnesota Irrigators Corporation for farmers attempting to irrigate,

—helping get Extension specialists in irrigation and farm marketing for the area,

—joining in development of an MDTA irrigation technician class to train 15 low-income farmers each year,

—promoting veterans' farm training programs, which are now operating in three locations,

—encouraging local agencies to study the dairy situation in the CSTE area, and

—working with area agencies and representatives of communities to develop action proposals and a small farm brochure.

The impact on small farms has been apparent, Mandt said. Extra money brought in through MDTA training allowances went into farm improvements and uplifting family standards of living.

Farmers learned how to keep better records, studied new farming ideas, reviewed their own units, and were brought together in a face-to-face situation to discuss mutual problems and possible solutions.

Some farmers in the MDTA irrigation classes had the first successful crop in their farming experience. And some farmers in the training classes stopped farming after learning about economics and management and seeing that they could not adequately increase their operations. However, most prefer to work and live on their farms if possible, Mandt explained.

Expansion of the Concerted Services project into Wadena County in 1967 and Otter Tail County in 1968 also began with manpower surveys.

Interest in community development began to mount, and people asked for more information on industrial development and housing. At a three-county seminar in 1968, representatives of State and Federal agencies discussed these topics with more than 100 community leaders.

Seminar participants also formed a three-county development committee, which meets several times a year.

A large processing company saw the manpower inventories, did a followup survey with CSTE help, and decided to invest over $1 million in the area and employ about 150 persons.

CSTE in Minnesota has also helped other firms arrange for Economic Development Administration loans, Small Business Administration assistance, on-the-job training contracts, and other types of training.

CSTE helped bring a branch office of the State Department of Manpower Services to the area one day a week, and a full-time office of the Division of Vocational Rehabilitation has been established.

Much training has been made available in the CSTE area for nonfarmers. High schools, vocational schools, and junior colleges have expanded their vocational offerings. Other MDTA training classes were provided for machine set-up operators, nurse's aides, clerk-typists, and auto service mechanics.

Surveys of future occupational needs of employers led to addition of courses like plumbing and truck driving. Other training courses and seminars are helping upgrade area health services.

Manpower training opportunities expanded in 1968 when the Labor Department began an 11-county Rural Minnesota Concentrated Employment Program, which includes the three CSTE counties.

Other ventures have included additional seminars on housing and industrial development; drug education programs; seminars on village problems such as code enforcement, zoning, sewer and water systems, solid waste disposal; tourism and resort clinics; development of vocational and junior college level training for police officers; a proposal for similar training for firemen; promotion of youth employment centers; and work with communities on environmental education and development of community facilities.

Semiannual conferences in Washington, D.C., acquaint the local coordinators with current Federal programs affecting rural areas. And, back home, the coordinators maintain regular contact with the State offices which administer these programs. □

by
Merideth Robb
Information Specialist
Center for Appalachian Studies
and Development
West Virginia University

Dairy genetics—challenge to 4-H'ers and farmers

Having a heifer in the 4-H Dairy Genetics Project means responsibilities—and hard work—for each young animal owner. But David Dowler, above, is quick to say that "it is absolutely worth the time."

Ohio and Marshall Counties are a contrast to the rest of West Virginia. While 61 percent of all West Virginians live in rural areas, 85 percent of the residents in Ohio County and 51 percent in Marshall County live in the urban environment around the city of Wheeling.

Ironically, these two highly-industrialized counties have given birth to what may be a one-of-a-kind 4-H dairy project.

Several years ago Extension workers Robert Kelley and D. A. Hutchison lamented that many dairymen did not know the true genetic makeup of their herds. They also discussed the need for a sound educational genetics program for youth, particularly those who planned to pursue a farming vocation.

Why not, they thought, devise one dairy genetics project that would benefit both youth and dairymen?

The result was a "4-H Dairy Genetics Project," which Kelley and Hutchison developed. Kelley is State Extension dairy specialist. Hutchison, then Marshall County Extension agent, is now an area program coordinator at the WVU Appalachian Center.

The proposed project got enthusiastic support from Edgar Hooper, Ohio County Extension agent, and Halley Hubbs, Marshall County 4-H agent. They decided in mid-1968 to initiate the project jointly.

The project calls for the involvement of both 4-H'ers and local dairy farmers. Participating farmers must breed their cows to specific project standards. Then 4-H members buy heifers from these farmers at $125 each.

All breeding is done by artificial insemination and the dairy farmer must follow rigid genetic breeding practices.

The 4-H youth, in turn, must raise their heifers to conform with project requirements. They must feed and care for their heifers properly and keep accurate records on growth and development.

The next step was to spread the word. "In the fall of 1968 we held a joint county meeting," Hooper explained. "We invited leading dairymen, and 4-H Club members and their parents. Some of the 4-H members had been involved in the standard dairy project, but we also involved others we felt might be interested.

Using slides and other visuals, Hooper, Hutchison, and Hubbs explained the proposed project. It was well received by the 65 people attending.

The next job, according to Hooper, was to organize a committee to oversee the project. Hooper and Hubbs compiled a list of leading dairymen and from it the "Ohio/Marshall County 4-H Dairy Genetics Committee" evolved.

Originally, the committee had seven members, with Hooper and Hubbs heavily involved. It has grown to 15 members who need only occasional guidance from the agents.

Hooper emphasizes the importance of selecting the right committee members. "We wanted active, progressive-minded

Richard Miller, below left, discusses his heifer's progress with (left to right) his father, Ronnie Maiden, and Basil Davis, all members of the 4-H Dairy Genetics Committee; and Edgar Hooper, Ohio County Extension agent.

dairymen who were interested in youth and who had a positive outlook in the dairy business." Apparently this philosophy has worked. Committee members have been enthusiastic and diligent about fulfilling their responsibilities.

With the organizational structure established and the standards explained, it was time to begin breeding.

The first 54 cows were bred in the fall of 1968. Twenty dairymen participated. Only 20 heifers were born the following spring, however—the other 34 were bulls.

That is typical of the breeding history so far. In 1970, only 25 heifers were born under project standards. As of early this summer, only three heifers had been born, while 24 4-H'ers waited for animals. They draw numbers to determine the order in which they will receive their heifers.

Extension personnel have conducted many educational meetings for the 4-H'ers. They explain the reasons for the project, define genetic terminology, emphasize the importance of genetics, and provide directions for the young people to follow.

The project is now in its third full year, and the first heifers raised by 4-H'ers are being readied for sale. The committee has arranged for an auction in September.

The sale is important to both the 4-H members and the participating dairymen. In the eyes of the public, the sale will be the final proof of the project.

"But from an Extension standpoint," Hooper said, "this is not the evaluation." The real proof of the project, he said, is whether it has achieved its main objectives.

For the 4-H members, the project has these objectives:

—to use a dairy animal as a tool for teaching genetic principles,

—to teach basic business principles of production, including costs of production and elementary principles of marketing,

—to create a meaningful working relationship between youth and adults, and

—to obtain for the youth a profit for use in further personal development.

For dairymen, the objectives are:

—to use the virgin heifer for the genetic improvement of dairy herds,

—to afford a new source for herd replacements,

—to create an awareness of the genetic potential of dairy herds through record utilization, and

—to develop an awareness of the importance of using sires with a high predicted difference.

Hooper is confident that the project is meeting these objectives. Participating youth and dairymen seem to agree.

David Bowler, for example, has been involved in the project from the beginning. David, who is 18, has two heifers in the project and is awaiting a third.

"I learned a great deal from the county agents about showing and raising heifers," he explained. He also said that he and his father, who is a dairyman, have benefited from a mutual interest in the project. "My father has picked up a lot of tips on breeding from this project, and he has helped me a lot, too."

David has been in 4-H for 8 years, but he said this is the first 4-H project that has totally involved him. "If you do a good job, this is really a full-time project," he smiled, "and it's absolutely been worth the time I've spent on it."

Basil Davis, one of the participating dairymen, has one of the finest dairy herds in northern West Virginia. He is very conscious of his herd's milk production and says he has learned from this project "that you'd better breed with 1,000-pound-plus bulls or better."

He also noted that many other local dairymen are taking heed of the genetics lesson taught in the project. "It's surprising how many farmers around here are breeding to better bulls than they were 3 years ago," he grinned with twinkling eyes. "We definitely have an educational project here, no doubt about it."

Ronnie Maidens agrees. He is chairman of the 4-H Dairy Genetics Committee. "All of us have learned to know our herds better and have learned to use better sires. Also, this is my first opportunity to work with 4-H youth and I'm really enjoying it."

Hooper says there have been some oversights, too. "I think our biggest mistake has been in not taking pictures of the project from the very beginning. We should have been documenting our work all along. We also should have paid one of our office secretaries to come to our meetings to take minutes."

But the achievements of the project are displayed in the smiles of the participating 4-H'ers and in the proud tones the dairymen use to talk about the heifers they have produced.

The documentation also can be found among the many fine-looking herds of Marshall and Ohio Counties, an example of agricultural success at the industrial crossroads of America. □

Heading off a health problem

by
Jan R. Carter
Assistant Extension Editor
Mississippi State University

Rubella, more commonly known as German or Three-Day Measles, accounts for birth defects in hundreds of children each year. The risk has been lessened in Oktibbeha County, Mississippi, through a testing and immunization program in which Extension played a key part.

The idea for the community-wide project was originated by Dr. J. C. Longest, a general practitioner and director of the Mississippi State University student health center.

He saw a need for testing women to determine susceptibility to Rubella and following up with immunization when appropriate.

The Rubella epidemic of 1964-65 resulted in at least 30,000 defective babies in the United States. Their medical care, special education, and rehabilitation will possibly cost $2.2 billion.

Knowing that an epidemic was predicted for 1970-71, Dr. Longest wanted to determine the susceptibility in a community which includes a university campus with female students and a large group of young marrieds.

He also was interested in getting a good response to the Rubella vaccine, which was to become available in January 1970.

Dr. Longest realized that a broad educational and information program was necessary for the success of such a project, so he asked Mrs. Jeanette Norment, county Extension home economist, to help.

Dr. Longest and Mrs. Norment agreed that the project would be twofold: a testing program and an educational program. Targets for the testing program were women of childbearing age, and the educational aspect was directed toward the general population.

"Since health problems, and particularly handicaps, pose a more serious situation for low-income families, special consideration in planning was given to this group," Mrs. Norment said. "Direct attention was provided students residing in campus housing and mobile homes."

A thorough testing program prior to the availability of the Rubella vaccine was vital. Dr. Louis Cooper from New York City, a pediatrician and respected authority on Rubella, agreed to do the testing as part of his research and to present a public lecture on Rubella in Oktibbeha County.

Mrs. Norment's major role in the project was education and information. She used all the channels of communication established by the Extension Service to educate and inform the general public. Females of childbearing age were especially urged to take advantage of the Rubella testing program.

"Four methods were utilized in initiating and carrying out the educational program: organized groups, Extension aides, mass media, and other agencies," Mrs. Norment explained.

"The county Extension Homemakers Council was presented information on Rubella, the testing program, and Dr. Cooper's lecture. They voted to sponsor

the activities in the town and county, as well as to provide volunteer workers to man the testing stations."

"Rubella Robs the Cradle" was the lead program for the 18 Extension Homemakers Clubs during September. Dr. Longest presented information at leader training sessions on Rubella and also discussed the proposed project.

The home economist, in an effort to get the information to a larger group than usual, held a special meeting. Members of other organizations—women's civic clubs, Civic Coordinating Council, Golden Triangle Vocational School, and families enrolled in the Expanded Food and Nutrition Education Program—were contacted and invited to attend or send a representative to the meeting.

Leaders representing other than Extension groups were asked to take the information to their clubs. All leaders received kits of materials to serve as background information. These kits were also made available to others on request.

The Extension Homemakers Club leaders were given program material, including visuals, to use in presentations to each of the 18 clubs in the county. About 360 homemakers received this information through the meetings. Each member was encouraged to tell others.

A young Oktibbeha County woman is tested for susceptibility to Rubella, or German measles. More than 3,600 of the county's 6,000 women of childbearing age responded to the campaign.

"The second method we used to distribute this information was through Extension aides, who were given training by our home economists and encouraged to attend the special meeting. They were supplied with materials to use in informing the families with whom they worked," she said.

Mrs. Norment said that the most extensively used method was mass media. Radio spots were prepared and used by the three radio stations, with a potential listening audience in Oktibbeha County of 28,000.

"These spots included information on the testing program, who should have the test, when, and where," she explained. "We also prepared radio shorts announcing the lecture to be given by Dr. Cooper, as well as using the information on our weekly radio programs."

The home economist also used television to get the information to the public. Releases were prepared for station WCBI in Columbus, Mississippi, for use just prior to Dr. Cooper's lecture and the testing day. This is the television station viewed most frequently by people in Oktibbeha County.

"The newspaper gave the project excellent coverage. One of the several feature articles prepared for the newspaper was done after the return of the results of the testing program, to encourage use of the vaccine," she said.

Mrs. Norment also included information about the project in her weekly "Home Economist Notes" carried by the local newspaper.

The home economist and 4-H members distributed four information sheets explaining the testing program and telling when and where it was to be. These sheets were placed in five laundromats, at each apartment in the married students' housing, and on cars in four major shopping centers.

Material also was provided to the manager of the student housing units for inclusion in the newsletter he prepares for distribution to each apartment.

"Others proved extremely helpful in informing families with whom they worked," Mrs. Norment said. "Managers of the public housing units, the director of Head Start, and the health specialist on the State Extension staff all cooperated."

The Mississippi State University Pre-Med Club sponsored the project on campus. Since the campus testing station remained open from 8 a.m. to 10 p.m., a large group of helpers was required to man it. When the club had difficulty in getting help, Mrs. Norment contacted a service club and four social sororities, each of which volunteered and scheduled workers.

Oktibbeha County has approximately 6,000 women of childbearing age. On the testing day, 3,636 of these women were tested for susceptibility to Rubella.

Of this number, 1,866 proved to be immune, 1,572 were susceptible, and 198 were equable and treated as susceptibles. Those found susceptible were encouraged to consult their local physicians to arrange for immunization.

The Oktibbeha County Medical Association agreed that more followup was needed to fully utilize the testing program. Mrs. Norment, a local physician, and a newspaper correspondent prepared two news releases for this purpose. The following week there was evidence of an increase in immunizations.

"At this point in the project, we contacted the local health department and plans were finalized for an immunization program in grades one through five of the Oktibbeha County and Starkville public schools," Mrs. Norment said.

Evidence that the education and information program had been effective could be seen in the final phase of the project. School children in grades one through five were provided with permission slips which parents were asked to sign. During the period April 1970 through May 1971, 2,241 children of a total 2,726 in this age bracket were immunized.

Health department and school officials report that people are now better educated and informed about Rubella. □

A monument to cooperation

The word "cooperative" in our name "Cooperative Extension Service" indicates in its narrowest sense the Federal, State, and county partnership in financing, planning, and conducting informal education.

But "cooperative" has a broader general meaning. Looking at it from its general meaning reveals some additional elements that have made our Cooperative Extension Service the greatest informal educational organization in the world. We find all kinds of partners in the formal Extension organization—people who participate in the programs; people who serve on advisory committees and boards; people who serve as leaders; businesses and industries who cosponsor specific projects with Extension; industries who provide resources in addition to those that come through the public appropriations process.

The recently completed Phase I of the National 4-H Center, described in the article on page 8, typifies government-industry-individual-nonprofit foundation cooperation at its finest.

Not one of these partners could have accomplished this feat alone. It stands as a monument to cooperative effort. Business leaders serving in a volunteer capacity tapped resources that could not have been reached without their help. 4-H Clubs throughout the country tapped individual resources that otherwise might have been overlooked.

Foundations and individuals have contributed to provide accessories and equipment that add greatly to the comfort and effectiveness of the facility.

Extension and its offspring—the National 4-H Club Foundation—provided overall leadership and coordination, and the administrative mechanism necessary to backstop the fundraising campaign, develop plans, and provide continuing supervision of the actual building process in line with policies established by the Board of Directors.

The Center expansion stands as a "working monument." It is a monument in the sense that it is the product of cooperation involving partners that number in the thousands. They represent a broad array of interests, but all are committed to the goal of preparing youth to assume leadership in government, business, industry, and education as they reach adulthood.

It is "working" in the sense that it provides more than a brief encounter with the present and past heritage. It offers a facility and faculty where youth may expand their insight and understanding of the economic and political framework within which we move to serve the more primary needs of society.

And the youth involved partake of the opportunities the Center offers, and indeed help plan the offerings, on the same basis as the Center was established—VOLUNTARY COOPERATION.—WJW

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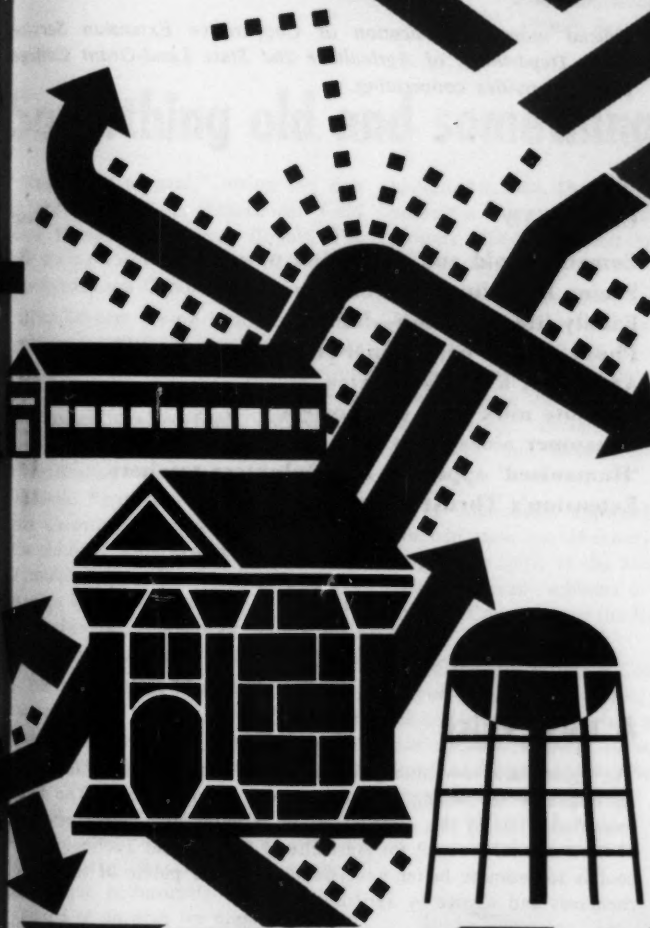

EXTENSION SERVICE
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The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research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

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

CLIFFORD M. HARDIN
Secretary of Agriculture

EDWIN L. KIRBY, *Administrator*
Extension Service

Prepared in
Information Services
Extension Service, USDA
Washington, D. C. 20250

Director: *Walter John*
Assistant Director: *W. J. Whorton*
Editor: *Mary Ann Wamsley*

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CONTENTS

A new voice

The agricultural community continues to recognize and accept its responsibility for telling its story to the general public. The latest concerted effort in this direction is the recently announced formation of the National Council for Agricultural Science and Technology. Its goal is to promote better understanding by the public of the use of chemicals and science by agriculture.

The Council comprises seven professional agricultural societies with a total membership of about 20,000. And they are expecting more societies to join the movement. The "charter members" are the American Society of Agronomy, American Society of Animal Science, American Society for Horticultural Science, Crop Science Society of America, Society of Nematologists, Soil Science Society of America, and the Poultry Science Association.

The group's first objective, according to a Council spokesman, is to get the facts about the scientific base in agriculture to the people in government who make decisions about the environment. The second objective is to reach the public through mass media.

Agriculture's image-building campaign has room for everyone who wants to help, because there are many stories to be told. The new National Council's goal of pointing out what a complex science agriculture is should be a good contribution to the total effort.—MAW

by
John Bicket
Assistant State Leader
and
H. A. Cate
Communication Specialist
Illinois Extension Service

Something old and something new

"Stop and Compare," invites the sign at old Ewing Soils Experiment Field near Benton in southern Illinois. The old Ewing Field is now the new Ewing Demonstration Center.

The 20-acre Ewing Field had its beginning in 1910. It served the State well, but was discontinued as a University of Illinois Field in 1967. Several other similar fields dotting the State also were discontinued.

Extension Advisers of Jefferson, Jackson, Perry, Franklin, and Williamson Counties saw new opportunities in the old field. They saw in it a chance for a multicounty educational program; a way to link basic research or theory to profitable farm practices; and a testing ground for new methods.

But to put their ideas into operation, the advisers needed help. And they needed sanctions, if this new multicounty educational program were to work.

Each adviser asked his Extension Council about using the Ewing Field as a demonstration center. The councils gave their enthusiastic approval. "We would like an area for applied research close to home," came the nearly unanimous reply.

In response to the challenge leveled at them by their local leadership, the advisers said, "With your help, this field can be just what you are asking for—a place to look at new technology before you use it on your farms." A steering committee of two men from each County Extension Council worked with the advisers and things began to happen.

The University of Illinois gave the five-county group permission to use the field. The first demonstration plots were put in, opened for farmers to see, and harvested in 1968. The well-kept field has become a study area for students and farmers. Hundreds attend the two annual field days.

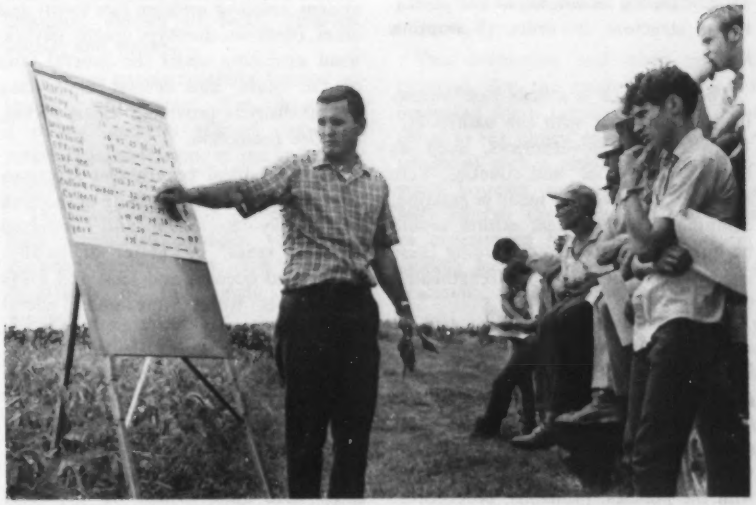
Farmers have an interest in the tours. They have a voice in saying what the crops and tests will be. They help with getting the work of the Center done. Agribusinesses in the area help, too. They supply seeds; chemicals; equipment; machinery; and transportation during the tours.

The multicounty approach to Extension education has effectively tapped the cooperative spirit of the area. And the idea has spread—advisers of Saline and Gallatin Counties near the Raleigh Soils Experiment Field are now using that field to demonstrate good cropping practices.

One adviser said, "The work at the Ewing Center is hard. Sometimes we work long and unusual hours; but our efforts are more than repaid in the extra confidence gained by doing the tests ourselves and knowing that the advice we give our farmers is right and that we can prove it."

Signs at the Ewing Demonstration Center say, "Stop and Compare." In other words, the signs seem to say, "If you doubt the advice of the adviser, take a look for yourself." Demonstration is old, tested, and still effective. □

Ron Cornwell, Jefferson County Extension adviser, tells visiting farmers the yields and characteristics of various soybean varieties during a recent field day at the Ewing Field Demonstration Center.



by
Marion D. Thomas
Extension Specialist
Public Policy Education
Oregon State University

Facing local finance problems

Some urban renewal projects have been criticized because they indiscriminately leveled entire neighborhoods—including the old structures that still could have served a useful purpose.

And communities often use the same renewal method on local governments by substituting an entirely new organizational structure in order to improve them.

That approach is a little like "throwing the baby out with the bathwater." Existing local governments, such as towns, small cities, and counties, were designed to serve the local population; community development efforts should be directed not toward discarding these institutions, but toward strengthening them.

The Oregon Cooperative Extension Service conducts an educational program to help local governments strengthen their ability to cope with the biggest single problem facing them today—adequate financing. The program has dealt with the policies, problems, procedures, practices, issues, and alternatives in local government finance.

A good example of this work was the Columbia County Educational Conference on Local Government Finance.

Columbia County's local government structure includes the public school system, small to medium-size towns and cities, commissioner-type county government operating under the general laws of the State, and several tax-levying special districts providing water, diking, and fire protection.

All these local government functions are supported in part by State-authorized but locally-determined and -collected property taxes; by State- or locally-determined licenses and fees; and loans and grants from State and Federal revenues.

Like citizens of most rural counties, the people in Columbia County were hard-pressed to find ways of generating support funds to finance local government facilities and services. These concerns were quite evident to the local citizens and particularly to local government officials and citizens' budget committees charged with budget-making and revenue-raising.

These circumstances led Don C. Walrod, chairman of the county Extension staff, to seek a solution. He talked with county leaders and the State Extension staff about educational experiences, events, and activities that might help them alleviate local government financial difficulties. This was the beginning of the "legitimizing" process.

Subsequently, a steering committee of local government officials was named. They met with Walrod and the State Extension specialist to determine the possibilities of a tax education program.

Program alternatives were discussed, objectives were clarified, and audiences were identified. As a result, they designed a 1-day conference aimed at building consensus among local people, particularly the 150 elected and appointed budget committee members.

This is the fourth in a series of articles on rural development. In December —Virginia's methods for leadership development.

Steering committee members discuss plans for the Columbia County conference on financing local government. Left to right are Rod Norwood, mayor of St. Helens; Wallace Gainer, manager, port of St. Helens; Gayne Moxnees, school board member; County Agent Don Walrod; and Leo Michelson, St. Helens city recorder. Other members were a hospital administrator and the chairman of the county board of commissioners.

Objectives of the conference as stated by the steering committee were:

—to provide a background for citizens interested in local finance and tax structures,

—to provide a place for local citizens and State tax "experts" to exchange ideas, and

—to create an understanding of sources of revenue, needed services, and alternative tax measures and to reach a consensus on changes of current tax systems.

The general public was invited, but local leaders were particularly encouraged to come. The county Extension agent developed mailing lists and sent invitations to local budget committee members and other leaders known to have concerns about taxation and local government finance.

Methods and materials used in this effort closely parallel the pattern that has evolved from work on agricultural policy issues and alternatives. There were a few modifications, innovations, and embellishments, however. These included study-discussion guides, audience selection, local legitimation, and post-session evaluation.

About a week before the meeting, each person who responded or registered received one of three specially-developed study-discussion guides and three papers.

The papers dealt with local government budgets and property taxes, factors affecting government spending, and alternatives to the property tax.

These were current papers prepared for government officials and the general public by University economists and professors of public finance. These authors also staffed the conference and briefed the participants.

The study-discussion guides developed by the State specialist were designed to stimulate preconference reading of the papers and to promote discussion. The guides contained agree-disagree statements with columns for the reader to record his own opinion, the view of the author of the paper, and the discussion groups' consensus.

Some partial budget forms also were provided for use in developing and recording alternative sources and uses of revenue.

Conference participants watched and listened attentively as they were briefed. In these briefings, slides, overhead transparencies, and other visuals were used. Following each presentation, and in the smaller discussion groups, there was enthusiastic sharing of facts, opinions, beliefs, and values.

Resource people carefully avoided advocating alternatives. Yet, there was a strong tendency toward consensus, rather than confusion, at the end of the session.

The study-discussion guides successfully stimulated advance reading of assigned papers. They also promoted discussion in the small discussion groups.

The consensus emerging from this conference closely paralleled legislation enacted a month or two later by the Oregon legislature—an increased cigarette tax, and property tax relief for homeowners.

It cannot be claimed that the conference in itself played any significant part in legislative decisions, but there is no certain way of knowing.

Such educational events, carefully planned and well timed, can have considerable impact on the scope of "politically-acceptable" alternatives and upon the rate, quality, and efficiency of changes in fiscal policy.

The conference was evaluated with a rather unsophisticated but useful inquiry mailed to participants about 2 weeks after the conference. This consisted of several agree-disagree statements relating to effects of the conference, utility of papers and study-discussion guides, and desire for further educational events about public finance. General comments also were invited.

Participants' comments generally were favorable. Seventy-five percent of those responding indicated it was a valuable experience, while 63 percent felt that sessions of this type should be conducted again or on a continuing basis.

Their satisfaction with the program was reflected in quotes such as these:

"It appears to me that statewide there is a great need for presentation of this type of workshop—both county employees responsible for preparation of budget and officials responsible for budget review would benefit."

"I enjoy every opportunity for information which will help me do a better job in city management through understanding."

This evaluation and other evidence indicates that the session was a good beginning for a continuing educational effort in tax policy modernization. The results of such a program could be adverse, however, unless care is taken to fully employ the skills and know-how of experienced Extension workers, including local legitimation, appropriate materials, and realizable objectives.

The experience in Columbia County strongly supports the conclusion of public policy specialists that educational work on controversial issues such as local taxes can be conducted effectively and can have direct, tangible benefits to local people. □

by
Katherine K. Hill
Area Child and Family Development Specialist
and
Ann MacFarlane
Assistant Agricultural Editor
University of Missouri Extension Division

Family life education— for men

Tom McKeown, above left, education director for the migrant service agency, works with Mrs. Katherine Hill to plan the family life education course.

Under the guidance of Mrs. Katherine Hill, a group of men in the migrant workers' trainee program at one of the four cooperating adult education centers discuss family problems.

Most Extension home economists, because of traditional expectations, concentrate on teaching-learning situations only for women. But what about the men in a community?

In Missouri's lower Bootheel area, 200 masculine farm laborers have responded actively to a new family-life film-lecture series. Sham cases on discord in spousal relations were the basis for discussions between the men and an area Extension child and family development specialist.

Priorities in human needs, ways to unfreeze family communications, sexuality, family planning, and changing masculine and feminine roles—parental and spousal—were topics explored during the discussions.

Fathering many children is the standard practice in this Missouri farm community, where about 60 percent of the families are classified as "low-income."

Programs directed to poor people frequently write men off as an irresponsible part of family problems. This type of father is generally thought to be unconcerned about his children.

These attitudes, on the part of society, have contributed greatly to the emasculation of the black and the poor white father in their roles as family provider-protector. Instead of assuming responsibility for their offspring, they are more likely to be authoritarian and punitive in their approach to child guidance.

The opportunity to prepare this educational training program for men

came through the Missouri Associated Migrant Opportunity Service, Inc. (MAMOS). This is a private, not-for-profit organization funded by the Office of Economic Opportunity.

The goal of MAMOS is to reduce the high rate of underemployment among the farm laborers and to raise the quality of living for them and their families.

Mechanization and the proliferation of chemicals have reduced the need for these workers. And modern farming operations require worker abilities and attitudes quite different from the mule and hand labor picture of the recent past.

Programs are directed to raising educational levels so trainees can become fully employed. The Missouri Bootheel has four training centers for teaching adult basic education (through eighth grade level) and general education development (high school equivalency). The family-life short courses are offered through these centers.

Trainees are poor seasonal farm laborers who often drift into the main U.S. migrant stream. Their age is generally 18 to 35. Training and stipend are terminated at the end of 40 weeks. Trainees frequently secure non-agricultural employment during the training or drop out to farm when work is available.

The following guidelines are used in designating a possible trainee as a migrant or seasonal worker:

—he must be 18 years of age and head of household,

—he must have been employed by more than one agricultural employer during the past year,

—he must have earned at least 50 percent of his income from agriculture, and

—his income must be below the national poverty level.

Extension's first involvement with MAMOS was through training programs for workers employed to counsel with MAMOS trainees and their families. Dwight W. Rieman, assistant professor, Extension social work, cooperated in training meetings on developing helping relationships and understanding behavior. From this contact grew the idea for the family-life short courses.

The MAMOS supportive service director was the liaison between the MAMOS project education director and the principals of the training centers. During the initial planning, principals approved subject-matter emphasis for the short courses.

Scheduling is handled directly with each center principal, with the approval of the MAMOS education director.

At least three 2-hour sessions have been held annually in each center since summer 1969. These were conducted during regular class time.

Center teaching staff members must cope with varied levels of learning. It isn't unusual to have enrollees who neither read nor write. An average grade level of 5 for ABE and 9 for GED is a rough estimation, since many do not perform at that formal learning level.

Being too dependent on handout material is a typical Extension problem. But the usual guide sheets and wordy publications were of little value in teaching this audience. An Extension Service, USDA, publication series on family life was useful because of its visual approach. The men received copies of two of these publications, "Parents and Teenagers," and "Talk and Listen," as well as a booklet for men on birth control, from the Planned Parenthood organization.

They saw pictures from a book, "Children and Their Fathers," showing scenes from various cultures, and they viewed films on family life, communications, family planning, and human development.

Originally, 75 percent of the trainees were black. The current enrollment exceeds 50 percent white, with more vacant slots. Some of these vacancies are filled by women. Migrations and a gradual weeding out of men acceptable and responsive to MAMOS are causes for the vacancies.

What were the results of the short courses? This can be a frustrating question if results must be measured tangibly. As the sessions progressed, audiences participated with increasing responsiveness. More blacks than whites seemed comfortable in admitting they assumed "wifely chores."

Several men exhibited insight into the need for responsible sex behavior. Younger white men were more likely to express defeatist attitudes, such as "some people are just born bad."

Nonverbal communication indicated agreement with the idea that double standards have been destructive to men as well as to women. They agreed, for example, that society's value that man is a failure if he doesn't provide financially for his family has devalued feelings of selfworth and the importance of emotionally supportive roles.

Only one man said he didn't see any reason for educating girls. Blacks were more responsive to the need for communicating on the basis of individual humanness rather than perpetuating racial, sexual, and status barriers.

MAMOS instructors and workers have reported noticeable changes in the attitudes of the men involved. They can now communicate with more ease and are more receptive to counsel.

More trainees could have been enrolled in the short courses. Extension is only one of the area resources that has been tapped by MAMOS, however. Other commitments prevent Extension personnel from taking advantage of some peak trainee enrollment periods.

More effort could be directed to building the MAMOS counselors' assurance and know-how in the teaching of human relations concepts. Helping coordinate the assistance of the various concerned agencies offers another road to action in building family stability.

The basic quality of human nature is responsibility. This responsibility includes deciding how to develop one's potential, deciding what is right and wrong, and having the right to make the wrong decision.

Perhaps by using less rigid value systems and by keeping in touch with human feelings, new Extension programs can successfully reach out to previously forgotten people. □

Photo project helps inner-city teens

A 4-H photography project among Mexican-American youth in the inner city of St. Paul, Minnesota, is bringing confidence and new hope for the future to dropouts and other problem youth.

Begun as part of a teen-leader program, photography has had the most lasting interest of a variety of projects for the participants.

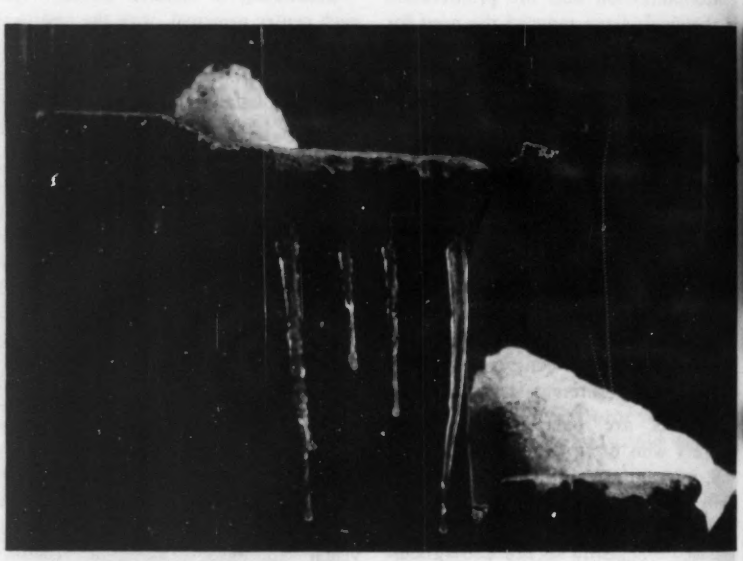
The Ramsey County Extension Service was asked to give skill and leadership training to teens in the Mexican-American community of Guadalupe in St. Paul, a community made up in part by migrants.

Because the area is characterized by crowded living conditions, poor education (half the residents have not completed eighth grade), and low income, it was especially desirable for developing leadership abilities in teenagers.

Cooperating with the Ramsey County Extension agents in setting up the programs was dynamic Sister Giovanni, the spark plug for the Guadalupe Area Project, a multiservice center for residents stressing development of the individual through learning.

The Guadalupe Area Project sponsors craft and recreation programs for youth and about 40 other classes—some in basic education to overcome illiteracy, others to train for employment, still others to develop pride in the Mexican heritage.

When Ramsey County Extension was asked to develop the teen-leader program, staff members saw photography as a possible project to attract some of the problem youth and dropouts. That this program became successful was due largely to an innovative volunteer instructor, John Ibarra, a Mexican who had worked in the grape and cotton fields but now is in new product development for a large manufacturing company.



Ibarra's philosophy in teaching the course can be summed up in his statement, "If I can just instill self-confidence in these kids—make them aware of their talents and prove they have something to contribute, then I've done far more than just teach photography."

This philosophy established the objectives for participants in the photo course:

—to develop their self-awareness by discovering leadership abilities and creative talents, and to gain a feeling of succeeding by learning photographic techniques and use of equipment,

—to learn self-expression through pictures as a means of communication, develop the power of the eyes, hands, and mind to the reality around them, and to understand all they see,

—to find a new career direction or enjoyable use of leisure time.

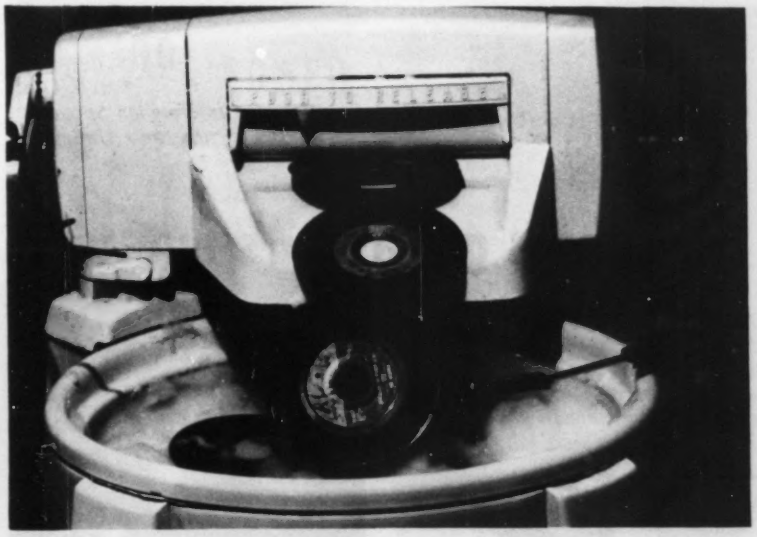
Since photography can be an expensive hobby, the aim has been to have the equipment in line with what members can afford. So Ibarra set about salvaging used cameras, and teaching students to clean and repair them.

They constructed their own developing trays and enlargers. They used paper sacks on regular bulbs to make safe lights, and bread tin reflectors on ordinary bulbs for flood lamps.

The group meets once a week at the dropout school. Eight to 11 students have been involved, and four of the members have rarely missed a meeting. Some classes become rap sessions with the instructor, threshing out the teens' personal problems.

Besides receiving leadership training and learning photographic techniques, members have developed a positive

by
Josephine B. Nelson
Former Extension
Information Specialist
and
Catharine Nelson
Ramsey County Extension
Home Economist
University of Minnesota



The St. Paul 4-H photography project helps open the young people's eyes to the world around them. "Steps," at left, captures the feeling of a Minnesota winter. The creator of the picture above used her brother as the subject.

"Pressed Records" is the title the 4-H photographer gave this imaginative picture he took of a washing machine "wringing out" phonograph records, above. At left, volunteer instructor John Ibarra, right, helps the 4-H'ers with their work.

relationship with an adult—the instructor. This has been an important key to the success of the program.

Teens who never had a chance to truly express themselves before have become creative in their use of photography and extremely sensitive to the beauty in the world around them.

Having learned the skills of photography and some of the techniques of leadership, they have grown in self-confidence and are eager to share their knowledge by teaching others. Several are serving as leaders for a group of younger children.

Dan Hernandez, one of the members, found new interests and motivation that prompted him to apply for a college scholarship, which he has received. Coulette Columbus, one of the most creative in the group, is teaching a class in creative arts to youth in the Guadalupe Area Project. Cynthia Zapata became so fascinated with photography that she has never missed a single meeting. And so it goes.

Because the work of this group reflects such creativity and sensitivity, it has been exhibited at the University of Minnesota, the St. Paul Arts and Science Center, the Ramsey County and Minnesota State Fairs, and even the Minneapolis Institute of Art.

Supported by the Sears Roebuck Foundation, the program has become not merely a teen-leader photo project but a discovery of character. The youths in the program, formerly considered misfits and dropouts, would like to continue their learning experiences, advancing in their knowledge and techniques to making color prints, slides, even cinema.

If additional funding can be found, the project will be continued. □

by
Earl J. Otis
Extension Information Specialist
Washington State University

Agents get a bird's-eye view

Agent Jackson, above left, goes over the route with the pilot before boarding. At left, the copter lifts off.

The Nation's tallest county, Pierce County, Washington, was recently the site of one of the most unusual county Extension staff meetings ever held. It lasted 5 hours, but not one of the agents thought it was too long. There was very little conversation, but no one was bored. It ranged from sea level to 7,000 feet and covered most of the county.

Chairman Frank Jackson accomplished the feat with the help of the Air National Guard. The meeting place was a Hughie helicopter, with a history of battle in Vietnam.

Land-use planning, recreation development, pollution, youth work, community resource development, and other Extension goals became clearer to the agents as the big bird carried a staff of seven, a photographer, and a crew of three over the county. From the edge of the Puget Sound waters near Tacoma to the side of 14,000-foot Mount Rainier, the county and its problems became clear as a picture book.

Of perhaps greatest significance to the trip was the view of a piece of property that had been donated to the County Park Board by a Tacoma pediatrician.

The doctor's dream was to make his timbered land the site of a natural zoo featuring animals native to North America. Jackson and his staff had carried out immeasurable ground work and liaison activities as the project took shape.

After getting a close look at the proposed site from the air, the agents landed and took a jeep tour of the property.

One day after the helicopter flight, headlines in all regional papers told of the doctor's gift to the county. If Agent Jackson had scheduled the staff meeting on the basis of current public interest, his timing was perfect.

But his efforts on behalf of the project had involved park board members, influential civic leaders, and the county commissioners, so Jackson wasn't exactly shooting in the dark.

Another spot of special interest was a piece of land newly obtained by the county 4-H program. From 500 feet, 4-H Agent Frank Stowe could fit the pieces and plans together easily.

And Dairy Agent Eddie Thomason saw things he didn't know existed. A line of cows headed for a row of trees were clearly seen to be meandering toward a large, lush pasture back of the trees. There was room for more cows than Thomason had thought. And there, back of another thick patch of evergreens, was a manure settling pond for a 100-cow dairy operation.

"I knew it had to be around someplace, but this is the first time I've actually seen it. You can really put it all together from up here," Thomason said.

Over the Nisqually River estuary, one of the few remaining natural delta areas in the United States, agents could see the natural pollution that occurs when glacial waters flow into the sea.

Pilot Roy C. Hoffman, Captain-Air Force Reserve, then pointed his craft east and followed the river to its headwaters on the side of Mount Rainier.

Even the helicopter's engine couldn't drown the sound of appreciative voices as the agents gazed on the fantastically beautiful mountainside, jagged spires of rock, glistening snow, and thick Douglas fir trees.

It was a profitable staff meeting, and without question an unusual one. □

Promote milk with 4-H posters

by
Ron Buffington
Extension Specialist
4-H Dairy Youth
Virginia Polytechnic Institute

Creative dairy month posters, like the one above, reminded contest participants of milk's importance and also provided good publicity materials for display throughout the community.

Creative and eye-catching posters made by 4-H Club members during Dairy Month can do much to teach youngsters the importance of milk and milk products in human health.

They also may help stimulate milk sales in your local area.

This has been our experience in Virginia, where this year we completed our most successful "June Is Dairy Month" poster contest. More than 2,300 4-H members from 60 counties entered, a 124 percent increase over last year. Most entries came from urban areas.

What makes a successful June Is Dairy Month poster contest? How can you stimulate 4-H participation?

We begin in February by sending a brochure to all Extension agents. Illustrated with photographs of the previous year's winning posters, the brochure explains the contest rules and provides a score sheet to help agents evaluate entries.

Agents are invited to promote the contest by ordering brochures and a slide set of winning posters for use at 4-H meetings. The slides stimulate creativity. Looking at them, many youngsters are challenged to enter, feeling they can do as well or better.

Awards are made in three age groups: 9 to 11; 12 to 14; and 15 and older. Every participant receives an award, such as a milk booster button, American Dairy Association cow bell, or "clover power" button.

The cow bells bring up an important point—the sponsor of your contest. He can provide awards, which help make a successful contest by motivating youngsters to enter. An appropriate sponsor is the State branch of the American Dairy Association.

And try changing the kinds of awards each year. Nothing tires a youngster faster than getting "the same old prize." By making the awards different, you can attract new participants as well as keep previous participants interested.

One of the most important rules concerns poster size. Without this, you may get everything from tablet-sized posters to huge wall murals. In Virginia, 22 inches by 28 inches is the rule, simply because poster board comes in these dimensions.

Another important rule is to have each poster labeled with the 4-H'er's name, address, age, and county. A creative poster without identification can be a real loss.

We ask each Extension agent to appoint a committee to select the winning county posters in each age group. County winners receive ribbons and their posters are sent to the State contest.

The other county entries are put on exhibit at local grocery stores, drug stores, farm stores, libraries, schools, and Extension offices.

Participants are urged to contact their local newspapers and radio stations to tell about the contest and explain the importance of milk and milk products. Participants who initiate a newspaper article or radio program are given a 10-point bonus when their posters are judged.

The winning county posters are judged at State 4-H Congress the end of June. The top 10 winners in each age category are awarded ribbons, and the three State winners receive larger awards.

Stimulating interest is the key to running a successful "June Is Dairy Month" poster contest. Once you've done this, 4-H members will prove to be a highly creative group of young people. □

Consumer aides—new help for senior citizens

by
Kathy Davis
Editorial Assistant
University of Vermont

"The operator was always very nice when I'd call to ask her the time," the lady said, inclining her silver head toward the phone. "But it's such a thrill to see the time myself now."

She turned toward a large-numbered clock on a wall of the small kitchen-living room.

"I feel so—independent." She smiled as she shared her secret.

Being able to read a clock may seem like a small thing to us. But when you're old and alone it can be pretty important.

And it's this kind of personalized detail which the Vermont Consumer Aide Program recognizes and provides for.

The key is the corps of Vermonters, all over 55 years of age, who work with other Vermonters of the same age, providing them with consumer education.

A primary goal of the program is to reach those older residents who have limited access to information about resources available to them, especially those living in the really rural areas of Vermont.

Many of these people have never heard of such basic benefits as the Food Stamp Program or Medicaid. And those who are aware of them often misunderstand or distrust them, or simply don't know how to go about obtaining them, or whom to ask.

The aide brings this information to them, and in a manner that can gently overcome the frequent barriers of hesitancy—a problem which for some can be as serious as total lack of information.

The program got underway 4 years ago. It began in the mind of Doris Steele, Vermont Extension program leader in home economics. Through her Extension work, she had become acutely aware of the consumer needs existing among Vermont senior citizens.

So when she became involved with an OEO-sponsored project to bring older lower income citizens back into the work force through community service undertakings, it seemed natural to her to combine the two needs.

She developed a meticulously thought out program. Word was sent out through churches, town officers, health agencies, mass media, and word of mouth, that aides would be needed. From the many interviewed, nine original aides were selected, and assigned to a pilot project.

During the succeeding 4 years the program has continued to grow in size and scope. Today there are 17 aides working with senior citizens throughout Vermont. Hundreds have been reached and assisted in an almost countless variety of ways.

The people concerned don't have a lot of demands. In fact, they want very little.

Program assistant Mary Carlson points out that often they simply can't cope with a modern society which they cannot understand.

"This program is good because it's between persons in a similar age bracket, with similar problems," she explains.

"Needs of the less advantaged elderly are varied and multiple," Mrs. Carlson stresses. "The aide must sense where

At left, Vermont program assistant Mary Carlson (center) works with consumer education aides during a training session. Below, a potential customer at the annual Handicraft Bazaar examines a baby sweater made at home by a Vermont senior citizen.

At left, a Vermont consumer education aide tells a senior citizen about the benefits of the Food Stamp Program.

and how to be of the most assistance. And because they're older themselves, they can really identify with the needs and problems of the elderly and relate to them in a way that younger workers probably wouldn't be able to."

Sometimes the problems are relatively minor, and easily solved, like arranging for the large-numbered clock from the Department of Rehabilitation, or obtaining large-print books from the Free Public Library Service for the Handicapped.

Other times the problems are immense. Such was the case of an elderly couple in a rural community. The man had serious heart trouble; his wife had undergone incapacitating major surgery. Unaware of both Food Stamps and Medicaid, they attempted to pay all their expenses, including extensive and costly medication, on a combined income of $50 per month.

With assistance from their Consumer Education Aide, they now receive their food and medication through these respective programs. Though far from living in luxury, they do have at least the necessities of life.

In many instances the people the aides work with are so isolated that they have no visitors other than the aide. Even communication, however welcome, is at times difficult, strained, unfamiliar.

Sometimes the greatest assistance the aides can give is just conversation. Then, as confidence builds, they can help solve the other problems.

The aides embark upon their endeavor with zest and enthusiasm because they can understand the purpose. Special training sessions teach them how to recognize and deal with the needs of the less advantaged senior citizen.

They apply this training, combined with native intuitiveness, on an individual level, working on a one-to-one basis in each home.

In addition to their usual duties, the aides have sponsored a Handicraft Bazaar for the past 2 years. This bazaar provides an opportunity for the elderly to market the various articles many of them make throughout the year in their own homes.

The dedication of the aides was exemplified this past winter when a severe New England snowstorm struck the State on the day of the bazaar. Realizing how important the bazaar is to the people they work with, the aides not only refused to cancel, but one who had to drive a considerable distance even brought her nightie and toothbrush in case the weather forced her to stay overnight.

This kind of intense concern gives the Consumer Education Aide Program its special impetus, the motivation that is opening doors to Vermont's rural elderly which otherwise would have remained closed. □

'Humanized' approach aids volunteer teachers

Hundreds of Oregonians are finding teaching more rewarding and their students are finding learning interesting and fun, thanks to a major effort to "humanize teaching" conducted in Oregon by the Extension Service.

The training program was designed to improve the effectiveness of volunteer leader-teachers such as adult 4-H leaders, teen leaders, home economics study club leaders, church leaders, public school teachers, and Scout leaders.

"Humanizing teaching" is the basic idea of the program which shows the leader-teacher how to plan his teaching efforts in such a way that teaching becomes more satisfying and learning more enjoyable. The leader-teacher is better able to deal with the subject matter and to teach it better because he understands attitudes as expressed through the behavior of his students.

The program gives the leader-teacher a chance to meet current requests for action and involvement in the learning process. It also helps the volunteer teacher understand why some people resist learning—often because of unfortunate past experiences. The teacher is minimized; the learner is maximized.

by
Mary E. Abbott
State Extension Agent
Community Resource Development
Oregon State University

The first step in the process teaches the importance and methods of creating an atmosphere for enjoyable learning.

The second step presents information on why the concept to be taught needs to be relevant to the group participants and to the time allocated for teaching, and how to select appropriate concepts. Members in the group have opportunity to experiment with the development of concepts and supporting concepts for a teaching plan.

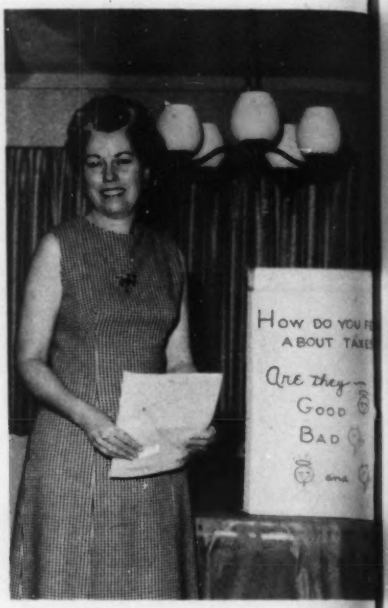
Involvement is the next step in the process. Interesting participation occurs as the group members plan and practice breaking away from some of the traditional class activities labeled "involvement." They gain insight into different kinds of involvement and have opportunity to create involvement techniques appropriate for their personal teaching responsibilities.

The last step is the new look at assignments. The stigma carried over from school days is erased with information on the reason for 20th century assignments in learning.

Throughout this teaching concept, there is an atmosphere of relaxation, enjoyment, and development. Each person leaves a workshop with a workable plan for his leadership responsibility.

The Humanizing Teaching program for leader-teachers was introduced by the Cooperative Extension Service in cooperation with the Oregon Home Economics Extension Council. The council provided an advisory committee to help plan, organize, and present the program. The council also subsidizes the program with a generous amount of money.

A team of leaders was selected from each county to attend one of the five training workshops. Also receiving the training were home economics agents, home economics specialists, council board members, and members of the State "Humanizing Teaching" committee.



Because of the workshops on teaching methods, Mrs. N. W. Anderberg, above, now has more confidence in her ability to present lessons on such issues as taxes, in her job as volunteer leader-teacher for her Extension homemakers club.

Following the statewide training, agents and leader-teacher team members organized and conducted workshops in their respective counties for study group leaders and 4-H leaders. The training was extended to the 4-H teen leader program to better prepare older teenagers to be leaders for younger children.

The word spread about participants' satisfaction with the program, and other organizations and groups requested training. These were conducted by the county team, leader-teacher members. Additional workshops were conducted by the director of the Humanizing Teaching program.

Oregon's "humanizing teaching" workshops help improve the teaching skills of volunteer leader-teachers like those below, who are the backbone of Extension's work at the local level.

The training has been provided for and used by men and women Extension agents; 4-H adult and teen leaders; study group leaders; and leaders of Scouts, Campfire Girls, church groups, and clubs.

Others using the Humanizing Teaching concept are public school teachers, ministers, Red Cross teachers, Extension Expanded Food and Nutrition Aides, and high school students.

In the past 18 months about 6,500 people have received the training. As a result, 4-H community coordinators have indicated an improved quality of teaching in 4-H Clubs. And county committee members say that the leader-teachers have been better prepared, know their subject, and have involved study group members more than ever before.

Homemaker study group members are more willing to accept leader-teaching responsibilities because of the guidance they received from the Humanizing Teaching training.

The attention and attitude toward learning in the study groups has improved, too. The women admit learning is enjoyable with the new method.

An Extension agent said, "The Humanizing Teaching technique enabled the Expanded Food and Nutrition aides to think through exactly what they are trying to help everyone learn. It finally divorced them from the simple framework of 'showing how' "

A district executive in Scouting reported using the training she received in workshops to train Scout leaders. She said, "I adapt it to every program. The Humanizing Teaching gives people confidence to teach and room for creative enthusiasm."

One 4-H leader who lacked confidence says, "Now I don't mind at all getting ready for a 4-H meeting. The Humanizing Teaching method makes it easy."

A classroom teacher said, "This training has given me a more enjoyable method of planning my class work than any information I received in my university education classes."

The advisory committee on Humanizing Teaching said:

"Our educational program is dependent on volunteer leader-teachers for success. The use of this method of Humanizing Teaching has had the greatest impact on quality and effectiveness in both our adult and 4-H programs.

"We have had many reports from doubting individuals who are now 'sold' on this method of teaching. The extension of this training to other community groups has given them an opportunity to learn of the educational possibilities Cooperative Extension has to offer.

"This program has had such an enthusiastic response and such positive results, we feel the emphasis on improving volunteer teaching methods must be continued."

Many adults and older teenagers are willing and capable of assuming leadership. They are often insecure in presenting information in the role of a teacher, and rightfully so, because there is a difference in knowing subject matter and creating an atmosphere conducive to learning.

The use of the Humanizing Teaching concept fixes in the mind of a leader a usable procedure for planning while driving down the highway or while washing dishes.

With these thinking plans later written on the leader-teacher's personal guideline planning sheet, the leader is ready to enjoy the teaching opportunity. The members of the group are eager to attend and participate. They also are learning how to assume a leader-teacher role. □

Extension's Thrust Is Forward

The title of this article is the same as the title of Extension Service Administrator Kirby's address before the 56th annual meeting of the National Association of County Agricultural Agents. The space here does not permit us to do justice to the entire address. We will attempt, however, to share at least a few of the major points.

Mr. Kirby sees Extension efforts in the years immediately ahead focusing more sharply on "people problems"—"helping people know better *how to live* as well as *how to make a living.*" Issues falling in these areas of attention include environmental quality; pesticides and chemicals; and serving needs of disadvantaged and minority groups. At the same time, he says, we must give consideration to maintaining our primary responsibility to helping assure a strong, viable agricultural industry which will benefit both the producer and consumer.

The Administrator pointed out that we must be concerned with program balance if we are to meet our responsibilities to a highly diversified potential audience with our scarce resources. He defined program balance as "a need to work with and assist all segments of society in those areas for which we have or can acquire competence, should provide assistance, and have the legal and moral obligation to help."

Extension, as a publicly supported institution, has an obligation to provide educational assistance to all segments of society within its resources and legal framework. If we are to assure the right of people from all segments of the population to participate, then representatives from these specific segments must be involved in determining program needs and in designing programs which will best serve these needs.

Mr. Kirby pointed to Extension's role and efforts in designing and implementing new ways to more effectively carry out agriculture, home economics, 4-H youth, and rural development programs. Emphasizing the many needs to be served through community decisions, he said, "it seems to me that all Extension staff working directly with people at the local level should consider devoting at least 10 percent of their time to work with local leaders on problems which require community considerations and group decisions." Under the rural development umbrella, he included such things as land use, planning and zoning, environmental quality, pollution, tax structures, education, health, and community services and facilities.

In closing, the Administrator challenged the agents to accept the following Alternatives for Action:

—Accept the opportunity to carry out the requirements of the Civil Rights Act which assure equal opportunity for participation in our Extension programs regardless of race, color, creed, or national origin,

—Increase emphasis on problems, needs, and concerns of the disadvantaged, alienated, and dislocated potential participants,

—Identify and eliminate fallacies, roadblocks, social inhibitors, and economic barriers which limit effective program participation,

—Review priorities and allocate time and resources to reach people who are not now being served or to whom we are now providing limited educational assistance, and

—Evaluate and restructure program planning and Extension advisory committees to include a more representative pattern for reflecting the needs and interests of the people Extension should be serving.—WJW

☆ 481-879(P.O.)

EXTENSION SERVICE
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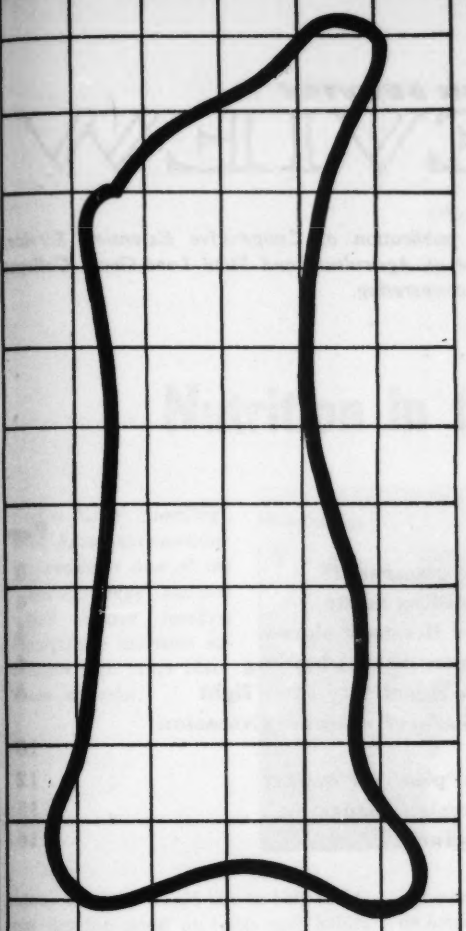

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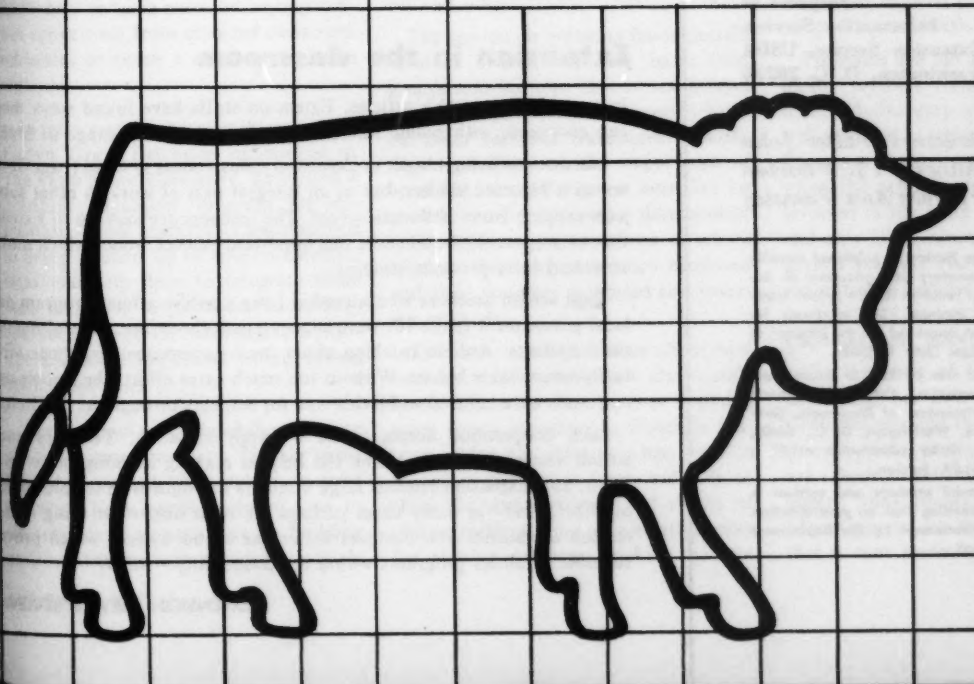

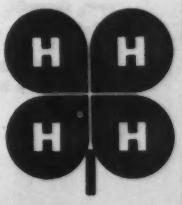

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The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about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

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EXTENSION SERVICE
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CONTENTS

Extension in the classroom

In two of this month's articles, Extension staffs have found ways they can cooperate with public school teachers—to the advantage of both.

Nutrition is being taught in elementary classrooms in Ohio (page 3)—not as a separate subject, but as an integral part of work in other subjects ranging from arithmetic to art. The teachers are looking to Extension to prepare them to handle this important subject, about which most have had little previous training.

High school teachers who attended Iowa's public affairs program on local government (page 10) were eager to pass the information along to their students. Aids in teaching about local government had been virtually unavailable before. Without too much extra effort, the Extension materials were tailored to fill this void for teachers throughout the State.

Such cooperation seems to be a happy situation. Teachers and school administrators welcome the help in making learning more relevant, and Extension reaches large numbers of youth with a minimum of effort. And—in many cases perhaps the most important thing—Extension establishes new contacts within the school system which prove valuable to all its programs within the community—MAW

by
Karen Wieder
Editorial Assistant
Ohio Cooperative Extension Service

Nutrition in the classroom

Evelyn Gray (standing), OSU Extension nutritionist, conducts one of the "idea exchange" sessions which helped teachers incorporate nutrition education into other classroom material.

Many teachers would like to help children develop good attitudes and habits about food. But too often they do not know how to teach nutrition, or they cannot spare time from crowded classroom schedules to teach a separate nutrition unit.

In response to these problems, Miss Evelyn Gray, Extension nutritionist at The Ohio State University, developed a nutrition education program for elementary school teachers. It was designed to bring teachers up to date on nutrition facts and help them to integrate those facts into other subjects such as reading, art, social sciences, mathematics, physical education, and others without taking extra class time.

The program encouraged the exchange of ideas among teachers. The six series last year reached 128 teachers in eight counties. Each series included two to six sessions. Emphasis was on building positive attitudes toward nutritious foods in kindergarten through third grade, and on helping grades four to six to find their own answers about what they should eat and why.

The session on nutrition fundamentals revolved around the four basic food groups and the idea that in the human body no nutrient functions properly without other nutrients. Subsequent sessions developed ideas on the importance of breakfast, the influence of nutrition on growth and development, development of food habits, and nutrition in school lunches. Teaching aids were displayed and guest speakers suggested new teaching methods.

Teachers exchanged ideas about new methods they tried in their classrooms. Some ideas for first graders included using strung macaroni to illustrate posture; saving the children's lost teeth in glasses of pop, grape juice, and milk to show the comparatively bad effects of pop on teeth; putting on a nutrition play for visiting mothers; making bulletin boards and picture books; and identifying foods by groups.

Upper grades made food group scrapbooks, had food-tasting parties, kept meal and growth records, studied digestion, planned and cooked menus, and investigated and improved school lunch programs. They made coloring books, took field trips to dairies, played food games, and made food puzzles.

The nutrition unit often was integrated with other classroom material. To learn how to count and give change, one group of students set up their own grocery store. They also planned a healthful menu and learned how to shop for it.

A reading group learned library stories such as Johnny Appleseed, and then had an apple and applesauce party. A social studies group tasted rare fruits and studied the diets of children around the world.

An English class got dictionary practice by looking up foods. Art classes designed posters and mobiles.

Teachers reported that nearly all the children were interested in nutrition and were enthusiastic about the new methods and materials. The teachers themselves benefited from the instruction, the discussion, and the bibliography of available teaching aids they received. They also enjoyed examining a display of teaching materials.

Programs last fall and winter involved mostly teachers from large school systems. Multicounty series were not as well attended as series in a single county. Programs were especially successful when the school administrators were involved in the early stages of planning and thus felt a commitment to the program's success. The longer series were more fruitful because they allowed greater depth of instruction and time for questions and answers.

On the basis of the teachers' evaluations and her own observations, Miss Gray has adapted the program to make it even more pertinent. Sixteen series are scheduled this fall, as a result of requests from county agents, who help Miss Gray set up the program and see that it runs smoothly. □

A set of steers, all graded choice on the hoof, awaits carcass-yield judging in the Madera County "Guess-a-rama".

by
Ralph D. Smith
Program Leader, Communications
California Agricultural Extension Service

Fairgoers try grading cattle

It's a long jump from the corral to the cooler. Some choice steers—on the hoof—don't make it to that grade in the packing plant.

Ranchers and packers are both guessing when they grade live cattle. They are guessing, and gambling, until the beef hangs on the packing plant rail.

Logically, that's where the grading, buying, and selling should be done, if the producer of quality beef is to get the benefit of his efforts. But tradition has favored the guessing game.

The 2-inch gain from sale on the rail is the thrust of an educational effort by two Extension livestockmen in California's Madera County. University of California Farm Advisors Bill Hight and Bill Hambleton call their teaching tool a "Guess-a-rama."

Their goal is public consciousness of the differences in animals on the hoof and on the rail. The junior livestock show at the Madera County fairgrounds provided the public.

"We had to have the fair," said Hambleton, "so a lot of people could see the animals alive.

"Then we had to have a cooperative packer, who would let the people come into the plant 3 days later to see the carcasses they had rated.

"Then we had to have a contest to attract the people."

It took a little more than a contest, the UC farm advisor said. There had to be something to win. An educational effort had been tried for 4 years, but drew only 18 to 20 people. This year the cooperative meat packer provided prizes—a half dozen 6- to 7-pound beef roasts. More than 300 fairgoers got into the competition this time.

There were really two contests. First was the junior livestock show. Out of 48 4-H and FFA steers that had graded choice on the hoof, the judges picked 12, representing all the breeds in the show. That included two Angus-Hereford crosses. Light, medium, and heavy steers, 900 to 1,100 pounds, were represented.

The judges didn't rank the 12; that was left to the contest—and the Federal graders in the packing plant.

"Carcass-grade competition puts new realism in a beef project," said Hambleton, who is 4-H advisor in Madera County. "The owner must nominate his steer for the contest. He must face up to the reality of seeing his animal as a carcass. A few didn't want to go that far."

A $25 prize and a trophy went to the winning young exhibitor.

Then came the "Guess-a-rama." It was open to anyone at the fair. The 4-H and FFA beef exhibitors, ranchers, and housewives, rural or urban, all had a chance to place the steers by U.S. graders' standards.

That meant a whole set of figures that go into the Federal yield grade: weight on the hoof, dressing percentage, carcass weight, normal ribeye (square inches) for that weight, actual measured ribeye, back fat in inches, percentage of kidney and pelvic fat. A combination of these factors produces the yield grade, a figure from 1 to 5.

Guessing what's inside the hide of a beef steer is one of the special agricultural skills. People who work in the feedlots and buyers for the packing plants do a good job of it. But so did some other fairgoers, Hambleton said. Winners of the beef roasts included four cattlemen but also one small 4-H girl, and one housewife not in the cattle business.

The 12 contest animals were placed in a corner of the main judging arena at the fair. The sign read: "Can you judge 'em

Continued on page 14

Here and on the facing page are accounts of how two States are shifting the emphasis in their cattle judging programs.

by
Ovid Bay
Agriculture Information Specialist
Extension Service—USDA

Changing junior livestock shows

One of the first county 4-H junior beef shows in the country to add carcass placing to on-the-hoof or live placings was Fremont County, Colorado. County Agent Dooley Toyne did it in 1961. He said he wanted to give young feeders "a chance to get a real look at the product they were producing."

What has happened since this initial effort to give junior livestock shows "more education and less glamour"?

"All the major feeding counties in Colorado included carcass placings with the live placings in junior beef shows this year," reports Dr. John Matsushima, Extension livestock specialist. He has prepared a suggested score sheet for carcass evaluation.

"But the success of the new idea is due to the effort county agents have made in presenting the new concept to the parents, county fair officials, local meat packers, and the kids who feed and show the animals."

Here are some of the techniques and educational methods they have used:

—included the county commissioners, county fair board, and other interested people in planning the new setup for basing final placings of animals on the total of two scores—the live placing score, and the carcass score determined after slaughter.

—took photos of the animals at the beginning of the 4-H project. This was done at a central point to get uniform starting weights, and a background grid illustrated carcass conformation.

—stressed the new idea in newsletters as a way to make the contest more useful for the young feeders, parents, and the local breeders who sold the young animals to 4-H members.

—encouraged parents and 4-H members to come to the packing house to watch carcass evaluations. Meat specialists doing the placing and evaluating explained it to the audience, including discussion of grades, cutability, yield, and quality of meat.

—sent news releases to all the local media about the merit of the new kind of livestock show.

To insure success, the county agents insist that all animals shown for live placings be allowed to be slaughtered and be subject to carcass evaluation.

While the two-phase contest has been mostly for beef animals, some lamb and swine contests in Colorado now include the carcass placings, too.

What effect is the new kind of livestock show having on the animals shown?

"We can see a definite improvement in both the quality and quantity of red meat being produced by our 4-H members," declares Larry Wagner, present Fremont County agent.

Gene Inloes, Weld County agent, added the carcass evaluation to their show this year. They had 32 steers in the contest, which was sponsored by a packing company.

"This new contest demonstrates that beef carcass improvement can mean added income for the producer, feeder, and processor of beef cattle and we think it is a big improvement for junior livestock shows," says Inloes.

They sold the carcasses on the basis of cutability with the top one selling for $56.80 per cwt. and the low one $49.60 per cwt.—a difference of $50.40 on the 700-pound carcasses.

In Fremont County, Wagner has added a third measure to the contest—average daily gain—since that is important to profit. The top animal receives the "Supreme Beef Award", which Wagner has worked out a special formula for determining.

"If a county junior livestock show or county fair wants to switch from the old on-the-hoof live placing to something more meaningful, one good way is to include carcass placings the first year with the live placings and then progress to include the average daily gain the next year," suggests Dr. Matsushima. □

County Agent Gene Inloes, second from left, and a representative of the sponsoring meat packing company, right, discuss the carcass placings with ribbon winners Kevin Dorsey and Cheri Bashor.

Texas' goal—better estate planning

Death and taxes are certain. But with adequate planning, one can be sure that when he dies, the "erosion" of his resources from taxes and other causes will be held to a minimum.

Alerting people to the financial dangers of estate erosion has been the goal of a concerted Extension educational thrust in Texas. Extension workshops throughout Texas have helped many farm and ranch families gain important understanding of their need to make personal financial plans.

Because of the increased fair market value of land in Texas, many people have wealth that they do not recognize. For example, the average value of land per acre in 1940 was $18.81; in 1970 the average value was $152.

In some areas farm land sells for $500 to $600 per acre and even more than $1,000 per acre in some of the larger cities. Since taxes at death are based on total estate value, many may suffer extra taxation because of failure to consider these values in the early stages of planning.

by
Tom E. Prater
Economist-Management
and
Eugene M. McElyea
County Officials Program Specialist
Texas Agricultural Extension Service

Estate planning simply means making present plans for the future use of one's resources. Numerous legal methods may be used in estate planning. The method or combination of methods used represents the estate plan.

Taken together, the planning process strives to minimize taxes, transfer property to selected persons, and reduce costs of estate administration after death.

Texas Extension programs on estate planning emphasize the importance of adequate estate liquidity (assets readily convertible to cash such as savings, insurance, or investments). Cash resources are needed to pay debts and taxes without forcing sales of nonliquid estate assets, such as land or a business enterprise.

A prudent planner considers the role of gifts and trusts in accomplishing desired results. Selecting the proper form of business organization for farm operation frequently is considered when estate plans are made.

Texas farm and ranch people, working with county program building committees, have recognized the need for assistance in estate planning. County agents throughout the State have requested help, and Extension economists in management are providing the leadership.

Programs usually are on a countywide basis. Extension economists in management meet with the county agent, program building committee members, representatives from the local bar association, tax accountants, insurance men, and other estate planning professionals to develop the program details.

Together they design a 2-day workshop to:

—help estate owners understand the full extent of their holdings and realize potential problems in achieving their goals.

—demonstrate the variety of steps one can take in minimizing costs and taxes, and

—impart understanding of the basic tools used in estate planning, such as wills, trusts, and insurance.

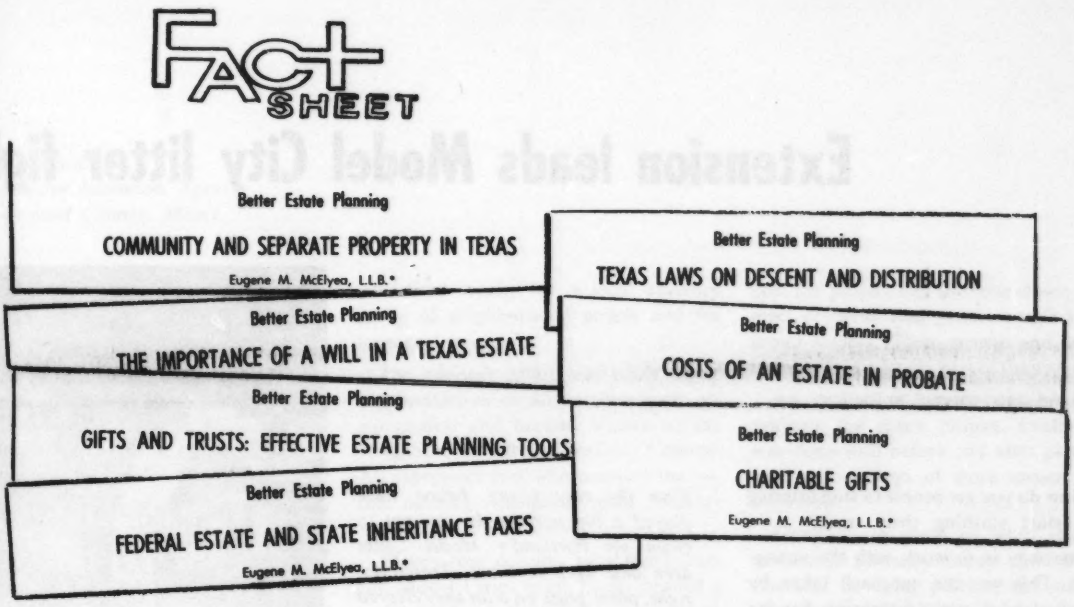
Local resource people such as attorneys, accountants, trust officers, insurance men, and investment brokers, make presentations on assigned topics. Extension personnel have found these professionals to be willing and enthusiastic participants.

Almost 175 workshops have been held throughout Texas since 1960. Careful evaluation of these programs shows that they have been highly effective in getting people to take action.

Recently in Hondo, Texas, 240 people participated in the first evening session and 275 turned out for the second. The meeting was announced in local and area newspapers and on local and area radio stations.

The county agent mailed an announcement to many county citizens. Each of the five area banks included an announcement of the program in monthly bank statements.

The program began with a presentation by an Extension economist, who outlined reasons and methods for personal planning. The first step he suggested was that of making an inventory detailing the amount and value of



Fact sheets on titles such as those illustrated above were developed by the Texas Agricultural Extension Service to support the estate planning workshops. They also are available to farm and ranch families through county Extension offices.

all personal holdings and property. All conferees received forms for use in making such an inventory.

Other resource persons emphasized the role of Federal estate tax and State inheritance taxes. Sample problems showed the specific application of these taxes in an average farmer's estate. A local attorney covered the legal aspects of the estate planning process.

The second session featured a presentation on the basic content of wills, laws of descent and distribution, and probate court administration. Various methods of planning by skillful use of insurance and trusts were discussed.

After each program, a panel of professional estate planners answered oral and written questions submitted to them by the audience. The question and answer period proved to be a time of immense personal benefit to participants.

To support these workshops, the Texas Agricultural Extension Service has developed and published eight fact sheets on Better Estate Planning. These publications cover topics ranging from Federal and State death taxation to community and separate property ownership in Texas.

The value of a will and consequences of dying without one are discussed in the fact sheets. Gifts, both to charity and to individuals, are presented as effective methods of estate depletion which one may adopt in avoiding the impact of taxes.

These fact sheets were used extensively in the workshops and are available for distribution to farm and ranch families through county Extension offices.

To assess the program accomplishments, a questionnaire was mailed to 210 participating families. Response from 41 families reflects the following results:

—the bank statement proved to be the most effective way to give notice of the meeting, with local newspapers rating second and local radio third.

—practically all who responded felt that the subjects covered were helpful,

—all but two or three had read all or a part of each of the eight fact sheets.

—after 2 months, 39 percent of the families indicated that they had planned or replanned their estates; 51 percent indicated plans to take some action or further action; and 22 percent stated they had rechecked their estate program and found no change necessary.

—the overwhelming majority indicated that they considered the program worthwhile and would attend another estate planning workshop if given the opportunity.

Helping people to recognize their problems and helping them take corrective action will continue to be Extension's role in meeting the dangers of estate erosion in Texas. □

Extension leads Model City litter fight

How do you get people to stop littering and start stashing their trash?

One way is to work with the youngsters. This was the approach taken by Cumberland County Extension Service to implement the Environmental Youth Education Project in the Model Cities area of Portland, Maine.

The project had an interesting beginning. Chancellor of the University of Maine, Dr. Donald R. McNeil, was in favor of the University's becoming involved in city problems. When Model Cities asked the University's Department of Social Sciences to design a project to deal with litter in the inner city, McNeil suggested the Cooperative Extension Service to carry it out.

The short term objective of the project was to clear the area of litter; the long term objective was to educate people in the Model Cities area to recognize and be aware of litter, to convince them that they had a control over littering, and to establish lasting habits of litter control.

The project is now in its second year and is designed to cover a 3-year period. The objective for each year differs. "The first year," according to Extension agent Jack Donovan, "we were street cleaners, organizers, doers.

"This year, we are getting them to do it. We are supporting them, but we are trying to lessen our activities in the actual litter control and increase theirs.

Even the very young, below, have played a big part in the attempt to clean up Portland's Model Cities area and keep it clean. Teenagers, right, plant grass on a lot they cleared for use as a mini-park.

The community is coming to that," he adds, "although they still would like the staff to do it.

"Next year we hope to involve local agencies to a greater extent in litter control. For instance, we hope to convince the city that a weekly trash collection is needed instead of one every two weeks. We hope to have greater cooperation with the city in using city trucks and equipment in hauling off some of the larger litter items such as junk cars.

"By the fourth year we hope to be out of business in the project," says Donovan. "Hopefully by then the people and the agencies will be fully aware of their role and will carry on."

The project has put a great deal of emphasis on recycling. The children are learning about recycling cans, bottles, and waste paper. They have discovered the delights of dump picking and have found many useful items at the city dump such as lumber and spare parts.

The directors plan to try a project which Atlanta, Georgia, has found successful. People put their trash out on the curb for city collection a day or two early,

by
Doris Magnuson
Cooperative Extension Agent
Cumberland County, Maine

A key part of Portland's program is education to prevent further littering. The young man, above, has learned the lesson.

allowing neighbors time to look it over and take articles they can use. By the time the city trash trucks come around, the mounds of trash have been reduced considerably!

Two-thirds of the initial project funding came from the Department of Health, Education, and Welfare and the Environmental Protection Agency, and one-third was from Model Cities.

After Extension agreed to tackle the project, it hired a staff, including an administrator, assistant administrator, community aide, and secretary. It set up an office in the Model Cities area and advertised locally for a local advisory group of neighborhood people and for teenage "coaches"

The advisory group was made up of representatives of all neighborhood organizations and became known as the Neighborhood Beautification Council. All representatives who came to the initial meeting, including teens, became members of the council.

Eleven teen coaches were hired from the Model Cities area. Each headed a group of from eight to ten youngsters. The coaches supervised the cleaning up of an area, usually the area in which the group lived.

Training of the coaches was fairly extensive, and included in-service training, weekend seminars, discussions, and evaluations. Continuing in-service training remains an important part of the program. The coaches were trained in child development, photography (which was used as a method of evaluation) community organizations, and human relations.

During the first year a series of problems evolved. Many of them were caused by the kind of workers involved in the project. Many of the neighborhood coaches came from unstable homes and were unused to responsibility or good work habits. Some were on drugs. Most had deep personal problems.

The project was often misunderstood by Model Cities residents, but these were the problems that accompany the process of learning and changing of attitudes.

The immediate problems of cleaning up the area could have been done much more efficiently with leaders from more stable backgrounds. But because the objective of the project was an educational one, the project had to move slowly and meet problem after problem with these group leaders. Their growth and learning was an important part of the program.

An evaluation service was hired to evaluate the entire project. Evaluation was done with before and after pictures and with surveys of store owners and landlords.

Charts were made on wind velocity and traffic patterns. School children cooperated by doing posters, and making photographic exhibits which revealed attitudinal changes.

There were other serious setbacks to the program. A director hired to run the program the first summer, because the Extension agent had a previous commitment, proved unsatisfactory and caused serious morale problems among the staff.

When the agent returned, it took him 9 months to solve the difficulties, slowing the progress of the entire project.

Now, during the second year, the Extension agent commits 10 percent of his time to the project. A new director —or "encourager"—has been hired who has the education and background to carry out the job, and the project is running smoothly again.

Now that the difficult months of learning by bitter experience are past, the project designers, directors, and Extension agent hope that it is making, and will continue to make, lasting, even lifelong changes in the young peoples' attitudes on litter and environment.

It has been a slow and expensive project, but if these young people are actually changing their ideas on environment from resignation and apathy to responsibility for its control, the project could ask for no greater reward. □

Social science teachers welcome Extension materials

by
John A. Wallize
Associate Extension Editor
Iowa State University

Thousands of Iowa high school students will learn more about local government this school year through a followup of a public affairs program sponsored by the State's three public universities.

After presenting the "Government by the People" program to nearly 8,000 Iowa adults, the Iowa State University Extension Service has offered the program materials to high school social science teachers. Response from teachers is enthusiastic, and program materials had to be reprinted to meet demand within the first few weeks.

A few high school teachers and students attended the adult education programs on Government by the People held throughout the State in the first 3 months of 1971. Teachers appealed for access to the materials.

"There's a wealth of material for teaching government at the national level, a little less at the State level—but virtually no teaching material available about local government," the teachers said.

The shortage of this type of teaching material, the advent of the 18-year-old vote, and current discussions of revenue sharing that focus attention on local government made such a followup program most appropriate, Extension personnel felt.

Iowa's Government by the People program originated early in 1970 when a citizens' advisory committee to the Iowa State University Extension Service suggested a public affairs program on local government. The committee's concern was later reflected in statements of many State and national leaders who also called for the public to become more involved and concerned with government.

In previous years, Iowa's three Board of Regents universities have teamed up to stage large-scale public affairs programs throughout the State. The Government by the People program was similarly organized to use the research facilities of the Institute of Public Affairs at the University of Iowa; the delivery system of the ISU Extension Service; and the teaching and planning resources of the political science department at the University of Northern Iowa.

In addition, a multidisciplinary approach to program development involved political scientists, economists, sociologists, educators, and journalists.

The Government by the People program was presented to adult audiences at 40 locations throughout the State. At each location, there were three weekly meetings of about 5 hours each. Four two-man teaching teams from the Extension Service conducted the conference workshops.

Objectives of the program were to help participants identify goals for local government; to improve their understanding of the problems relating to achievement of these goals; to illustrate how to measure the effectiveness of local government; and to interpret alternatives available to citizens in relation to local government.

The program consisted of 10 basic presentations in addition to a general introduction. Presentations were designed to present facts so participants could make better decisions about government. Teachers avoided making recommendations, leaving decisions to the people.

In the workshop sessions, participants were urged to express their goals, priorities, problems, and solutions for local government. The discussions demonstrated that people do disagree on

government goals. While they generally indicated that spending for most government services should and would increase, they wanted taxes to be lowered.

Research for the program revealed several things:

—agreement is the key to program success in government—if all the people agreed on the goals, problems would be greatly reduced;

—government spending does reflect changes in public attitudes and goals;

—Iowa's taxes are slightly above the national average, mostly due to higher per capita spending on highways because of comparatively sparse population;

—savings could be made by consolidating small units of local government, but this would not solve the State's financial problems; and

—most people are satisfied with their local government services.

Participants in the adult programs were highly favorable to the Government by the People program. Eighty-four percent praised the program. About 2 percent were disappointed—they apparently had expected specific conclusions or magic formulas to solve all problems or cut taxes.

And despite efforts to avoid advocacy, the program was criticized by some government officials and the press. In a few instances, the institutions were accused of promoting consolidation of government, or of being "State planners" and telling people what to do. But these accusations were few compared to the favorable responses.

The conference-workshops for adult groups are still being offered to those who request the program. For the followup program to social science teachers, each program presentation was printed in full. It was accompanied by a teaching outline and a set of printed visuals teachers could use to produce overhead transparencies.

Discussion questions and workshop problems were included with the teaching outline, and teachers can obtain bulk supplies of handout and workshop materials for their students. Both the adult and the followup program were funded in part through a grant from Iowa Community Services under Title I of the Higher Education Act of 1965.

Program materials were offered to teachers through school superintendents. In many districts, Extension specialists participated in the fall teacher training programs at the schools to discuss the program and materials available. A month after the followup program was launched, materials had been supplied to 521 teachers and handouts provided for 4,164 students. □

John M. Whitmer, Jr., assistant professor of political science and Extension local government specialist, distributes discussion materials at a "Government by the People" program. Participants set personal priorities for government spending and then compared notes with their neighbors.

New center is a 'plus' for county

"PLUS" has a very special and tangible meaning for many people in Caroline County, Maryland. And the Expanded Food and Nutrition Education Program Extension home economist and the aides in that county feel a real sense of accomplishment.

Just 2 months after their idea became a goal, the "Plus Specialty Shop" opened its doors in the fall of 1970. And a year later it continues as a "plus" to the EFNEP.

This special undertaking started when Mrs. Joan Tucker, Extension home economist and supervising agent, met with the four Extension aides at their weekly staff conference. The discussion, as it often did, got around to the material needs of program families: clothing for the children; sheets, bedding, and even mattresses; dishes enough so the whole family could eat at once.

Everyone at that meeting knew the frustrations of trying to help families improve their diets nutritionally, even to get them interested in the idea, when they were concerned about getting enough to eat, clothing the kids for school, or finding a decent place to live.

Individual donations of items had been coming to the office, but it was difficult to store and distribute them. Another need was for a centrally-located place where program families could meet, where aides could hold training meetings, and where the general public could be involved in the learning activities.

After considerable evaluation of these needs, the women came up with the idea of a Thrift Shop.

The next step was to decide how to go about it. Why not, they thought, have program families take part in planning for this project, even running

the shop? Why not involve the larger community and use volunteer efforts?

Mrs. Tucker discussed the idea with other members of the Extension staff and some leaders in the county. She recalled that civic groups, local organizations, and many individuals had been told about the EFNEP in order to gain their understanding and support when the program first came to Caroline County.

The Rotary Club of Denton had indicated a strong interest in supporting the program. She now approached the club president with the Thrift Shop idea. With an initial gift of $500 and the offer of individual help in setting up the shop, the Rotary Club started a chain of events.

The women located an empty building that would make a good site for the shop. Contacting the president of the bank which owned the building, Mrs. Tucker explained the project and asked his advice about its feasibility.

As a result, the bank donated the use of the building. It included a store in the front, with an apartment in the back that could be used as a demonstration area. The bank granted permission for any necessary renovation of the facilities.

Rotarians and other interested citizens gave time and materials to get the building in order. The Caroline County Bar Association gave legal advice. Paper, paint, floor covering, plumbing and heating supplies, store fixtures, a stove, refrigerator, and even a sign for the building were donated.

Clothing and household items were contributed by Extension Homemakers Clubs, civic organizations, program

by
Shirley J. Mott
Home Economics Editor
and
Joan T. Tucker
Caroline County Home Economist
Maryland Extension Service

Below, a volunteer (right) helps women select needed items for their families. Above left, an Extension aide conducts a group meeting in the well-equipped demonstration center. The eye-catching sign and attractive window displays, below left, help make families aware of the new center.

families, and interested people who had read of the project in the local newspaper.

The Caroline County Record carried articles promoting and supporting the program. The owner of a sewing store donated many boxes of fabric remnants, hangers, patterns, buttons, belts, and 49 new children's garments and agreed to serve on the Advisory Board of the shop.

The Advisory Board is made up of representatives from business, industry, and civic groups. Within the Board is a steering committee composed of a lawyer, a public accountant, and several businessmen.

Under their direction, the shop was incorporated as a nonprofit organization. All finances and the bookkeeping are handled by the public accountant.

A special committee of Extension aides and members of program families act as an advisory group to the Board.

The Plus Specialty Shop and meeting rooms were opened in October 1970. Although the shop was planned to provide some of the immediate needs of limited-income families, education is the primary goal of the project.

The demonstration facilities provide space for the training of Extension aides and for special interest programs for EFNEP families and the general public.

Weekly nutrition demonstrations for aides and program families have had an average attendance of 10. Topics have ranged from "How To Buy Beef" to "How Food Affects You" and "Use of the Electric Range."

Special interest meetings on first aid, home nursing, and home improvement have been offered along with eight meetings in a summer youth program.

These educational meetings have been under the direction of the Extension home economists and aides, Extension specialists from the University of Maryland, representatives of the electric company and the Office of Economic Opportunity, as well as the nutrition coordinator and others from the Red Cross.

Shopping privileges at the Plus Specialty Shop are limited to EFNEP families. As of August 1971, 212 people held Plus Shop ID cards. In special cases, help may be given to non-program families—migrant workers and those with emergency situations. Any eligible family may make an application to enroll in the EFNEP, and on enrollment they receive a Shopper's ID card.

The shop is open from 10 a.m. to 2 p.m. on Fridays and from 1 to 4 p.m. on Saturdays. An Extension aide may bring a program family to the shop at any time, however, depending on the need, and special arrangements for evening shopping can be made.

On her own time, the Extension secretary who works with the EFNEP schedules volunteers to work at the shop. These volunteers are Extension Homemakers, Red Cross workers, members of program families, and aides. More than 15 community organizations and companies are cooperating.

A year after its opening the "Plus Shop" and demonstration center continue as a "plus" to the entire community. □

Fairgoers try grading cattle

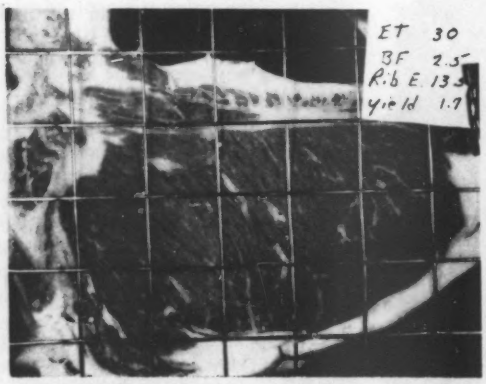
Continued from page 4

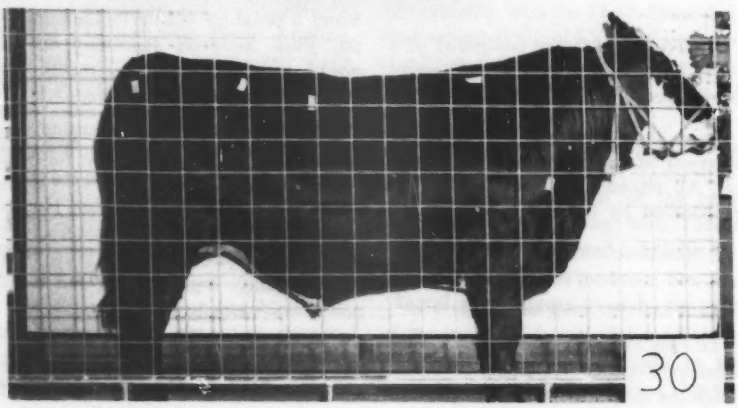
hoof to hook?" A sign beside each animal told the grade guessers the number of days the steer had been fed, his birthdate, and his feed conversion ratio, if available. All had been judged choice on the hoof.

In the plant it was a different story, Hambleton said. About 25 percent did not grade choice because of lack of marbling.

"You can't see it, no matter how well you know cattle," said the farm advisor. "Marbling is a genetic and feed factor. It involves both length of feed period and ability of the steer to marble at a young age."

A visit to the plant 3 days after the fair was convincing evidence. The 12 carcasses hung in a row. Attached to each were the ear tag number and a picture of the live animal, a reminder to the judges of beef on the hoof. The pictures had been taken through a wire grid, in 4-inch squares, so the live animal could be measured accurately. Five key points were marked on the live animal: pin bones, hook bone, last rib, top of shoulder, and point of shoulder. The same points were marked on the carcass.





At left is the ribeye view of the top-yield steer. Below is the same steer as it looked in the "Guess-a-rama" judging ring. Pictures of the live animals were attached to the carcasses as reminders to the yield guessers.

As the preponderance of winners suggests, Hambleton said, the cattleman's eye is a good tool. He can judge the length of rump, the meatiness, general muscling, the size of lower round, and thickness of body. But he can't determine the amount of marbling. Only the carcass on the rail, split between the 12th and 13th rib, can reveal that story.

"The story we want to tell," said the Extension livestock man, "is this:

"It costs much more to put fat on a steer than lean meat. What we need is herd sires that will produce early-marbling animals, without the back fat and pelvic fat. Once we get to paying for the carcass rather than the live animal, commercial cattlemen will pay for progeny-tested bulls."

The carcass contest for the young beef grower and the carcass "Guess-a-rama" for the public focused attention on what should be the payoff point for cattlemen, Hight and Hambleton concluded. They'd like to see the "Guess-a-rama" grow to 400 or 500 people next year, again representing the whole public.

"The steer that grades choice in the cooler almost surely was a choice steer on the hoof," said Hambleton. "It's a lot less sure that choice on the hoof will be choice on the rail.

"Ultimately, sale on the rail is the fairest way to market quality beef. It's all to the benefit of the grower of genetically choice animals." □

by
Shirley Drinkard
Family Economics Specialist
and
James Whitfield
Director
Mid-Missouri Extension Area

'Fair' tells Extension's story

To help present an area concept of Extension work, this exhibit featured a color televiewer showing all 30 area staff members on the job.

"It's a New World Around Us," a 2-day Extension "fair" in May 1971, helped tell Extension's story to 2,300 visitors from throughout the 12-county Mid-Missouri Area.

The three primary objectives for the fair were:

—to make families more aware of the resources available to them through the University of Missouri Extension Division,

—to help families understand the Area's total Quality of Living program, and,

—to inform families about new developments which affect their choices as consumers.

The idea for the fair started with the area specialists in family living. They proposed it in response to a request from a group of local leaders for some kind of special consumer information program.

All 30 of the area's professional Extension staff became involved, along with specialists from the University of Missouri. Extension Club groups and nutrition program aides helped, too. Planning and preparation took nearly a year.

Each specialist was invited to prepare an exhibit or demonstration on his program area. Working separately or in teams, they set up 27 displays to show the Mid-Missouri consumers the resources available to them through the University of Missouri Extension Division.

The "booths" explained Extension programs on food and fiber, family and youth, the community and the public sector, continuing education for professionals, business, industry and labor, and quality of environment.

A popular part of the event was the two style shows, which had cooperation from local leaders, Lincoln University faculty and students, and local merchants.

Cooperation from many others contributed to the fair's success, too. The mayor and chamber of commerce president from Jefferson City opened the fair with a ribbon-cutting ceremony The power company furnished the location and electrical power for the exhibits, an electrical contractor installed special wiring, and another company supplied hourly door prizes.

Evaluation by the consumers and the Extension staff indicated that the Mid-Missouri Consumer's Fair, with a year's preplanning effort, was well received.

Almost half the participants said this was their first Extension activity, and most of the first-time attenders were city residents. The most popular exhibits were those on landscaping, textiles, beef, and drug education.

The area Extension staff felt the event was successful, too. They rated it high in achievement of the established objectives. "I can think of no other way that we could have reached as many people as effectively with ideas regarding Extension educational information available to the consumer," said one staff member.

Many commented on the excellent cooperation shown by the area staff, Extension Homemakers Club members, businessmen, sponsors, and fair participants.

Before the fair was over, staff and leaders were asking, "When are we going to have the next one?" There no doubt will be similar events in the Mid-Missouri Area soon, because it helped further the cooperative attitude among area specialists. Through the fair, they found that they could successfully reach educational objectives by working closely together as an educational team on an area activity. □

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An idea that endured

A marker was dedicated November 11, 1971, in Tyler, Texas, to commemorate the hiring of the first county agent. The action came just 65 years after the decision by a small group of men that turned out to be monumental in revolutionizing agricultural production in this country.

This simple decision was not at the time envisioned as the forerunner of what since has been described as "the greatest development in adult education in the last 100 years." It was merely a small group of men who understood the value of agriculture to their economy, who had seen the value of practices demonstrated by Dr. Seaman A. Knapp, and wanted to help all farmers benefit from application of improved practices to farm production and management.

As of that year, 1906, the Federal Government had not seen the wisdom of an organization such as the Cooperative Extension Service. Indeed, the Smith County experience served as the model for the Cooperative Extension Service which was described in the Smith-Lever Act of May 8, 1914.

The first cooperative farm demonstrations had been established on the Walter C. Porter farm in Kaufman County, Texas, in 1903. This played a major role in the decision of the 44 local leaders—in a meeting with Dr. Knapp, Judge S. A. Lindsey, and a representative of the U. S. Department of Agriculture on November 12, 1906—to underwrite farm improvement. That same day they hired William C. Stallings as the first county agent in Texas and the first in the Nation to serve only one county. He, too, had attracted widespread attention because of his crops and experimentation in better production methods.

Stallings served 3 years as county agent and later as district agent. He enlisted 500 farmers into the program and at least 350 continued using modern practices as a direct result of his efforts and teachings. This is not surprising since corn yields doubled—30 to 60 bushels per acre—and cotton yields increased by 50 percent during this time.

It would be redundant here to cite data attesting to the growth, expanded scope and respect that Extension has earned. We're all familiar with those data. That the Texas County Agricultural Agents Association and the Smith County Historical Survey saw fit to erect a marker commemorating the place and date of the birth of the system, and that the basic philosophy and concept of the demonstration method of teaching has survived even to today are ample testimony to the wisdom of the founders.

All who have been and are a part of a system that has rendered a service to the people of this country so valuable that it has endured depression, war, and prosperity can take a measure of pride in having been part of a system so honored.
—WJW

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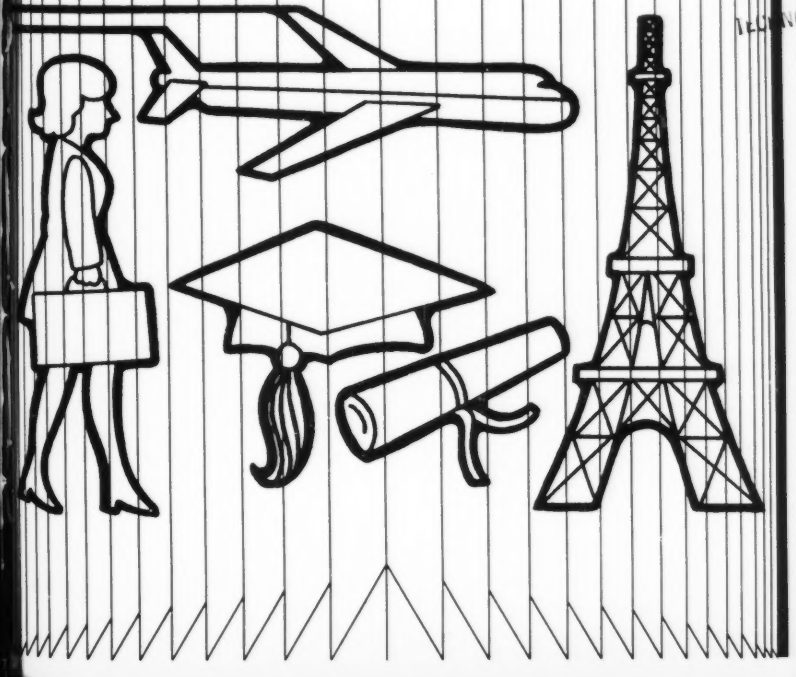
EXTENSION SERVICE
REVIEW
U.S. DEPARTMENT OF AGRICULTURE • DECEMBER 19



Professional improvement opportunities-page 8

VOL. 42 • NO. 12 • DECEMBER 1971

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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Associate Editor: *Mary Ann Wamsley*

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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

Interested in improvement?

On pages 8-13, you will find listed a variety of opportunities for professional improvement—some available to the general public, others for all Extension workers, and still others limited to specific disciplines within Extension.

By publishing this information all together, at one time each year, we hope to give you an idea of the scope of opportunities open to you and to make it convenient for you to compare the features of those that interest you.

This means, of course, that since deadlines for application vary from school to school and organization to organization, not all items can be completely timely. Most of the schools and grants are offered each year, however, with few changes. If you can't meet this year's application date for something that interests you, make a note now to apply early next year.

The list of opportunities has been growing from year to year, but there must be many more that we do not know about. If you can suggest an addition to the list, let us know now so we can plan to include it next year.—MAW

Recipes help aides make friends

A homemaker holds a "Minne card" as the program assistant demonstrates how to prepare the recipe. The cards contain nutrition and food-buying tips, too.

by
Leona S. Nelson
Assistant Extension Information Specialist
University of Minnesota

Minnesota's 3- by 5-inch "Minne cards"—carrying recipes and food tips—are a living memorial to a program assistant who died suddenly after working only one year on the Expanded Food and Nutrition Education Program.

Minnie Long, a program assistant in Mille Lacs County, Minnesota, was a good listener and concerned about what she saw and heard. As a new program assistant she had just learned about good nutrition and the basic four food groups from her supervising Extension home economist.

Minnie came to her supervisor perplexed that sometimes she had trouble getting into a home where she knew the homemaker needed help. "I need something that I can hold in my hand and keep handy in my purse," she said. "I want to assure the homemaker that I'm not selling pots and pans, am not a case worker, nor an inspector, but a friend with something to help her.

"If I had a recipe to interest her in feeding her family, or one for a child to make, I think I could get in anywhere."

Minnie went about making her calls, and State Extension staff members did something about Minnie's pleas for help.

Verna Mikesh, Extension nutritionist, and Leona Nelson, information specialist, discussed the facts they already knew about food for low-income groups and what research has shown about the food habits of people—that diets of most Americans are lacking in fruits, vegetables, and milk.

From their experience they knew that as a rule homemakers like "one-dish" oven meals. It is also known, however, that some homemakers don't like to use the oven; they prefer to prepare top-of-the-range foods.

Some homemakers need basic cooking directions; others look for something "different" or "fancy." Desserts are no problem in most homes.

And so recipes were developed, family tested, and put on 3- by 5-inch cards. In addition to a simple, easy-to-follow recipe, directions were given for incorporating the food into a simple meal.

Tucked in also were nuggets of nutrition information relating to the foods being used. For instance: "Cabbage contains vitamin C which you need every day," or "Deep yellow vegetables are rich in vitamin A. You need vitamin A for good health."

Good buying suggestions were added on some cards: "Buy noodles which are enriched with B vitamins and iron," and "Liver is a less expensive cut of meat. It is practically all meat, and so there is very little waste."

The Minne cards contain many one-dish meal suggestions, but also some top-of-the-range ideas. Recipes for vegetables, fruit desserts, and snacks, as well as plentiful foods in season are used.

Included for children are some ideas such as Pink Popcorn Balls made from melted marshmallows; Ovenless Cookies featuring instant nonfat dry milk, rolled oats, and peanut butter; and Hobo Bread full of raisins and baked in a tin can.

The 3- by 5-inch cards fit into a standard size recipe box, but they also fit into a shoe box. Program assistants encourage homemakers to use a shoe box so that other materials left can be kept there too. They sometimes decorate the boxes with colored paper or crayon designs.

And there is a blank Minne card with the same heading, that allows the homemaker to add her own favorite recipe or one she has exchanged with a friend.

Program assistants were encouraged to send in favorite recipes they found so others could enjoy them. Women enjoy seeing a Minne card with their favorite recipe being used over the State.

Minnesotans believe that Minne cards have a great future and will be useful wherever women are concerned about good food for their families. □

by
Susan E. Pieplow
Assistant Editor—Press
University of Maryland

4-H'ers care about conservation

"The trouble with kids today is that they just don't care." "Teenagers don't think about anything but themselves."

If the people who make these comments could have been in Maryland for just one week in June, they might think twice about repeating them. Why? Because Maryland has some teenagers who really do think and care about people and their land.

More than 100 teenagers, ages 14 to 19, devoted a week of their summer vacations to attend the Maryland State 4-H and Youth Conservation Camp. They came to camp because they wanted to learn—because they care.

Since a substantial part of the State is under water and marine biology is of special concern to Marylanders, the theme for the camp was "Marine Biology in Our Environment."

Camp Calvert, a rented facility on the shores of Breton Bay in St. Mary's County, was selected specifically for the subject matter of the camp; the facilities provided ready access to the water and the many life forms it shelters.

Camp Calvert did offer one unexpected surprise. When the 4-H'ers arrived at the camp, they found huge piles of discarded lumber and rubbish all over the grounds. What a site for a conservation camp!

Many of the buildings were old, so they were being torn down, but the debris had not been hauled away. So the 4-H'ers got together and set out to clean it up; and clean it up they did. This unexpected, and at first unpleasant, situation created a spirit of enthusiasm and willingness to work together—a spirit which remains with many of those 4-H'ers today.

Gene C. Whaples, State 4-H program leader and conservation camp director, explained that the camp's dual purpose was "to develop a better understanding of marine biology as a part of our environment through a learn-by-doing experience, believing that individuals learn through involvement in real problems. And secondly, to develop and encourage leadership.

"The camp was designed so that the 4-H'ers could be involved in the operation of programs and activities. They selected their own areas of interest to study in depth, and they were responsible for making decisions in the day-to-day operation of the camp, such as planning special evening programs and activities," Whaples added.

The camp was divided almost equally between boys and girls, with just slightly more boys. Camp delegates were recruited through traditional 4-H contacts, including the Soil Conservation Service, gun and sports clubs, and conservation clubs throughout the State. For the first time, Extension agents contacted high school biology teachers and it proved to be a very worthwhile effort. Interest in the camp far exceeded expectations. Enrollment was filled long before the registration deadline.

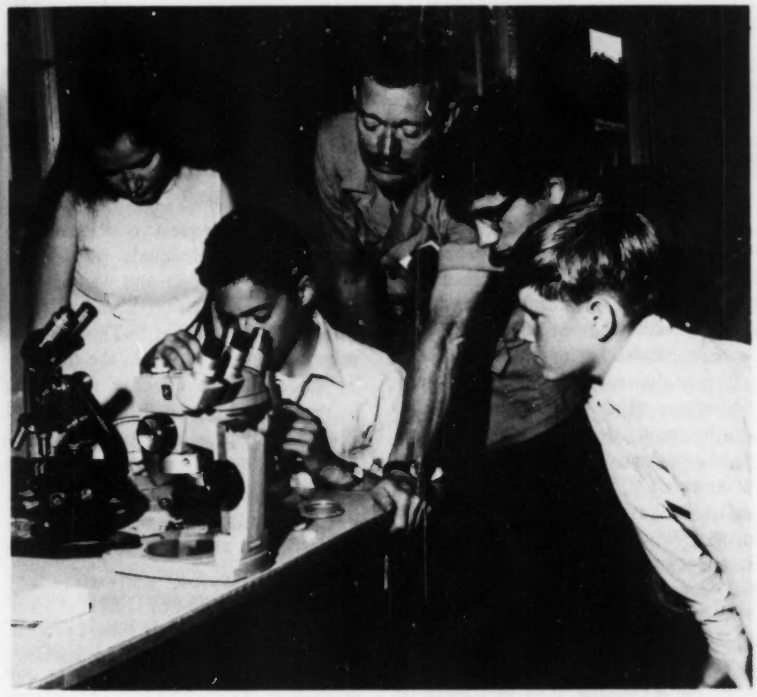
The charge for the camp was $25, but no one who wanted to attend was kept out because he did not have the money. Scholarships were provided by conservation groups and garden and sports clubs. In some instances, the clubs located their own needy delegates to attend camp, while others donated the money to counties for distribution.

Staffed by professionals from the University of Maryland Extension Service and other volunteers, the camp featured such program areas as gun safety and skeet range shooting, art, and marine aquarium and aquatic insect learning labs.

In the gun safety and skeet shooting class, campers developed interest and ability in an outdoor sport that could be continued throughout their lives. The art learning lab gave the teenagers a chance to develop free expression, and take a look at themselves and the world around them.

In the marine aquarium lab, the 4-H'ers studied marine-related life in and along Breton Bay. Among their collected discoveries were crabs, fish, and even a snake or two. The aquatic insect class collected many specimens that inhabit water areas. They studied them

At left, 4-H'ers collect various forms of marine life from Breton Bay. Below, Dr. Gene Wood (center), Extension entomologist at the University of Maryland, helps the campers discover the world of aquatic insects.



in depth and finally mounted them for later use and examination.

Guest speakers during the week included staff members from the University of Maryland, Johns Hopkins University, Chesapeake Bay Institute, Maryland Geological Survey, and Chesapeake Biological Laboratory of the Natural Resources Institute. Through these resource people, the 4-H'ers were able to take a look at career possibilities in the field of conservation and get first-hand information on the geological history of Maryland, the history and condition of the Chesapeake Bay, and man's impact on ecology.

A highlight of the camp was the Maryland Department of Water Resources research boat, "The Monitor." Representatives from the department's Water Quality Investigations Division took campers out on the boat every day to demonstrate how they test water. It didn't take the kids long to catch on, and by the middle of the week they were testing the water themselves for oxygen, temperature, pH, visibility, and salt and soil content.

Before the camp, most of the 4-H'ers had no idea how water was tested, so this experience both fascinated and intrigued them. In fact, several have already decided that they would like to make a career in water research.

After the camp was over, letters poured into county and State offices and to volunteer staff members, all saying what a great camp it was, how much everyone learned, and that everybody was looking forward to next year's camp.

The impact was felt in the total statewide camping program, as a number of the 4-H'ers attending Conservation Camp went home to become counselors for their own county camps. Because of their fine experience at camp, these teenagers decided to make it their duty to spread the word about conservation and to generate in others a keen environmental interest.

The experience they gained at Conservation Camp was indeed "worth its weight in gold." The teenagers not only learned about water conservation and other related topics, but also had the opportunity to help organize and operate the camp. And all teens need and respect this type of responsibility.

A close adult-youth relationship existed between staff members and campers, contributing much to the total aspect of the camp. It gave the 4-H'ers an opportunity for personal contact with mature, successful adults and a chance to explore career possibilities. Staff members and teenagers spent many hours involved in deep discussions and participating in recreational activities.

In a letter to all prospective campers, the president of the cartridge corporation which has sponsored the camp for a number of years, said, "In all of the 37 years of working with the 4-H Club Conservation Camp, the need for knowledge about our natural resources is greater than ever before. . . . It is your duty to become involved in any problems dealing with conservation, for it is the heritage that has been given to you and the one you must pass on to future generations."

Maryland 4-H'ers agree. □

by
Gene McMurtry
Director, Community Resource Development
Virginia Polytechnic Institute

Extension helps communities oc

People are concerned about what happens to their communities. They believe in their communities and want to live there, but they need guidance and counsel in solving their problems and improving their environments. The Virginia Tech community development and county Extension staffs have responded to this need.

Community development depends to a large extent upon the ingenuity and ability of local leadership. Leaders can be effectively involved in problem solving to bring about desirable change, thereby fulfilling the needs and aspirations of their communities.

Groups and organizations working cooperatively, with support from local Extension staffs, can contribute substantially to the social and economic betterment of all citizens.

Correct development decisions made by communities are the key to improving the quality of life for all citizens.

This is the fifth in a series of articles on Extension's rural development responsibilities. Next month—Arizona's techniques for developing its recreation potential.

Threads of common problems weave through all counties, but no community can borrow solutions from another. The leaders of each community must define their own problems and initiate solutions to meet their own needs.

Improving communities through problem solving requires two basic ingredients. The first is community leadership. This means not only people who have been identified as decisionmakers in the community, but also concerned individuals who can be developed into leaders. Second, there must be identification of the real problems to be solved. Sometimes the things "bugging" a community most are deeper than the outward symptoms.

Research at Virginia Tech has shown that a leadership survey is the best and most practical way to understand and reach communities. Such a survey not only identifies community leaders, but also provides insight into the problems of the areas as seen by these leaders.

To start the leader-identification process, the Extension staff and three or four other knowledgeable people in the county suggest the names of about 30 people they think are the leaders.

These people are interviewed first. They, in turn, suggest other names, until the interview list expands to 70 to 90. Through this process, the leadership list is confirmed—no leader is overlooked.

Interviews are conducted by a survey team which includes a local Extension staff person and, usually, a University staff person. Many times, other agency staff members—including planners—are members of the survey team.

In the leadership survey, the interviewer asks: "Will you indicate the concerns or problems as you see them in your area?" This approach stimulates each leader to give careful thought to problem areas. Often the survey itself creates a desire among community leaders to do something about the concerns they list.

The second request is: "Please give us names of individuals whose good judgment you respect and who are concerned about their community (men, women, black, white)." This question helps to find the people in the community who could be effective in bringing about change because of the trust placed in them by their fellow citizens. Many of them are unfamiliar with Extension programs.

While studies have shown that there are leaders at all income levels, our surveys found that more than half of all community leaders interviewed had incomes of $10,000 or more. Money income may relate to the way the individual perceives its importance in his own life and to the time he has available for community efforts.

When the individuals interviewed are classified by occupation, business and professional employment tend to predominate. Having time to devote to community concerns is of great importance.

Education, whether formal or informal, is an important factor in how leaders view their communities. Our surveys showed that generally about 50 percent of those interviewed had attended college and about 33 percent had some high school training. Only about 20 percent had only a grammar school education.

ocate their 'leaders'

Younger leaders generally had more years of formal education. All leaders showed a willingness to learn those things that are necessary to make themselves relevant to the concerns of the community.

The interview process helps county and city leaders to focus on overall problems and broad concerns. Emphasis on problem areas varies by geography, urbanization, and time of survey.

Interviews with 2,610 community leaders in 30 counties and cities in Virginia revealed that they saw more then 9,000 community problems, which can be grouped this way:

Problem Areas	Percent
Public facilities	17.1
Public policy	15.6
Education	12.8
Recreation, beautification	11.7
Social	10.5
Motivation, communication	10.4
Employment and jobs	10.2
Health and welfare	5.9
Agriculture	5.8

These broad problem areas cover many specific community concerns. For instance, the four things leaders said they needed most in public facilities were: more water and sewage facilities; an increased supply of low-income and middle-income housing; better solid waste collection and disposal; and adequate streets and highways for communities.

In public policy, the top four were: better planning and zoning; updated forms of local government; new sources of revenue; and better law enforcement.

The surveys have provided the basis for positive community-wide action programs. In most cases, these projects have been a spin-off from discussion groups of community leaders.

The successful projects have included such things as planning and zoning ordinances; community beautification projects; removal of discarded vehicles; sanitary landfills; establishment of industrial development committees; feasibility studies for recreation enterprises; area-wide planning; recreational opportunities for young people; and litter control programs.

Some Extension staffs have presented and published accomplishments of the county study groups. One of the most important achievements has been the development of a "sense of community" among the leaders and government officials.

While there has been greater involvement of Extension staff in community decisionmaking, not all projects or groups have met with success. The surveys have provided the framework and confidence necessary to bring community leaders together. This approach has been a most effective way of building community trust in Extension for nontraditional roles.

And the overall Extension programs in the counties have benefited from the scientific survey process, too. Agents now have a better idea of people's priorities and can adjust program emphases to reflect those priorities.

One county supervisor said, "The opportunity to review the concerns of the county has been of great benefit to me in my job."

Reaching communities involves not only the identification of leaders, but also the opportunity for their development as competent problem solvers. They develop and learn as they work through their community problems under the guidance of the Extension staff. In this way, it is possible to develop local initiative.

Individuals with motivation create a kind of spontaneous action because they sincerely feel the desire to work for the good of the community. This is the basic concept involved in a "sense of community"

A "sense of community" is achieved through communication and understanding. Good communication is a tool for reducing conflict and distrust by providing cooperation on common projects. Distrust develops where competition erupts into conflict, and it often takes years for people and communities to forget.

The challenge is to rise above the problem of community distrust and not let it be a stumbling block to the cooperation and progress of a project.

Like a sheet of music, leadership efforts are ineffectual unless performed. The quality of the performance will depend to a large extent upon the development and training of the leadership in the community.

Community leaders can bridge the gap between community development theory and effective action within a community. We must be able to develop community leaders whose performance can skillfully and sensitively deal with the needs of the community if we are to be successful in our educational efforts. In a real sense, Extension staffs can put the stamp of their own spirit upon their communities. □

Professional improvement opportunities

. . . schools and workshops

Colorado Summer School

The National Extension Summer School at Colorado State University is being planned for June 12-23, 1972. For further information regarding the program, contact Dr. James M. Kincaid, Jr., Director, National Extension Summer School, Room 213 Liberal Arts, Colorado State University, Fort Collins, Colorado 80521. □

N. C. Summer School

This 3-week summer session will be held June 19 - July 7, 1972, at North Carolina State University, Raleigh.

Tentative plans include courses in ecology and environment, supervision of paraprofessionals, use of volunteers, administration of county Extension programs, working with disadvantaged adults, program development, issues in adult education, community colleges, and other areas relevant to technical agriculture and home economics.

Address Dr. Jerry Parsons, Department of Adult and Community College Education, 109 Ricks Hall, North Carolina State University, Raleigh, North Carolina 27607. □

Western RD Workshop

The second Western Regional Community Resource Development Workshop will be held June 13-23, 1972, at Colorado State University. It is open to participants from throughout the U.S.

Participants will be provided (1) the opportunity to begin analysis using their own "tools" in one of three selected laboratory communities (2) the proper group atmosphere to interact on, test, and develop their own or new tools and arrive at an increased understanding of the community resource development process.

This workshop will be participant-oriented, with major emphasis on maximizing the opportunity for each individual to develop the approach most significant to himself while sharing his approach with others and gaining awareness of other approaches. All but the most essential structure has been removed, to provide a flexible situation.

Special evening seminars to pursue related content areas will be provided for those interested.

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. □

Missouri CRD Shortcourse

The fifth annual University of Missouri Community Development Shortcourse will be held May 15-26, 1972, at the University of Missouri, Columbia.

The theme will be "The Community Development Process in 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.

Registration and course fee will be $85. For more information, contact Department of Regional and Community Affairs, University of Missouri, 723 Clark Hall, Columbia, Missouri 65201. □

Arizona Winter School

The 11th Western Regional Extension Winter School will be held January 24 - February 12, 1972, at the University of Arizona, Tucson. Courses scheduled are (1-2 semester credits each): Public Affairs Education, Space Planning and Mobile Living, Developmental Approaches in Consumer Education, Innovative Methods in Extension Education, Environmental Education, Accountability in Extension, Modern Extension Communications, and Agri-Business Management.

Maximum load is two courses, with a total of three semester credits. Total fees will be $72.50 for two courses.

Obtain the Winter School brochure from Ronald E. Stoller, Director, Western Regional Extension Winter School, Cooperative Extension Service, The University of Arizona, Tucson, Arizona 85721. □

. . . opportunities for women

Electrical Women's Roundtable Grants

The Electrical Women's Round Table, Inc., an organization for women in the electrical industry, annually offers a grant of $1,500, the Julia Kiene Fellowship, to a woman for graduate study in electrical living and allied fields. This year, commemorating the 25th anniversary of the Electrical Women's Round Table as a national organization, a 25th Anniversary Fellowship of $2,500 will be granted. The Julia Kiene Fellowship of $1,500 will be awarded to the runnerup.

Graduating seniors and women with degrees from accredited institutions are eligible to apply. Applications are judged on the basis of scholarship, character, financial need, and professional interest in electrical living. Study is toward advanced degrees in such fields as advertising, education, electric utilities, electrical engineering, electric home equipment manufacturers, Extension, housing, journalism, radio-television, and research. The college or university selected by the recipient must be accredited and approved by the EWRT Fellowship Committee. Completed applications must be in by March 1.

For application forms and further information, write to the Chairman of the EWRT Fellowship Committee, Miss Janice L. Heckroth, Better Homes & Gardens, 1716 Locust Street, Des Moines, Iowa 50336. □

Tyson Fellowships

The Woman's National Farm and Garden Association offers a $750 Sarah Bradley Tyson Memorial Fellowship for a woman who wishes to do advanced study in agriculture, horticulture, or "related professions," including home economics.

Applications should be made by April 15, 1972, to Mrs. Lydia Lynde, 6008 Grove Drive, Alexandria, Virginia 22307. □

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, Miss Ida E. Martin, Franklinton, Louisiana 70438. □

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, Miss Ida E. Martin, Franklinton, Louisiana 70438. □

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, Miss Ida E. Martin, Franklinton, Louisiana 70438. □

NSF Traineeships

The National Science Foundation will support an estimated 1,800 graduate students in 1972-1973 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, 1972. All inquiries about traineeships should be directed to the universities having traineeship awards. □

opportunities 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 Miss Mildred Benz, 1002 Hanson, Box 160, Murphysboro, Illinois 62966, Chairman of the NAEA Professional Improvement Committee. They must be submitted before October 15. □

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, Assistant Professor of Extension Education, Room 323, Agricultural Sciences II, Washington State University, Pullman, Washington 99163. □

U. 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. □

. . . land-grant university programs

Carver Fellowship

The University of Missouri College of Agriculture offers a 2-year George Washington Carver Fellowship for outstanding graduate students in an area of study and research supervised by a department within the College of Agriculture.

Stipends for a Master of Science candidate are $4,400 for the first year, and $4,600 for the second year, and are renewable. The Fellowship is designed for promising young scientists who will bring distinction to the Missouri Agricultural Experiment Station with research and contributions as members of the research staff.

For further information and applications write to: University of Missouri, Dean, College of Agriculture, Agriculture Building, Columbia, Missouri 65201. □

UK 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.

Assistantships are for a period of 10 months and include waiver of nonresident tuition. Awards are $2,500 for students working for the master's degree, $3,100 for students with a master's working for a doctorate, and $3,700 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. □

Hatch Fellowship

The William H. Hatch Fellowship offered by the University of Missouri Agricultural Experiment Station is for candidates for the Ph.D. degree. This distinguished fellowship honoring the author of the Agricultural Experiment Station legislation which is widely known as "The Hatch Act" carries a stipend of $5,000 the first year, and $5,200 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 January 15, 1972, as the recipient will be announced on February 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. □

U. 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 $325 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. □

Florida 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 $315 per month, are available to students who meet requirements for 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 $290 per month.

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. □

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 $175 a semester is not waived, although nonresident tuition of $445 a semester 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. □

Ohio State University

The Ohio State University offers research associateships of $3,600 to $5,400 and a number of university fellowships on a competitive basis, about $2,400 each. All associateships 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 Vermont

One graduate research fellowship is available in the Department of Vocational, Technical, and Extension Education for workers interested in pursuing a Master of Extension Education degree. The fellowship pays the full $2,200 out-of-state tuition plus a $3,100 salary on an 11-month basis.

Contact Dr. Gerald R. Fuller, VOTEX Education Department, 105 Morrill Hall, University of Vermont, Burlington, Vermont 05401. □

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. □

. . . other opportunities

Resident Scholar Program

The Corps of Engineers' Board of Engineers for Rivers and Harbors, Department of the Army, conducts a resident scholar program. Participants eligible are scholars in a broad range of disciplines and specialties including economic, political, and other social sciences; geography; ecology and environmental planning; systems analysis and operations research; and urban and regional planning. Preference will be given to individuals in graduate level teaching on sabbatical leave or who desire to take a year's leave of absence.

One resident scholar will be employed each year at the Board offices in Washington, D.C.., for a 12-month period. Applications for the July 1973 through June 1974 period must be submitted by the end of October 1972. The discipline has not been determined from which selection will be made. Salary ranges from $20,000 to $25,000 annually ($80 to $100 per day). Moving expenses to and from place of residence will be paid.

For further information write to: The Resident Member, Board of Engineers for Rivers and Harbors, Department of the Army, Tempo C Building, 2nd and Q Streets, S. W., Washington, D.C. 20315. □

Behavioral Science

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. □

University of Chicago

The Midwest Administration Center, University of Chicago, serves as a locus for graduate study in educational administration. It promotes research, the dissemination of research findings and new concepts relevant to administration, and experimentation with new patterns and methods of pre-service and in-service education of administrators.

The program normally takes 3 years to complete, and includes course work in general education focused on administration. Offerings in the social sciences and the humanities provide a wide variety of opportunities for developing the special interests of the student. The aim of the program is to prepare humanistic and analytic educational administrators committed to sound conceptual approaches to the solution of social problems.

Selection of candidates is based on scholarship and leadership potential and a demonstrated commitment to education as a means of improving society. A limited number of fellowships are available. The basic fellowship includes a stipend of $5,000 for a full calendar year, plus full tuition allowance and dependency allowances.

For information and application forms, address: Bruce A. Thompsett, Director of Student Services, Midwest Administration Center, 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, 1972. Announcement of the recipient will be made in May; the award will be granted after the study is completed. □

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 $6,800. 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 $5,400 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, 1972. □

National Defense Graduate Fellowships

No new 3-year fellowships will be granted in 1972-73. Some vacancies may be available for re-award, as a number of students currently on 3-year fellowships are expected to resign during 1971-72. Make application directly to the institution, not to the Office of Education.

For the 1971-72 listing of approved doctoral institutions and graduate programs (valid for 1972-73) write the Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. The publication number is: OE 55017-72. □

Adult Education Fellowships

Extension workers who are concerned about the future role of universities in the urban setting and their own part in shaping that role are invited to apply for a $6,000 doctoral fellowship in adult education. Each award, which is provided by the Carnegie Corporation, will provide the recipient with firsthand knowledge of the complementary and the competing functions of publicly and privately supported adult education programs in metropolitan areas.

Applicants should be preparing for positions of administrative leadership in broadly based programs involving both Cooperative and General University Extension and should have a commitment to improving the quality of life in the city through the extension of university resources.

Scholarships and assistantships for specialists and county workers who wish to work toward the Ph.D., M.A., or Certificate of Advanced Study in adult education are available on a competitive basis.

Applications for the 1972-73 academic year must be submitted no later than February 1, 1972. Application forms and further information may be obtained by writing to: William S. Griffith, Department of Education, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637 □

Florida State University Graduate Programs in Adult Education

Florida State University conducts a graduate program in adult education that may be of interest to many Cooperative Extension personnel. This program is available to degree and nondegree pursuing students and can lead to Master's, Advanced Master's or Doctoral degrees.

Although no rigid curriculum is prescribed, most students pursue a core of studies in adult education, educational foundations (history, philosophy, and sociology of education) and the behavioral sciences.

In addition, students can design a program of studies that focuses on one or more specialized areas such as community development, program development and evaluation, computer assisted instruction, adult counseling, management and administration, basic education, and others.

University fellowships and a number of assistantships are available, but vary from year to year, depending on the nature of the projects being undertaken by faculty and students.

Past projects have included technical assistance and materials preparation for public school, adult basic, and migrant education programs; training of educational leadership for the aged; development of a simulation program development model; workshops for correctional education instructional staff; evaluation of statewide adult education programs; and national workshops for State-level administrators of adult education.

In addition, experiential internships have been available with the following agencies: Federal Correctional Institution, State Department of Education, Board of Regents, FSU Division of Continuing Education, and several others as the need and opportunity arises.

Admission applications for the graduate program need to be submitted at least 6 weeks prior to the expected enrollment date; at least 3 to 4 months is preferred and desired.

Applications for fellowship awards are needed by early February for the following academic year. Assistantship applications are accepted at any time, but early spring is preferred.

These awards range from $200 to $600 per month, depending on student experience and funds available.

Additional information about this program can be obtained from: Dr. Irwin R. Jahns, Associate Professor and Graduate Coordinator, 920 West College Avenue, Department of Adult Education, Florida State University, Tallahassee, Florida 32306. □

University of New Mexico

The Division of Public Administration at the University of New Mexico has developed the Program for Advanced Study in Public Science Policy and Administration for mid-management officials in Federal and State scientific and technological agencies. It is designed to help prepare personnel trained in a scientific-technological field for overall higher-level administrative posts.

Approximately 15 In-Service Fellows are selected each year for an interdisciplinary course involving the social sciences and management, leading to a Master of Arts Degree in Public Administration. These Fellows are sent by their respective agencies under the Training Act, and the University provides tuition, fees, and book costs. Outstanding science administrators participate in special lectures and colloquia in the Program.

In addition, approximately five Pre-Service Fellows are selected from outstanding graduates in scientific and technological fields.

For application forms and other information write to: Dr. Albert H. Rosenthal, Director, Program for Advanced Study in Public Science Policy and Administration, Mesa Vista Hall, University of New Mexico, Albuquerque, New Mexico 87106. □

Farm Foundation Fellowships

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. □

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Environmental Thrust?

Never heard of it? Or maybe you've seen something about it, but at the moment you can't recall what it is all about? We hope you aren't in either group. If you are, however, now would be a good time to recheck recent mailings from your State Publications Distribution Officer. Dig out the brochure entitled "Environmental Thrust—citizens' projects for a Better America" and the USDA "Environmental Thrust Handbook," and get acquainted or reacquainted with the details of the concept.

The "Environmental Thrust," described in the two publications, is designed to bring together the concerns and energy of local citizens and citizens' groups on the one hand and the Department's resources and technical expertise on the other to solve one of our most pressing national problems.

In the tradition of both Extension and the Department, "Environmental Thrust" is not a program to be imposed on people from the Federal level. Rather, it provides guidelines for attacking 22 commonly identified environmental problems. Since such problems vary widely from area to area, it is not intended to be exhaustive, and local people are encouraged to develop and implement their own projects to deal with their own unique environmental problems.

Copies of the two publications have been mailed to leaders of many national organizations. The idea has captured considerable attention among these groups and is rapidly spreading the idea that the Department of Agriculture is genuinely concerned about environmental quality. Several of these organizations are definitely planning to sponsor projects relating to their interests. Their local units will no doubt be calling on Extension and other USDA personnel at the local level for guidance and technical assistance.

In announcing "Environmental Thrust" and redefining the Department's interest in environmental quality, the Secretary of Agriculture in part said:

"The threat to our environment as a healthful and pleasant place to live has captured the attention of all people throughout the breadth of the country—the old and the young, the rural and the urban, the rich and the poor. Truly there is a national consensus that something must be done—and now!

"Therefore, it shall be the policy of the U.S. Department of Agriculture to lend all possible support to individuals, civic and service clubs, development committees, and local, county, and State governments in pursuing activities, projects, and programs whose goals are to reverse the trend of greater and greater degradation of our environment."

Alert citizens can see pressing environmental problems that are not included in the handbook. It is hoped these concerned citizens also see opportunities for voluntarily working together to solve these problems. The 22 project outlines list the expertise and resource assistance that can be expected from the Department for those particular problems. Similar kinds of support are available to locally planned projects.

The whole national problem of environmental degradation is made up of so many smaller problems unique to specific areas that the only feasible way to tackle it is through citizen action at the local level. Only when enough local communities become concerned and tackle their own local problems with the support of the Department and such other help as is available will this trend to environmental degradation be reversed and become a trend toward a pleasant and healthful America for ourselves and future generations.—WJW

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