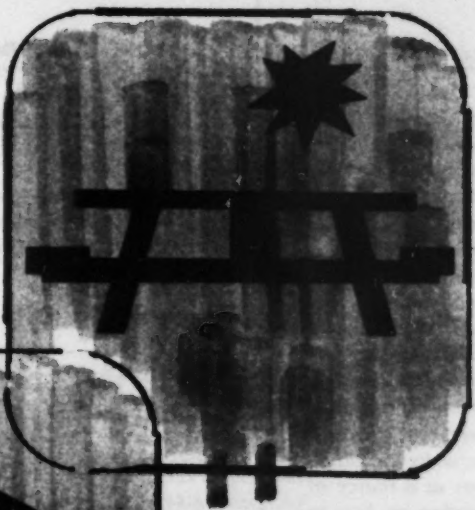


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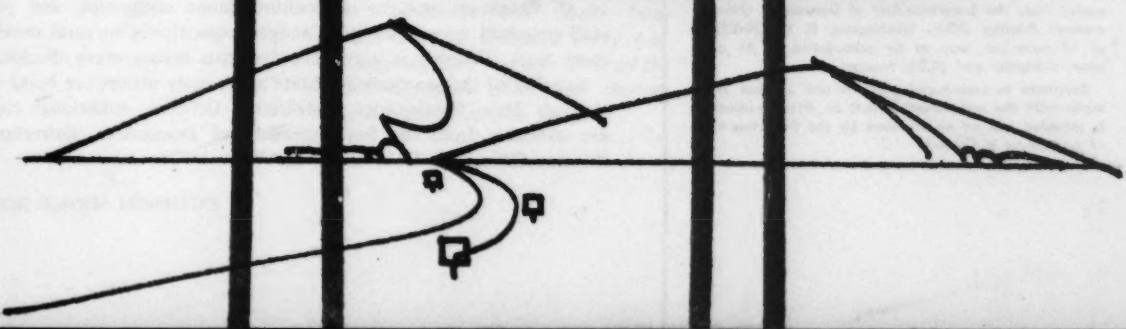
RECREATION
AND TOURISM
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EXTENSION SERVICE
REVIEW
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TECHNOLOGY & SCIENCE



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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

Prepared in
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EXTENSION SERVICE **REVIEW**

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A Good Life for More PEOPLE

Housing was one of the six major areas emphasized in the series of Extension Service Review articles on Extension's rural development work, which concludes in this issue. It's also the focus of the 1971 Yearbook of Agriculture, titled "A Good Life for More PEOPLE."

If you haven't seen a copy already, take time to look at one. You'll find, among other things, that six of the articles were written entirely or in part by Extension Service staff members.

The yearbook contains a great deal of information about rural development in general and housing in particular, which should be helpful to all Extension workers—agriculture, home economics, and youth staff members as well as those assigned specifically to rural development work. Housing is a concern that cuts across many disciplines.

Supplies of the yearbook for State and county offices are being sent through State Publications Distribution Officers. Additional copies are available from the Superintendent of Documents, Government Printing Office, for \$3.50 each—MAW

At 50th National Congress . . .

4-H looks ahead

What do you do when you reach your 50th birthday?

You continue planning for the future and start scheduling new long range plans and programs. That is, you do if you take your cue from the 2,000 4-H delegates, leaders, and guests who attended the 50th Anniversary of the National 4-H Congress in Chicago, November 28-December 2.

You look forward—not backward—on your 50th birthday.

From the moment Blaine J. Yarrington, president, National 4-H Service Committee, and Edwin L. Kirby, administrator, Extension Service-USDA, officially opened the 50th Congress with "Black Power" lettered on the false brick wall on one side of the stage and "Love" lettered on the other side, it was obvious the "future" also meant "change"

The banner on one wall proclaimed "4-H Bridges the Gap"—the theme of the Golden Anniversary Congress.

If you had attended all 50 of these events in Chicago like Paul C. Taff has, you would have observed many changes during the growth and development of the Extension Service's youth program in this period.

Some of the changes this 85-year-old 4-H leader from Iowa has seen and helped bring about include:

—increased emphasis on developing the total individual 4-H member rather than emphasizing the project.

—broadened scope of 4-H projects beyond the early ones, which were oriented to livestock and crops for boys and to food preservation and clothing for girls.

by
Ovid Bay
Agricultural Information Specialist
Extension Service—USDA

Continued on page 4



Paul C. Taff, second from right, is an 85-year-old 4-H leader from Iowa who has attended every 4-H Congress. Here, he tells some of the 1972 delegates about the changes he has seen over the years.

Continued from page 3

"Not only have we added projects in new and advanced areas for the 4-H member today, but we have also added educational depth," says Taff. "For example, livestock projects now include more on nutrition, breeding, management, and marketing than they did in the early years."

"Home economics projects include money management, consumer education, and nutrition as well as how to preserve food or make a dress. Many girls today design their own clothes rather than use a pattern."

4-H girls want the public to understand the depth of their projects. One girl from New Jersey was selling buttons for 25 cents which said "4-H Ain't All Cows and Cooking."

—addition of projects such as public speaking, photography, leadership, bicycle, automotive, consumer education, home furnishing, home management, and others like snowmobiling (Minnesota), community pride (Idaho), Reach Out and Touch (Iowa), and best community (Louisiana).

But these have not been added at the expense of earlier conventional projects, says Taff. He explains that the "4-H concept" should be broader than the "champion or blue ribbon concept" and include leadership, management, profit, and other educational benefits for the 4-H member today. He also points out that many of today's nonproduction projects reflect the full range of program dimensions of the 50 States.

—more involvement of 4-H members in planning the National 4-H Congress. Four regionally representative 1970 Congress delegates talked with other past delegates, State and local 4-H leaders, and prospective delegates and also reviewed evaluation forms in preparation for the 1971 Congress planning session. From their discussion came the idea for delegate seminars and additional educational tours.

These planners went so far as to pick the topics which are of concern not only to 4-H'ers—but to all youth today. The 10 seminars were on community devel-

opment, communications, environmental ecology, politics, poverty, race, religion, personal development, economics, and health. You can't get much more involved in today's problems than these topics indicate.

The young planners also suggested adult discussion leaders to get the groups started. Congress delegates served as coordinators of each group.

This part of Congress was a highlight for most of the participants. Several delegates said that being given the opportunity to exchange ideas on things of concern to them was definitely the week's most exciting aspect.

President Richard M. Nixon was the first U.S. President to address a National 4-H Congress. The highlight of his speech to 4-H'ers stressed the active involvement by today's youth. He told them, "America is moving to take you into full partnership as individuals." He said that young America has passed its stormy night of recent years into a bright new morning.

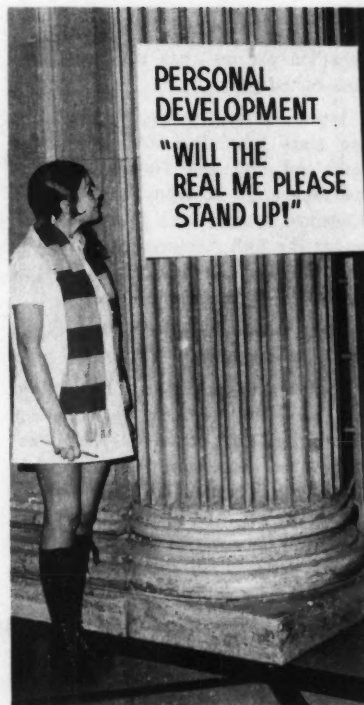
"Our new Town and Country Business 4-H Club, which was initiated by teenagers (only half of them former 4-H members) who want to know more about business, is an example of where broader concepts can lead 4-H," said Paul Hothem, County 4-H Extension agent, Knox County, Ohio. Members of this new club visit banks, businesses, and agribusiness firms.

"Probably 25 percent of the 4-H projects in Knox County are new and different compared to 5 years ago," estimates Hothem. "But projects such as self improvement, money management, community service, and child care have not been added for our 1,800 4-H members at the expense of agricultural projects."

"We are expanding our membership beyond the rural areas with new projects and programs. The challenge is to find and develop volunteer leaders for these new programs—especially men leaders for horse and dog projects."

"Bicycle clinics and similar projects broadening the scope of 4-H educational leadership and techniques have given 4-H a good image in our communities,"

Animated discussion groups, like the one pictured opposite, resulted from the relevant topics the youth planners chose. Delegates could attend two from the group of 10 which included those shown here.



says Masashi Yamanka, 4-H volunteer leader with 7 years' experience at Hilo, Hawaii. He believes there will be enough volunteer leaders to assure continued growth of the 4-H program in Hawaii.

"We will see an accelerated trend by the Extension Service to hire a full-time youth agent who has been trained professionally to work with youth rather than assigning the new assistant agent to the job," believes Joe McAuliffe, State 4-H leader, Minnesota.



He said, "This will give 4-H more priority at the staffing level and it ties in with the expanded training program for leaders planned by the National 4-H Center in Washington, D.C."

"We'll be adding projects relating to the behavioral sciences in the future. The climate was never better to move ahead with expanded programs," said Frank Graham, Missouri State leader and chairman of the ECOP 4-H Youth Subcommittee.

"I believe 4-H projects for girls will continue to allow more flexibility with more educational opportunity for the individuals," says Loretta Cowden, assistant administrator for home economics, Extension Service-USDA.

"We will see a major increase in support for volunteer leaders in the future as we continue to develop programs to serve all races and income groups," said Dr. Dean Vaughan, ES-USDA's assistant administrator for 4-H Youth Development.

Who are today's 4-H members and where do they live?

Of 4,080,000 now enrolled in 4-H, about 26 percent are from families with incomes below \$3,000 and 17 percent are from minority races.

About 35 percent of today's 4-H members live in farm homes, 42 percent in towns with less than 10,000 population, 13 percent in cities with 10,000 - 50,000 population, 5 percent in suburbs of cities of more than 50,000, and 5 percent in cities with more than 50,000. The ratio is 58 percent girls and 42 percent boys.

"This 50th anniversary illustrates 4-H accomplishments due to the cooperation of the public and industry with the Extension Service in developing the youth in the U.S.," said Administrator Kirby.

"The National 4-H Congress has been conducted for 50 years by the National 4-H Service Committee and the Cooperative Extension Service with emphasis on education, inspiration, and recognition. This is made possible through the generous support of over 60 companies and foundations which sponsor specific award programs. Nearly 75,000 4-H'ers have used these awards to attend the Congress over the years."

The 250 adult leaders at the 50th Congress viewed exhibits of 4-H educational materials from 40 States. The leaders from Arkansas, California, Iowa, and Maryland discussed plans they will use to implement improved 4-H programs in the seventies.

National 4-H scholarships reached an all-time high of \$179,000 in 1971. Dan Austin, Colorado, winner of a \$700 scholarship at the National 4-H Congress, summed up the value of the 4-H National awards program when he said: "I will use this scholarship to major in agricultural economics at Colorado State University to 'make tomorrow happen'—4-H has made my tomorrow!"

No doubt the next 50 years will see changes in projects and programs with increased emphasis on development of the 4-H member as an individual. The goal remains—a better tomorrow for more U.S. youth. □

Farmers help save a lake

"Lake Mendota Pollution May Prompt Council Action" the newspaper headline warned one warm summer's day in 1970. But this wasn't the first time the spotlight had been focused on the lake's water problems. Growing public suspicion about declining lake water quality had been confirmed by studies conducted on the University of Wisconsin campus, which stretches along 2 1/2 miles of the lakeshore.

Lake Mendota, within sight of Wisconsin's State capital, Madison, is often clouded by tons of incoming silt and choked by algae and rooted aquatic plants which have prospered from an overenriched nutrient diet.

The cause of these problems is apparent to those who have investigated them—an intensification of urban and rural activity within the watershed. The growth of people and livestock, especially during the last 50 years, has transformed the natural landscape into a patchwork of cultural patterns.

In response to this intensive human occupation, the lake is suffering from *cultural eutrophication*.

Recently the urban community initiated its own lake improvement programs, such as diversion of municipal sewerage effluent, regulation of storm sewer discharge, and channel restoration.

It was said, however, that the lake could never be rehabilitated completely unless the agricultural community also developed an education-action program to abate pollution.

In response to this need, the Lake Mendota Watershed Project was developed to provide farm owners and operators with an opportunity to aid in the total lake cleanup effort.

The project has three primary objectives:

- to stimulate greater use of traditional soil conservation practices;
- to promote better management of barnyard and feedlot runoff; and
- to encourage winter use of farm animal waste storage structures.

This third objective is the most challenging one.

A Report on the Nutrient Sources of Lake Mendota was published by the Lake Mendota Problems Committee in 1966. It concluded that within the Lake Mendota Watershed "manured lands very likely contribute the major portion of the soluble inorganic nutrients and phosphorus to the surface runoff."

The estimate was that 30 percent of the phosphorous (plant growth stimulant) which entered the lake came from runoff from manured land. The report pointed out specifically that "the use of manure on frozen land can result in relatively large doses of nutrients in runoff waters."

Based on the report's conclusion a program plan was designed to establish a special farm pollution abatement practice within the Lake Mendota Watershed. It would provide for the use of Federal cost-sharing dollars for the construction of winter manure storage structures. Farmers with such facilities would not have to spread manure on frozen fields.

The request for a specially financed pilot demonstration was approved by the Agricultural Stabilization and Conservation Service. Beginning in May 1970, farmers qualified for up to \$2,500 of Agricultural Conservation Program funds to be used "where a storage facility for barnyard manure is needed as an integral part of an orderly manure disposal system to reduce water pollution."

With this financial backing, and the technical guidance of the University of

Wisconsin Agricultural Engineering Department and the Soil Conservation Service, the Dane County University Extension office began the task of implementing the program.

A massive educational effort was begun to enlist the support and cooperation of watershed landowners. This educational effort did not appear to be an easy one, because in the past farmers had been advised to spread manure on their fields every day all year long. Traditional attitudes and habits are not easily changed.

A series of informational meetings helped explain the project. Newspaper reports, coupled with television and radio programming, further publicized the project's objectives. A bimonthly "Lake Mendota Watershed Newsletter" was mailed to every landowner or operator to sustain interest in the project.

The message was well received, and response was greater than anticipated. Twenty-seven applications for cost-sharing on animal waste storage structures were received during the first project year.

All the applications were processed in the same way:

- a committee visited the applicant farms to determine whether there was an obvious need for such a structure,
- an appropriate site was selected,
- the structural plans were designed and drafted,
- the (SCS) farm conservation plan was reviewed,
- the plan was submitted to financing and regulatory agencies for approval,

by
Donald G. Last
*Environmental Quality Agent
Dane County, Wisconsin*



At left, a landowner points out to County Agent Last (right) how the site selected for a waste storage facility relates to the overall farm conservation plan. Below, Last watches one of the pioneer farmers in the project demonstrate the filling procedure for his waste storage structure.

—the construction was completed and the performance certified, and

—the cost-sharing payment was issued to the farmer.

Seven animal waste storage structures were built during the first project year. The structures are either below-ground liquid manure tanks or above-ground manure stacking structures. They have an average storage capacity for 100 dairy cows over a 180-day period. Each structure costs about \$4,870.

While all the applicants recognize the environmental benefits of participating in this program, they have not overlooked the economic implications. They save not only time and effort but also reduce wear and tear on waste disposal equipment by not using it in inclement weather.

The first project year was only 6 months long—a relatively short time to organize, publicize, and implement a new and different program. Considering this time span, progress in 1970 was quite remarkable. The 1971 program continues to enjoy similar success.



The Lake Mendota Watershed Project not only provided a measure of solution to a local problem, but also demonstrated to the State of Wisconsin and the Nation as a whole that farmers can and will resolve their agri-pollution problems.

Valuable lessons have been learned from the project which have facilitated

the orderly and efficient expansion of similar programs elsewhere.

In short, the Lake Mendota Watershed Project is a glimpse into the future to the day when it will be technically possible, economically feasible, and environmentally essential to resolve farm pollution problems. □

When an emergency strikes, the full resources of Texas A&M University, the Agricultural Extension Service, and the Experiment Station are quickly assembled and brought into full force to help.

This was the case recently when Venezuelan equine encephalomyelitis—VEE—threatened the Nation's horse industry as it moved rapidly from Mexico into Texas. The sleeping sickness, often fatal to horses, also affected humans as it spread faster than expected and caused a national emergency.

The disease sparked concern and interest of Texans and Southwesterners

like few problems have in recent years. It resulted in massive vaccination programs for horses as well as mosquito control campaigns in coastal regions.

Resources of Texas A&M University's research, Extension, and College of Veterinary Medicine had been brought into action to help create awareness of the problem even before it moved northward from Mexico.

News articles and radio tapes featuring Extension specialists, the staff of the College of Veterinary Medicine, and Experiment Station researchers had been prepared and distributed by the Department of Agricultural Information (now Communications) to news media outlets before a Joint Federal-State Task Force moved to Harlingen to try to halt the spread of the disease.

The VEE Task Force worked with the Extension Service and horse industry leaders to create awareness of the rapidly changing VEE situation. Information assistance was provided by the area information specialist at Weslaco, entomologists, and livestock specialists who met with Task Force members to increase inputs about the local situation.

And Dr. Jim Olson, Experiment Station medical entomologist, worked in the affected area and with the Federal-State VEE Task Force, as did several members of the College of Veterinary Medicine.

The Extension information specialist for South Texas helped U.S. Department of Agriculture information officers keep news media outlets informed about the rapidly changing VEE situation, and prepared and sent background information to county agricultural agents serving Texas' 13 southernmost counties.

Willacy County Agent Lin Wilson, below left, records information about the VEE vaccination of this rancher's horses. The county's coordinated efforts kept losses from the disease to a minimum.



Mobilizing for an emergency

by
Mary K. Mahoney
Associate Editor—Mass Media
Texas A & M University

VEE vaccine was released to these 13 counties on June 27, and Extension agents held a joint meeting with the Task Force to coordinate information about the overall program.

Meanwhile, Joe H. Rothe, assistant Extension director, had assumed leadership for coordinating VEE educational efforts of county agricultural agents across the State. Rothe is also the State agricultural agent.

Dr. John E. Hutchison, Texas Extension Director, was requested by USDA to expand Extension's role even further as the epidemic swept into Texas from Mexico, taking a heavy toll of horses in the lower coastal counties.

Rothe led the planning for the expansion. Local county agents and their Program Building Committees and horse industry leaders worked with local practicing accredited veterinarians in setting up mass inoculation centers to expedite vaccination of horses and related equine.

Rothe also worked with Extension leaders to plan and implement a daily report program. Extension agents and their local horse subcommittees and other industry leaders inaugurated the daily system of reporting to identify the numbers of sick and dead horses, and determine locations hardest-hit by the disease.

Rothe telephoned district agricultural agents for the 12 Extension Service districts of the State to set up the reporting network for the 254 counties. The district agents immediately followed up with phone calls to all their county agricultural agents.

The county staffs, in cooperation with local practicing accredited veterinarians and horse industry leaders, had each county's chain of communication established within 2 days.

Local reporting groups contacted the Extension offices before noon each day giving the count of sick or dead horses observed. The county agent or his secretary reported the information to the District Agent, who in turn contacted Rothe. The Extension leader reported

the information to the VEE Regional Emergency Office in Houston.

Long before the Extension reporting system was set up statewide, county agents had played an important organizational role in each of their counties as VEE vaccine became available.

Here's how County Agent Lin Wilson of Raymondville and his horse leaders mobilized forces to get the vaccination job done quickly in Willacy County.

Wilson coordinated with the two local practicing veterinarians to create awareness of the need to vaccinate animals quickly. All mass media outlets of the county and surrounding areas were used effectively in this campaign, and horse owners were advised of the vaccination schedule which would be used.

The county horse advisory group worked with large ranches on an individual basis. They established time schedules for these ranches to have horses in corrals so that the veterinarians could save time and vaccinate all horses on one visit.

Owners of one or two horses were contacted on a community basis. County Agent Wilson and key horse leaders advised each horse owner to have his animal or animals in a corral at a given time during the specified community vaccination date. The community horse leaders accompanied the veterinarians to each community location. This system worked quite efficiently, Wilson said.

The county agent also was named coordinator for the county program and worked with the county judge, commissioners, and other groups to formulate plans. He and members of the commissioners' court and county health officials organized a plan for disposing of animals that died from the disease.

Wilson also kept in daily contact with the veterinarians, local doctors, and health officials to keep current on the rapidly changing VEE situation.

Wilson discussed mosquito control measures on his radio programs and in his news releases. He emphasized that some horse owners might want to consider placing their most valuable animals in screened stalls for 14 days after

vaccination to prevent contact with mosquitoes.

The county agent and his coworker, Louise King, county home demonstration agent, made good use of an educational bulletin, "Don't Take a Chance With VEE." It was prepared by the educational services division of the Texas State Department of Health at the request of the Extension area information specialist at Weslaco, Mary K. Mahoney.

The Health Department printed the brochure and mailed thousands of copies to the District 12 Extension Office for distribution to families in the 13 southernmost counties, 4-H horse groups, and other horse owners.

After these counties had received an adequate supply, other copies were distributed throughout the State.

In Willacy County, Miss King and nutrition aides distributed the VEE bulletin to 4-H'ers and producers, Home Demonstration Club members, families involved in the Expanded Nutrition Program, and all other interested persons. Mass media called attention to the fact that the educational material was available at the Extension office.

The success of the Willacy County effort is indicated by the fact that only seven horses were reported dead there, with only five of these showing VEE symptoms.

At the peak of the battle against VEE, more than 4,000 workers were fighting the disease—including veterinarians, Extension Service, animal health officials, other State employees, and Federal personnel from across the Nation. More than 1.7 million horses had been vaccinated by late August, when eight new States were added.

Additionally, more than 8 million acres of the Texas Rio Grande Valley and Gulf Coast areas of Louisiana and Texas were treated to control mosquitoes. The U.S. Air Force treated about 25 percent of the acres, and private contractors sprayed the rest.

Wherever a special need arises, the State's land-grant university is quick to mobilize all of its resources to help solve the problem. □

by
Clarence D. Edmond
State CRD Leader
and
James E. Williams
Area CRD Specialist
University of Arizona

Recreation—potential for growth

Recreation and tourism is the fourth largest source of income in Arizona. Seventeen million travelers spend about \$500 million annually in the State, directly providing jobs for about 45,000 people.

But each traveler in Arizona spends only about \$29, compared to \$140 in California and \$383 in Hawaii. By convincing guests to stay another day, the State could increase its recreational income sharply.

Northeastern Arizona, covering about 250 by 160 miles, boasts some of the State's major tourist attractions. Much of the land is in Indian reservations and national forests, with only about 16 percent under private ownership.

Since the first Overall Economic Development Plan was drawn up in 1962, recreation had been recognized by Extension as a major but much underdeveloped enterprise.

The area's population is composed primarily of Indians on three reservations and whites off the reservations. Although a 1961 survey showed that one-third of the heads of households off the reservations had lived in the area less than 5 years, we found a rather stable core of leadership.

Thus, due primarily to leadership quality and the area's underdeveloped resources, the State's first Extension area community resource development specialist, Jim Williams, was placed in this area in 1966.

To help carry out Extension's new program, an agency advisory committee and a leadership committee were formed.

Members of the Joint Chamber of Commerce, which Williams helped organize, inspect the new ski lift that has boosted the tourist industry on the Fort Apache Indian Reservation.

The agency advisory committee was composed of various Federal, State, and local government professionals. Its main functions were informal coordination, mutual help and advice.

The leadership committee was identified through a survey of local community leaders in the area. Its major functions were advice and legitimization. In addition to these two committees, Williams worked with existing organizations in helping develop and carry out projects.

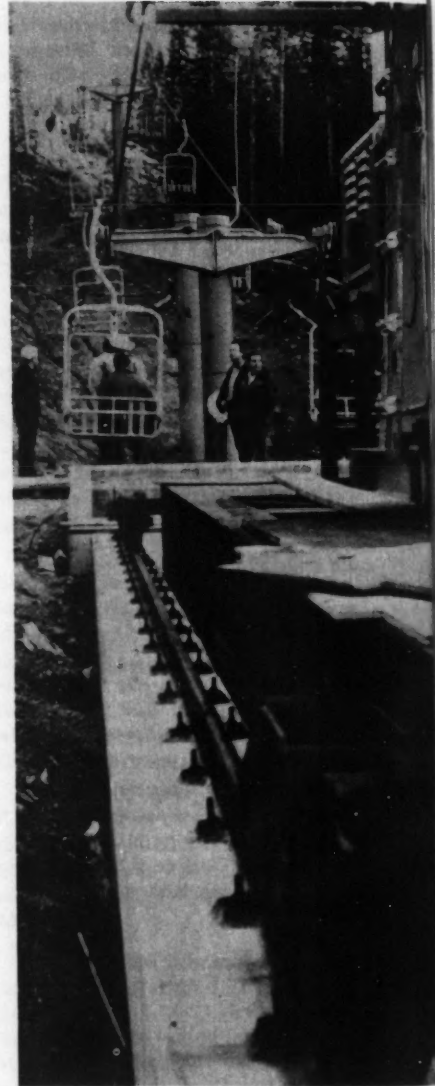
With the help of these advisory committees, Extension decided to make a major educational thrust in recreation.

Due to limitations on manpower and university backup, the prime audiences chosen to work through and with were county and local governmental officials, Federal and State agency professionals, and selected persons in private enterprise who were likely to take advantage of the recreational opportunities.

The objectives for the recreational thrusts were:

—to get these groups to understand the need for additional educational efforts in recreation, and

—through their efforts, to stimulate new development of recreational facilities and improved services.



The central messages were:

—Recreation is already one of the major enterprises in the area,

—The area's natural resources and its proximity to densely populated areas show a great potential for further recreational development, and

—Here are some of the better recreational opportunities for the area.

These were repeated in many ways during the next several years.

Since we were to work with and through local leaders, we decided to em-

This article concludes the 6-part series giving an overview of Extension's rural development work.

phasize workshops and meetings. Personal contact was especially important at first, but the telephone, direct mail, and circular letters were used extensively throughout the period. Newspapers were the primary media for keeping the public informed.

Educational efforts emphasized leadership improvement, awareness of recreational opportunities in general, and information on good ideas for development.

The leadership improvement efforts included 10 meetings and workshops plus proceedings, work with professional and lay leaders, and orientation and counseling on recreational opportunities.

General awareness of recreational opportunities in the area was developed through 19 meetings and workshops plus proceedings, 17 community inventories, development of over 500 slides of the area, brochures, numerous news items and letters, and individual work with leaders.

Following are some results of a few of the specific recreational ideas which Extension encouraged:

Prehistoric Indian Ruins—Soon after Jim Williams began work in the area, he became interested in the many prehistoric Indian ruins. Could they be saved from vandals and at the same time serve as a tourist attraction?

He discussed the ruins and his ideas with local leaders and with university professors. Archaeologists from the University of California at Los Angeles became interested.

Last summer, a team from UCLA began working on what appears to be a long-term project with local leaders in conducting an extensive survey of the ruins.

Placemat—In mid-1966, Williams and Edmond conceived the idea of emphasizing the area through a placemat.

Local governments and Indian leaders cooperated, and 25,000 copies of the placemat depicting the area's major tourist attractions were produced.

Since then, placemats have been developed in six different towns in the area.

Lakes and recreation complexes—In 1966 a team of university specialists spent 2 days in the northeastern area consulting with city officials and other local leaders on recreational and industrial potentials of the area. Recreational complexes were proposed for Woodruff and Lyman Lakes.

Later, Williams and others worked closely with leaders to develop ideas and plans for lake developments at Winslow, Concho, Cottonwood Wash, and Clear Creek.

Although the Winslow Lake plan was turned down by the city council, it probably will be on the next city ballot.

The Woodruff Lake and, recreation complex received much local support, but when the cost estimates proved to be far below actual cost, the project was postponed indefinitely.

Concho Lake, however, is being developed. A new lake is being added, along with subdivisions and a golf course.

Work is in progress on Lyman Lake, Cottonwood Wash Lake, and Clear Creek.

Tourist services—Many of the area's service personnel knew very little about the area, yet few had received training.

To help change this, five training brochures were developed. One was a general brochure pointing out the importance of tourism and the need for training service personnel. Of the other four brochures, one each was designed for service personnel in hotels and motels, restaurants, retail stores, and service stations.

Many of these brochures were used in the area for training schools.

Campgrounds, playgrounds, parks, swimming pools—Early in 1967, Williams helped three communities determine cost and layouts for swimming pools.

Williams also helped local leaders select sites and layouts for playgrounds and recreational areas.

Noticing the absence of good private campgrounds in the area, Williams called this to the attention of leaders and included this item as part of a recreation workshop. Five privately-owned campgrounds are now in operation.

Joint chamber meetings—To help further coordinate recreational development and keep interested persons well informed, Williams organized the Joint Chamber of Commerce which included chambers of commerce in Apache and Navajo Counties and representatives of the various Indian tribes.

This group meets semiannually at various locations throughout the area. It is concerned primarily with improving tourist attractions and recreational development.

Winter sports—The White Mountain Apache Tribe and the Forest Service have been working for years to further develop recreational opportunities along the Mogollon Rim.

Williams studied the situation and suggested a further increase in winter sports. The White Mountain Apaches now have a new ski complex which includes all accommodations needed for year-round recreation.

Given some data about what better recreation and tourism can do for them, communities generally are eager to pick up the ball. With a little guidance and encouragement—preferably, but not necessarily, from a full-time Extension recreation specialist—they can make important progress in this area of community development.

Nationwide, Extension helped about 3,050 different communities and groups with recreation and tourism education in fiscal 1971.

The more than 4,750 projects these communities undertook benefited from 81 man-years of Extension's time.

What's happening in Arizona is happening and can happen elsewhere, too—wherever rural development can be enhanced by more attention to recreation and tourism. □

by
J. P. Carmichael
Extension Editor
University of Georgia

A new look for Georgia's homemaker clubs

Georgia's Homemaker Clubs are making a dramatic comeback. Enrollment has increased by more than 38 percent in a year.

Changing times brought troubled times to the old Home Demonstration Clubs which had served Extension so well for many years. Enrollment, which had peaked at around 60,000, drifted downward and then dropped abruptly to an all-time low in 1970.

The traditional concept of all Extension homemaker club members joining a community club, meeting once a month, and devoting at least one-third of their club meeting to organizational work no longer appealed to potential members.

Leaders and committees from all counties were brought together to restructure the home economics program and to rewrite the constitution and by-laws for the homemaker organization so that more women would have an opportunity to participate.

Mrs. Martha Jones, State Extension home economics leader, and other Extension personnel realized that they had to "get with it." They did just that with a "Come Alive" program for homemakers.

"Living—that's what it's all about—for 24 hours a day," they said, and the homemakers of Georgia began to listen and to recognize that the Extension home economics program had something worthwhile to offer them and their families.

Mrs. Jones gives credit to three approaches—one new, one old, and one re-emphasized—for revitalizing the club program. But first of all there was the change to a more meaningful name

—from the Home Demonstration Club, to Extension Home Economics Club to the present Extension Homemaker Club.

Homemakers who were satisfied with their present clubs were allowed to keep the traditional format of regular programs. The change was up to them.

But for the busy, modern homemaker, a new approach was needed. So it was decided to open the membership to homemakers who would like to have information about homemaking without tying themselves to a regular schedule that might conflict with their routine.

This new type of member enrolls for work-study programs she's interested in. She may enroll in one or more such programs that may be taught for 3, 5, or even 16 weeks.

Regardless, she'll receive a monthly newsletter from the county Extension home economist (100,000 such newsletters are distributed monthly.) She'll also have the privilege of attending county, district, and State council meetings.

To help the county Extension home economists carry on this program, training of local leaders has been re-emphasized and intensified. Program packets and other educational materials have come at an increasing rate from the State staff specialists.

Now membership is "on the upward trail" again, having gone already from 12,090 to about 16,700. The goal is 50,000 by 1974, the 50th year of the organization.

Mrs. Mollie Kate Ward, Georgia's State council president, emphasizes that a homemaker can be a member of an individual club, a county member, or



both. She can participate to the fullest, or only in the work-study course of her choice. She can go to monthly club meetings or never go to a club meeting.

Every club member or county member receives a monthly newsletter and free information and publications on nearly every phase of home economics. Upon payment of county dues, a homemaker automatically becomes a member of the district, State, and national homemakers councils.

"Georgia women," Mrs. Ward says, "are truly 'coming alive.' They want to be a part of a wide-awake and up-to-date program, and that is just what we have to offer every homemaker in Georgia. The need to tell the Extension homemaker's story and to inform all homemakers just what we have to offer is taking top priority.

At left, Mrs. Marjorie Mason (left), DeKalb County Extension home economist, explains the new Homemakers Council program to a prospective member. Having a competent babysitter, like the one below, at all DeKalb County homemaker meetings makes a big difference in attendance.



"Once the homemaker knows of the vast volume of educational information available to her through membership in our organization, she wants to be a part of our 'Come Alive' program."

Let's look to Mrs. Marjorie Mason, county Extension home economist in DeKalb County, one of Georgia's most urbanized areas, to see how the program's working for her:

Prior to January 1971 the Extension home economics program in DeKalb County had operated on a home economics club system with 15 organized clubs participating. Enrollment for 1970 was 277 in a county of some 370,000

people with approximately 100,000 women.

Through the organized club program, DeKalb Extension was reaching regularly less than one-fourth of 1 percent of the potential audience.

One problem that existed during the heyday of the club-oriented programs was that of nonmembers wanting to attend something—anything. All that was really available to them was the Extension home economics clubs and an occasional special interest class.

Visiting a club usually turned out to be a disaster for the person interested only in the program. Much of the allotted time was devoted to club business and little was left for the educational program.

Women in DeKalb County are completely urbanized. They are caught up in a whirlwind of activity. Willing or not, they find themselves busy, involved, harrassed, confined to a schedule. The last thing they need or want is another club, another organized group, another committee meeting, another service project, another obligation.

Something desperately was needed—something that would meet the needs of as many homemakers as possible, would not obligate them to giving up more time, and would be really worthwhile. This is where the new county council with flexible membership fits in.

Until recently there had been no full-scale publicity campaign or membership drive. Enrollment grew simply by word of mouth. On January 1, 1971, 284 people were enrolled in Extension home economics clubs. On September 15, 1971, membership in the Extension Homemakers Council was 507.

Today that enrollment figure is wrong, because it changes daily. No day has gone by without at least one new member being added; usually it is five, six, or ten.

The members run the gamut in age, race, interests, income levels, and educational background. They come together to attend programs that they are interested in.

Some programs have even involved a few of the disadvantaged homemakers enrolled in the Expanded Food and Nutrition Education Program. Some of them who have been enrolled in the program since its beginning in 1969 have made substantial progress in finally being able to relate to groups and group activities.

Activities of the DeKalb County Council started in February 1971. There have been at least two programs each month, often more. More than 1,200 people—men and women—have attended.

The Council is divided into 12 study groups. These areas include just about every aspect of a homemaker's interest, both in and outside of the home. Prospective members fill out the application and check the study groups which interest them.

The new member's name is added to the general list as well as to the study group enrollment. Notices of activities go out to study group members before press releases are sent. The responsibility of registering for the activities rests on the homemaker.

A monthly newsletter to each member contains a brief notice of upcoming activities. This way the member is made aware of activities outside her group. The newsletter also goes to women's editors of local papers, giving them an opportunity to publish news of things to come and a chance to cover activities for a feature story.

The best part of the Council is that it is a vehicle for reaching people. Extension has something to offer that meets their needs and interests. People are responding because it is interesting and different and there is no obligation on their part.

The women also come because their husbands are welcome to join them and because a babysitter is provided.

"We have come a long way in this new program," Mrs. Mason says, "but there are many obstacles still to overcome. Our goal is the involvement of 100,000 homemakers and 380,000 people. The only problem we can't solve is finding a place large enough to put them in if they all decide to come." □

Brushing teeth, showering, and snuggling between clean sheets—everyday activities for most children—were new experiences for many of the 4,250 disadvantaged children at West Virginia's 23 opportunity camps last summer.

County Extension agents helped conduct most of the camps, which were planned by various county agencies: community action associations, welfare and health departments, boards of education (Title I personnel), church groups, and Extension.

Funds for the camps came from the State Office of Economic Opportunity and Appalachian Regional Commission through the Governor's office.

The name "opportunity camps" describes their purpose: to give youngsters an opportunity for new experiences such as using modern facilities and eating good food.

Most were weeklong residential experiences, but day camps have been tried, too. In Fayette County, 340 youngsters were bussed to school playgrounds for six 2-week day camps.

Under the coordination of county Extension agents, Berkeley County provided two weekend opportunity camps and a series of special group meetings for 105 sixth graders, climaxed by a spring weekend camp with emphasis on personal problem solving and guidance.

Field trips were included in many of the camps. Places visited included State parks, a dairy farm, an exhibition coal mine, a game farm, and a college campus.

The high school and college students serving as counselors in the camps find it challenging to work with the children.

"You really feel you've accomplished something after working here a week," commented Mary Burns, a 4-H'er who volunteered to counsel and teach crafts at a Nicholas County camp. The high school senior has worked at regular 4-H camps, too, but feels she gets more out of helping the opportunity campers.

Nicholas County has had opportunity camps for the past 6 years. For his role in developing several of the camps there, Rush Butcher, 4-H agent, received a

Camps offer 'opportunity'



superior service award from the U.S. Department of Agriculture last year.

The State's largest opportunity camp involved 380 youngsters between 9 and 13 years of age in the central West Virginia counties of Doddridge, Harrison, Lewis, and Upshur.

Many of the youngsters had not regularly experienced eating three good meals a day, owning their own toothbrush, or shampooing their hair. For

West Virginia University dental student David Edwards shows an opportunity camp participant how to properly brush his teeth. Both campers and dental students benefited from the experience.

most, it was their first camping experience.

Participants were recruited by agencies which work with their families. Many of the youngsters are enrolled in

by
Charles G. Morris
*County Extension Agent, 4-H
Harrison County*
and
Joyce Ann Bower
*State Extension Specialist—Press
West Virginia University*

Extension's youth nutrition program or their mothers are participating in the Expanded Food and Nutrition Program. Fifty professionals and teen and adult leaders staffed the weekend camp.

While conducting a camp just for the camping experience has some value, camps can be an effective setting for informal education. The Central West Virginia Youth Opportunity Camp planning committee, made up of representatives from several community agencies, decided that health information should be a major target. They decided on five areas: dental care, nutrition, skin care, clothing, and hair care.

When a representative of the committee contacted the WVU School of Dentistry, three clinical-level students volunteered to teach the campers how to brush their teeth and prevent tooth decay.

"I volunteered because I thought this was something that would help the kids improve themselves," commented dental student Tom Wilkinson.

Assistant Professor William McCutcheon, who supervised the dental health sessions, said: "The opportunity was valuable to the students because they found that practical experience is different than just talking about health education. It will give them a new perspective in their studies."

As part of the dental care class, each camper received a toothbrush and toothpaste. Each was shown how to properly brush his teeth and was given an explanation of the importance of regular brushing and care.

Food and Nutrition was another class

in which each camper participated. The four basic food groups, snacks, and proper eating habits were some areas included.

Emphasizing the relationship between cleanliness and good health, the skin care class included the importance of washing and how cleanliness affects complexion. After soap was distributed to each camper, all were expected to take a shower the first night in camp. Showering was a much-talked-about experience and set the tone for the remainder of the session.

The planning committee realized that many of the youngsters in camp have a limited amount of clothing. Through a clothing and grooming class, they were taught how to care for the clothing they do have and how to wisely purchase their clothes. Shoes, socks, personal items, and everyday clothes were available to those who needed them.

One evening was devoted to hair care. Several area barbers and beauticians donated shampoo, combs, and brushes, and then visited camp to show the youngsters how to clean and groom their hair. The session proved popular with both boys and girls.

Within the camp, certain problems arose. The initial plans called for only 300 campers, but 380 enrolled. This meant more supplies, added burden on staff, overcrowding in some classes, and curtailing of some items due to the budget squeeze.

Because of varied value systems, outlooks on life, and approaches to problems, some campers required special attention. Problems ranged from one boy who would not eat, to campers leaving camp; from profuse cursing and fighting to not seeing the need for using bathroom facilities.

Although there were few accidents, many youngsters arrived at camp with health problems, such as cuts and impetigo. Each camper was insured, but pre-existing conditions were not covered.

As a result of this multicounty camp, the staff has formulated recommendations for future programs:

—Allow adequate planning time. Plans

for last year's camp began about 8 months before the event. Planning for the 1972 camp is a 12-month project.

—Recruit adequate staff. The ratio of campers to staff should be about five to one. Staff members should have different backgrounds, a variety of competencies, and be interested in working with deprived youth.

—Allow ample time for staff training. Staff members received training for 1 day prior to the camp. A similar time is planned for next year.

—Provide an abundance of qualified lifeguards and medical staff. Six certified lifeguards were used in this camp, whereas two are used with other groups.

—Snacks are essential. Many campers have irregular eating habits and they get hungry often. Fresh fruits or milk are easily served and are usually popular. Two or three snacks are recommended daily.

Provide for followup programs. Campers are being provided opportunities to become involved in other aspects of Extension, school, church, and community action programs.

—Include a dental hygiene class. Without doubt, this was a most important aspect of the camp curriculum. The clinical-level students, who stayed with the campers, related well to the youngsters and were a significant part of the total camp operation.

With the support of the Governor's office, West Virginia's Extension agents and representatives of other agencies are planning to continue the camps for disadvantaged children.

"The youth opportunity camps demonstrate that several Federal, State, and local agencies can work together to provide sorely needed programs efficiently and economically," commented the director of the State Economic Opportunity Office.

And Extension Service Director B.L. Coffindaffer says that the camps have "pointed the way to get at some of West Virginia's most critical problems—by working through and with the youth who need help most." □



Rural communities move ahead

The Cooperative Extension system is placing greater emphasis than ever before on helping to solve community problems of rural areas.

During 1971, Extension assisted communities in completing 4,400 community improvement projects of a general nature and helped conduct feasibility studies on an additional 876 projects. In addition, Extension helped in the completion of 2,900 business and industrial projects; 1,500 manpower training projects; 1,900 comprehensive planning projects; 2,600 projects to improve water, sewer, and solid waste disposal systems; and 4,800 recreation and tourism projects.

Following are several examples of progress resulting from Extension assistance to community leaders to help them better perform their leadership roles in bringing together government and private resources to solve community problems.

In Cofield, North Carolina, the average family income is \$700 and 90 percent of the population is black. Recent advances include incorporation; installation of a water system; initiation of garbage collection; purchase of a 9-acre recreation tract; and promotion of a home improvement, beautification, and employment program.

Several agencies, including Extension, assisted Hillsdale County, Michigan, in its efforts to stem out-migration of industry and jobs. As a result, industry so far has committed itself to new investments of \$6.3 million in land and facilities. New jobs attendant to the commitment go a long way toward creating the 1,438 jobs county leaders estimate they'll need by 1975.

Vocational training in the Lincoln Hills area of Indiana is a good example of manpower development through rural development. Since 1969, more than 811 local people have participated. The courses are selected and offered on the basis of a survey conducted by Extension through the local human resource advisory committee. The area Extension agent works with this committee.

A particularly significant development is the increasing interest in the involvement of youth in community development. In 1971, the USDA issued a policy on involvement of youth in its development efforts, particularly in rural areas. Involvement of youth is identified in the policy directions for youth programs for the decade of the seventies. And perhaps more important, the youth themselves are pursuing such

work in increasing numbers.

State Cooperative Extension Services reported in 1971 that more than 180,000 youth were involved in 4-H community studies, development, and service projects. More than 120,000 youth were enrolled in special citizenship programs.

The Virginia Cooperative Extension Service has made rapid progress in developing and testing a major new 4-H/CRD program. A project specially funded by Extension Service-USDA in the fall of 1970 enabled Virginia to develop program guidelines and leader materials aimed at more effective involvement of youth. Testing of the materials began in 16 counties during 1971 and preliminary observations indicate rapid and enthusiastic acceptance by both youth and adult leaders involved.

Nearly 600 youth participated, in addition to a number of college students. A national workshop allowed State 4-H leaders and State CRD leaders to share the experiences and materials developed in this project.

Rural development in general benefits all residents of a community regardless of their economic status. However, numerous projects hit directly at the identified needs of low-income families.

Georgia, for example, helped organize a homebuyers cooperative for Negroes near Columbus. Because of low interest rates and long term mortgages, the families were able to buy homes which would have been cleared away for urban renewal.

In Louisiana, Extension assisted many communities in organizing and maintaining a water association. This involved assistance in loan applications and procurement of finances, training in management, etc. In addition, many communities have established day care centers for children of working mothers, maintained car pools to nearby employment, conducted cleanup and beautification programs, and helped establish community recreation programs and centers.

Looking at these examples and many, many more like them removes any doubt that successful rural community development is truly a grassroots movement. More often than not the inputs of "know-how" and a little "outside encouragement" are the decisive factors in planning, implementation, and completion of such projects. Providing such inputs is a major part of the Extension role in Community Resource Development.—WJW.

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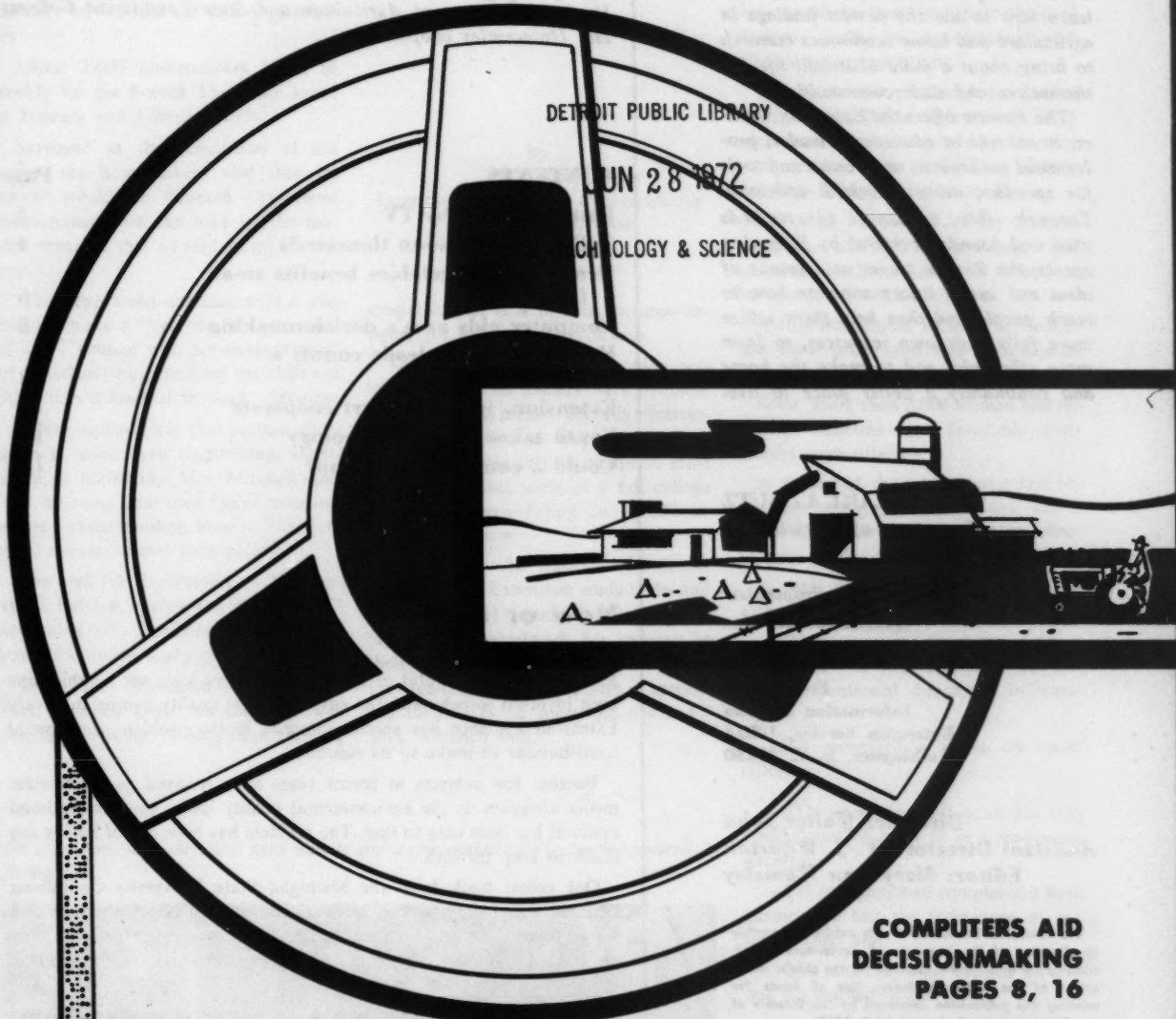
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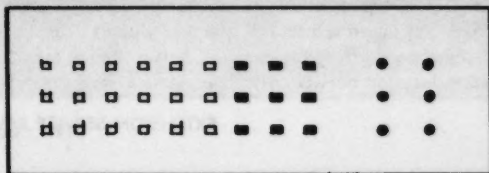
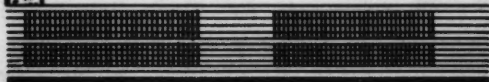
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TECHNOLOGY & SCIENCE



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DECISIONMAKING
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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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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Now or never

Probably only a handful of Extension workers have not by this time been involved somehow in the environmental quality campaign. Every Extension audience has special interests in the problem and special contributions to make to its solution.

Because few subjects in recent years have received as much mass media attention as the environmental quality issue, good background material has been easy to find. The problem has been one of having too much to keep up with.

One recent book from the Michigan State University Continuing Education Service, however, bears inspection as a possible source of a better perspective on the issue. Called "Environmental Quality: Now or Never," it is the proceedings from an environmental quality seminar at MSU.

Covered in the collected papers are aspects of ecology, biology, agriculture, chemistry, engineering, physics, and mathematics as related to pollution. Also considered are human values in terms of psychology, sociology, philosophy, religion, urban planning, and economics.

In its 320 pages, "Environmental Quality: Now or Never" points out strikingly what a very broad subject this is and how many disciplines will have to work together to effect any changes. It is available for \$4 from the Continuing Education Service, Michigan State University.—MAW

Can a subject as personal and diverse as pattern fitting be taught by television?

Velma Mitchell, Lane County, Oregon, Extension home economics agent, was confident that it could. John Doyle, manager of Eugene's KVAL-TV, agreed the only way to find out was to give it a try.

About 2,000 homemakers tuned in weekly for the 8-week 15-minute series in January and February 1971.

Surveyed at the conclusion of the series, the homemakers said they no longer would be daunted "by those measurements on the back of the pattern envelope that so seldom match our own."

They expressed confidence that they could achieve a "custom fit"—the goal of every woman who appreciates beautiful clothes—by practicing the clear-cut skills they'd learned through television.

"Our emphasis was that pattern alteration is more than lengthening, shortening, or taking in," Mrs. Mitchell said. "It's knowing your own figure measurements—understanding how to translate those measurements to a pattern."

The idea for the training in "Personalized Pattern Fitting and Adjustment" originated with members of the county's home Extension study clubs.

When they presented their request, Mrs. Mitchell knew the challenge was one to her liking. A long-time clothing

Pattern fitting by TV

by
Val Thoenig
Extension Information Representative
Lane County, Oregon

specialist, she is a former costume designer for a Los Angeles studio.

The first approach to the problem was to train volunteer leaders. Mrs. Mitchell drew up lesson plans—liberally illustrating the bulletins to emphasize cogent points—and was able to compress most of the important parts of a full college term in pattern fitting to a 20-hour "capsule" course.

Meanwhile, the leaders—representatives of home Extension study clubs and advanced 4-H clothing clubs—were laying the groundwork for sessions in their own communities. "That's when they realized they needed help in spreading themselves to meet the demand," Mrs. Mitchell said.

The leaders were committed to working with 644 homemakers and 109 4-H'ers. Many more women were on the waiting list.

"Television was the answer," Mrs. Mitchell said. "Volunteer leaders said they could increase group training if sessions could be coordinated with television demonstrations."

The idea was presented to station manager John Doyle. "He offered us 15 minutes at a time that would please most homemakers—9:15 to 9:30 on Friday mornings," Mrs. Mitchell said.

For Mrs. Mitchell it meant another challenge—editing, compressing, and adapting the literature to a three-part bulletin for television viewers.

A tiny mannequin became an important show prop—and was personalized through a viewer-participation contest.

Soon, more than 2,000 women had requested bulletins—and favorable testimonials were filtering in.

A survey of the women who had requested bulletins dispelled any doubt there might have been about the effectiveness of the programs.

A total of 747 replies were received with the following responses:

—747 women described the series a "good use" of television time and requested continued consumer information,

—344 requested a series on speed tailoring,

—432 noted they felt confident they could "spot" a good fit in a readymade garment,

—193 said they had completed a basic garment to test the techniques of pattern fitting, and

—264 said they had applied at least one tip learned in the series.

Surprisingly, 434 homemakers declared they preferred televised instructions to other types of sewing classes.

The series had still another bonus: 368 said it was the first time they had participated in a meeting with a home Extension agent, and 79 said the pattern alteration was their introduction to the Cooperative Extension Service. □

On television, Mrs. Mitchell used visuals and a tiny mannequin to convey pattern fitting tips.



Radio . . . TV . . . newspapers . . . magazines . . . never have these vehicles been driven so vigorously by a lone Extension specialist under his own steam.

Meet Ira Massie—not a media specialist—but Extension tobacco specialist in the agronomy department of the University of Kentucky College of Agriculture, already well-known to his central Kentucky following as the “tobacco-talk” man and farm newscaster.

For anything from tobacco suggestions to lawn care tips, Kentuckians can flip on their televisions Saturdays at noon to WKYT-TV, Lexington. For straight tobacco news, they can tune in Friday nights at 6:00, same station.

Lexington and vicinity form the heart of the “burley belt”—her radio, TV, and newspapers reach the people who grow more than 60 percent of Kentucky’s tobacco, one-third of her total agricultural income. This sets up the Lexington area as Ira’s prime target for intensive tobacco broadcasting.

Ira first sought out one of the local stations, which he later dropped because of too-frequent pre-emptions. About 2 months later WKYT-TV decided to give it a go. They ran a 15-minute show until December 1970, requesting him at that time to develop a 30-minute version.

Talking tobacco to some 40,000 local listeners makes a drop in the bucket compared with an estimated 700,000 statewide audience from his combined media output. Radio tapes, interviews, TV programs—each blurb sends out tobacco information to the people who grow most of the State’s crop.

Ira’s programs include not only recommendations from the College of Agriculture and other land-grant institutions, but also the latest national and international tobacco happenings, plus farming success stories.

To Ira, it’s a shame to speak personally to only 5,000 people in a year—which took 87 percent of his time during his first year as tobacco specialist and included no followup visits. Now he uses that same time to talk to over 500,000, weekly, by radio, TV, and the written word.

Ira’s statewide coverage is surprisingly thorough, reaching beltwide into at least six States. Much is due to his private efforts; however, where farm directors are available, he works through them and cooperates with them fully.

He is host for:

—a radio program for WHAS in Louisville every Wednesday and Saturday,

—two weekly radio programs over WAVE in Louisville, and over the burley network (14 tobacco-oriented stations),

—two major TV features and two 8-minuter’s a month over WFIE in Evansville, Indiana, and Louisville,

—a radio weekly on WLW in Cincinnati,

—a 15-minute monthly and a 5-minute weekly on WSAZ-TV, Huntington, West Virginia, “Tobacco Corner,” and

—specials and promotionals, scattered over the year’s calendar.

He also writes numerous articles for newspapers and magazines, including a monthly article in *Kentucky Farmer*.

Yet he still takes ample time to work with farmers at a “one-to-one, how-to” demonstration level, using such contacts to further personalize his programs. Turning on his tape recorder, he lets the tobacco farmer ask questions, make comments, express problems. Such dialogues form a substantial part of Ira’s radio programs.

Is it reaching the people? The most obvious evidence that it is comes from



Ira Massie, right, tapes his discussion with a farmer about fall preparation of tobacco plant beds. The resulting radio tape, he hopes, will influence many other growers to follow the same practices.

Talking tobacco—to thousands

by
Joanna McKethan
Assistant Publications Editor
Public Information Department
University of Kentucky College of Agriculture

the fact that "Tobacco Talk" is entering its 12th year of broadcasting, and most of the other shows are of long standing. It has survived television and radio evaluating systems, which jealously guard prime-time spots.

Ira also has tried questionnaires with county agents and at tobacco meetings of all sorts. Each time the responses were favorable: a predominant number watch "regularly" as opposed to "occasionally" or "not at all."

Responses from in-county visits, telephone calls, and chance visits—farmers, commercial tobacco workers, county agents—they all add up to total satisfaction.

Appealingly personable, Ira adds greatly to his effectiveness as a radio-TV personality with his homespun style. During the show, he's a natural—putting guests at ease, asking just the right question to get them immediately on course, interjecting comments to direct wandering discussions.

Not that it's all been easy. Being in the public eye evokes criticism that might wither less hardy individuals. And it's a struggle to stay "in" with commercial TV. It's also an effort to justify commercial sponsorship with Extension's public service definition.

Why is this issue worth fighting for? Ira's reasons for preferring commercial TV and radio over public service outlets, only farm directors, or closed-circuit TV are:

Priorities. His program can't be

dropped in favor of those who buy time, thus preserving continuity of the program—a must for a repeat audience and timely news.

Prime time. A paying customer can demand and get a better time slot—very crucial in farm broadcasting, as farmers can be reached only at certain intervals of the day.

Personal incentive. One must do a better job when competing against another buyer's privilege.

Privileges. Paying customers can require more facilities, better production, visual aid services, photographers, news people, etc.—public service gets what's left over.

Immediate release; specific area coverage. Technical reports are released immediately; the subject matter hits the area it is meant for.

Farm directors are getting scarce. Because farm people are becoming a smaller, more specialized group, they command less viewing time. On many networks, farm directors already have been phased out. Even when available, they cannot devote much time to special areas—although it may be needed. The main tobacco belt has no farm directors in it, thus intensifying Ira's need for commercial TV's direct outlet.

Ira has carefully developed his own working philosophy within the framework of commercial sponsorship. While he has not satisfied everyone, he has curtailed major policy objections. He basically relies on the personal, professional integrity of the specialist involved.

His specific cautions are: making no reference to the commercial, having no break in subject matter content before or after it, and never commenting on the sponsor's product.

In spite of the hassles and the extra working time it takes to be so media-involved, Ira has kept his informality and friendliness. And nothing waters down his intense involvement in tobacco.

"I'd rather not talk anything but tobacco," he admits, "but since WKYT increased my show time from 15 to 30 minutes, I've changed the show's name to 'Tobacco Talk, Etc.' with 'Etc.' to reach more people.

"Stations pick programs based on how many watch the show, and farm broadcasting alone just can't produce the numbers. So to keep my prime time, I ask other specialists in to share facts with urban folks.

"I give tobacco information to the growers first. Then I invite experts to show a tobacco farmer how he can increase his gross income. But the last 5 minutes, someone gives the weekender tips on what to do around the home."

Specialists whose audiences are potentially large, and who can't get the necessary coverage from standard sources, might do well to consider Ira Massie's route through commercial channels.

For in an era when commercial farm broadcasting is almost passe, the tobacco population is getting daily help—thanks to the planning, pushing, and promoting of Ira Massie. □

Demand for vegetables benefits small farmers

When there is cooperation among Extension, business, and industry personnel, there is bound to be progress in solving some of the small farmer's problems. This has certainly been true in Montgomery County, Alabama.

Late in 1970, the manager of a local grocery chain's produce department contacted Montgomery County Extension Chairman Tom P. McCabe about farmers producing fresh vegetables for them during the summer of 1971.

McCabe saw this as an opportunity for small farmers to increase their farm income. Because I am in charge of Extension's commercial vegetable production programs in Montgomery County, I was given the leadership for this venture.

A meeting with small farmers, community leaders, and representatives of the local wholesale grocery company was held in early January. Seeing this as a chance to increase their farm income, all farmers agreed to try growing fresh vegetables for the firm. They realized that they could grow fresh vegetables along with the cucumbers which they had been growing for several years.

In 1971, 30 farmers planted 56 acres of vegetables—okra, squash, peas, and lima beans—and 40 farmers planted 71 acres of cucumbers, all of which grossed them about \$30,000.

Many of these farmers have been growing cotton as their main source of income for several years. But with the increased cost of production, decline of cotton acreage, and the lack of equipment to grow cotton profitably, it became necessary for them to look for

other sources of income. Producing food crops offered a good prospect.

An Extension Commercial Vegetable Planning Committee was formed in 1971 to set up a plan of action.

Methods used to implement the program were: community leaders' meetings, community tours, distribution of circular letters and Extension publications, method demonstrations, farm visits, color slides, and result demonstrations.

One countywide meeting was held in January to plan a vegetable program for farmers interested in participating in the project. Speakers included Perry Smith, Auburn University Extension Service vegetable specialist, and James Leslie, manager of the grocery chain's produce department.

Two other countywide meetings provided limited resource farmers the latest technology on growing vegetables. Subject matter covered included soil fertility, success stories by result demonstrators, nematode control, and recordkeeping.

Method demonstrations were given on the proper method of taking a soil test and marketing quality products.

A local church group known as the Cucumber Growers Fund Committee gave valuable leadership with the commercial vegetable program. The chairman of this committee is a local businessman.

The church group wanted to do something to help people at the poverty level, so they have been making cucumber production loans to farmers who are not able to get loans from other lending agencies.

by
Addre Bryant
Extension Farm Agent
Montgomery County, Alabama



A Montgomery County, Alabama, farmer inspects some of his vegetables during a demonstration on grading produce for market.

One countywide tour was held to let commercial vegetable producers observe result demonstrations.

Regular farm visits were made to supervise result demonstrations during the growing season. Some of these demonstrations were visited weekly to be sure that the demonstrators followed recommended practices.

Through circular letters and farm visits, special emphasis was placed on marketing. Marketing is one of the major problems, because many of these farmers had no knowledge of how to harvest, grade, or sort quality vegetables for the market.

Method demonstration meetings helped teach them how to prepare vegetables for the market. Perry Smith, the vegetable specialist, conducted one of

these meetings. Other demonstrations on grading vegetables were held continuously during the marketing season.

A weekly circular letter was sent to all commercial vegetable farmers during the cucumber growing season to give them current production recommendations.

As a result of a massive educational program by the Montgomery Cooperative Extension staff and community leaders, the commercial vegetable program continues to make progress. For the past 4 or 5 years, most of the vegetable program has been centered on cucumbers.

The gross income per acre from these crops is high. Most fit well into limited resource farmers' programs.

Some examples of gross income are: Charlie Bell, one acre of okra, \$512; Mrs. Cornelius Hall, one-half acre of squash, \$220; William Tucker, one acre of peas, \$206; Connie Parker, one acre of peas, \$262; Robert Pinkston, six acres of vegetables which averaged \$263 per acre; and John Harris, two acres of cucumbers, \$699. Sale of the vegetables brought \$30,000 to the county's participating farmers.

Some farmers stated that this program assisted them a great deal toward increasing their farm income, because many earn less than \$3,000 a year. Some also said they had never received prices for vegetables like they received in 1971.

Mrs. John Harris reports that they have been trying for 4 or 5 years to find money to install a bathroom in their home. This year, from the sale of cucumbers, they were able to complete this

project. Most other farmers used the money to buy food and other needs, because many had no other source of income at this time of the year.

One other feature of the commercial vegetable program was the fact that there were no serious nematode problems reported from vegetable producers in 1971. More than 85 percent of the farmers treated their soils for nematodes.

And not only did farmers who grew commercial vegetables increase their per acre income, they also increased their knowledge and skills in vegetable production and their leadership responsibilities in their community.

The commercial vegetable program has improved the Cooperative Extension relationship with small farmers as well as with the business community. □

Computer aids area's decisionmaking



Can economics jargon like input-output mean anything to county officials and businessmen of rural communities?

In five counties north of California's San Francisco Bay, the answer is yes. Computerized input-output analysis is helping officials in those counties make better planning decisions.

The system won't make pushbutton decisions for them. That's still the province of the board of supervisors. But they can make decisions knowing much more about such things as the value of a vineyard and the multiplier effect of processing grapes into wine.

by
Ralph D. Smith
*Program Leader, Communications
University of California*

They can look at the economic probabilities of putting land into an agricultural preserve, or into a mobile home park, or an industrial park. They can see what a countywide shift of 1,000 acres from prunes to houses would do in shifted tax sources and more children in schools.

They have learned that transportation—moving people to jobs, mainly in automobiles—is one of the most significant local industries.

An input-output system is now a basic planning tool for community decisionmakers. It reached that useful stage because University of California farm advisors put time-tested Extension methods to work in a new area with new people.

Napa County Extension Director James V. Lider credited much of the success of the study to his predecessor, John N. Fiske.

"It was Jack Fiske," he said, "who knew who to go to, who in government and community and agricultural organizations to work with. He had the exper-

tise in community relations that was indispensable.

"It is most important to have a staff member who intimately knows the economy, the physical features, and the political climate of the community."

The Five-County Study started about 10 years ago. Fiske (now retired) sat in on a seminar on the Berkeley campus of the University of California.

"It was evident," said Fiske, "that the future of our agriculture would be more influenced by factors lying outside the farm fence than by production practices on the farm itself."

Napa County and its neighbors are on the fringe of the San Francisco-Oakland metropolitan area. People thrive in the north bay climate just as well as the grapes, dairy cows, prunes, apples, and cattle that make up most of the area's farming.

Fiske set up two economic conferences. The first, in 1963, brought together 250 county civic, agricultural, and governmental leaders. Next, in 1965, there were 300. "Although we developed

Among those who have been active in planning and using the California "input-output analysis" system are, left to right, Philip Crundall, Napa County planning commission; John Fiske, retired county Extension director; James Lider, Fiske's successor; and Albert Haberber, Napa County administrator.

useful information," he said, "we had little idea of what might happen if conditions changed."

He talked with Extension Economists L. T. Wallace and John Mamer. The possibility of using "input-output" analysis in the county program was proposed. This technique describes the economic interrelationships of the economy and shows how a change in the sales or costs of any one segment affects the other segments.

The idea interested the Department of Health, Education, and Welfare. It offered some funds for a pilot study. The study extended from Napa County to include neighboring Marin, Sonoma, Mendocino, and Lake Counties. It included Mare Island Shipyard, in a sixth county, because 2,200 yard workers lived in Napa County.

From there on the study went a long way beyond simple data gathering, says Lider.

"A trained person, such as a graduate student, can collect data," he said, "but someone must thoroughly know the sources: government, business, agricul-

tural, civic, and social organizations, and especially the key people in all of them. This means going back to good Extension methods, and using them with a new clientele, one that is less clearly defined than the agricultural people we always have worked with.

"We are working with doctors and lawyers and other professional people. They have no knowledge to start with about how Extension works. You have to bring them along with you. We go through all the steps Extension took with farm people when Extension was new."

The new clientele, Lider said, must learn how input-output analysis works, how it can be used as a tool in community planning.

"We have to tell people about both its possibilities and its limitations," he said. "It won't tell you to decide on an industrial park; but it will give you better figures to use in deciding."

For the five counties, the Extension economists and the county farm advisors built a checkerboard matrix of economic factors—starting with farm crops (such as vegetables and livestock), then manufacturing, service sectors, and finally households, taxes, and imports. The squares show the complex effects of change in any part of the economy.

Officials in the five north bay counties can now use the matrix for help in planning public policies, just as industrial firms plan their private profit ventures with the help of input-output tables on their computers. New economic information is easily plugged into the matrix.

"The input-output matrix can't tell you what is good, or what is bad," said Fiske. "It can't tell you whether a subdivision will be an asset or a blight.

"But it can tell you the directions of the economic flow. The decisionmakers can look in advance at the gross economic results of proposed changes, and at least be more aware of some of these possible consequences before they make their final decision."

Input-output techniques help planners analyze such questions as these: What are the gross dollar differences by sector

if a community builds an industrial park or puts that same money into a junior college? And what is agriculture really worth to the county?

Before public funds are invested on the park or college, for example, community officials can estimate the gross economic activity generated. Schools are generally more people-oriented than industry in their budgets; 80-90 percent of most school budgets goes for salaries or wages, compared to 30-50 percent in industry. Benefits to commerce from these spendable funds are sometimes not so evident to the taxpayers. They see that industry helps provide a tax base and schools do not.

"City and county officials have to decide what they want and what they can afford," said Fiske.

The Five-County Study is no mere academic exercise; the matrix is being used. It was used when estimates came in of spring frost damage to grapes, prunes, and walnuts in Napa County. Estimates of gross damage to the county's economy were sent back from the computer within an hour. The information was used by county officials in making a more realistic application for disaster area relief.

But starting an input-output study may be more than many county staffs or Extension economists can undertake, County Director Lider added. Napa County, the starting point of the California Five-County Study, he points out, had the good fortune to have Fiske's deep interest in expanding Extension's public affairs work. The county still has that good fortune; Fiske, though retired, is carrying on much of his activity in the project.

"There must be a staff member who will stay long enough to really know the county," Lider stressed. "An area farm advisor might be brought in to do it, but he should stay at least 5 years. If he is going to build up intimate local knowledge of people, he must stay at least that long.

"With county and State Extension staffs shrinking instead of growing in these short-budget years, who's going to take on that role?" □

"A person with unique leadership characteristics is needed to move a community from fragmented efforts into a unified plan of action of its own making."

This is a description of Mrs. Ocie Neuschwander, Greeley County Extension home economist, who is the first Kansan to receive the Florence Hall Award from the National Association of Extension Home Economists. This recognition was for her efforts in the Greeley County Community Action project, which emphasizes quality of living and rural revitalization.

While the committee which nominated her is full of praise for her work, Mrs. Neuschwander is quick to point out that many people are involved, and it is a total community action program.

"My involvement has been primarily in initiating, helping organize, and selling the program," she says.

How did a county Extension home economist become involved in such a program?

Rural communities have two special problems—loss of young people and provision of needed community services for a diminishing population.

Greeley County, located on the Kansas-Colorado border, has these concerns, since it has the lowest county population in Kansas—less than 2,000 persons.

In 1970, Kansas State University Co-operative Extension Service and the Kansas Department of Economic Development launched a State community development program called Kansas Community PRIDE (Programing Resources With Initiative for Development Effectiveness). The statewide emphasis was a contest and awards program encouraging communities to develop, plan, and demonstrate progress in areas of identified need.

With the announcement of the forthcoming PRIDE program, plans were made in Greeley County for leader training in the adult home economics program on a group teaching topic, "Organizing for Community Action."

Mrs. Neuschwander and the county

Home Economics Advisory Chairman persuaded 14 Greeley County leaders to participate in the training meeting. All were women except the Chamber of Commerce secretary.

At the training meeting, conducted by Kansas State University specialists, some basic data about the county and area were given to stimulate thinking. Trends in population, income after taxes, number of farms, and retail sales were included. Each participant was asked to check "Yes," "No", or "Don't Know" to 48 community characteristics listed on a questionnaire.

They then divided into small discussion groups to identify a few community problems and to suggest some of the causes.

Before the meeting was over, Greeley County leaders decided that one major problem was lack of coordination among the many county organizations which plan projects and activities for community betterment.

The 14 leaders who participated in the training meeting used the questionnaire to survey other people. The 660 completed questionnaires were then summarized and ranked.

It appeared that much of the population was ready psychologically for community betterment activity.

Goals included coordinating more than 80 organizations in Greeley County toward community betterment, setting priorities for improvements and projects so there was a logical sequence of problem solving, establishing a steering com-

by
Twila Crawford
Extension Specialist, Communications
Kansas State University

Home economist leads county's 'revitalization'

This is an example of one county's progress under Kansas' PRIDE program. The total statewide effort was discussed in the July 1971 Extension Service Review.

mittee and task forces so all interested persons would be involved, and stimulating improvements in community planning, economic development, community services, housing, transportation, education, and enrichment.

A 15-member steering committee developed a plan of action. Serving as advisors were Mrs. Neuschwander; Donald G. Loyd, county agent; E. Wayne Brenn, Soil Conservation Service district conservationist; Lloyd E. Waldren, county executive director, Agricultural Stabilization and Conservation Service; members of the County USDA Committee for Rural Development; and Les Frazier, KSU Extension economist. They decided to enter the PRIDE program.

The plan of action included identifying high priority problems and appointing 14 task forces.

Tribune and Horace, the two population centers in this agricultural county, were entered in separate community programs.



Community beautification is one goal of the Greeley County PRIDE program. Above, Extension home economist Ocie Neuschwander (right) and two community leaders observe the cleanup of a lot in Horace. At left, Mrs. Neuschwander (right) and members of the Enrichment Committee view an art exhibit they helped present at the Greeley County fair.

The task forces for the Tribune Community Action Program include:

—Community planning—bylaws have been completed for Greeley County Development Group, Inc., directors selected, and officers elected. Plans are underway for stock sales.

—Education for youth and adults—consideration has been given to Title I funds and to courses which are needed in adult education. Telecommunication from KSU has been cited as a means of obtaining courses from the University. An art class began last fall under the direction of the KSU Continuing Education Department.

—Enrichment: beautification, culture, recreation, and tourism—several projects are underway, including an art study group, music study group, "Yard of the Month" Club, and park improvement. A new community theater group is active.

—Obtain doctors—considering a plan to help a student through medical

school in return for his services in Greeley County when he is trained.

—New courthouse building—the task force has met with County Commissioners, and members are checking on building site possibilities.

—Retail sales—a promotional program is being developed.

—Youth and adult recreation—several projects are underway, including golf, gun, and archery clubs, tree planting on club areas, and lighting for tennis courts and ball parks. A youth recreation center is being established.

—Housing—efforts have been started to develop housing for elderly and low-income families by filing application with the U.S. Department of Housing and Urban Development for funds. Application has been approved but funds have not been allocated.

—Waste disposal including sewage disposal, garbage pickup, sanitary landfill, and beautification—County Commissioners have given official sanction to

the project. A landfill site has been selected.

—Control of stray dogs—a dog pound has been completed and a dog catcher is on the job.

—Welcome committee—an informational brochure is being developed to help welcome newcomers to the community.

The task forces for the Horace Community Action Program include:

—Cleanup—progress has been made in community cleanup and includes furnishing basket dinners for cleanup workers.

—Horace Greeley antique town—renovating and promoting this tourist attraction.

—Parks and recreation—a \$9,000 waterworks improvement bond issue was developed and approved by the community. A gift of property is being improved for a park.

Mrs. Neuschwander participated in the Community Action Program by recruiting leaders, planning the leader training, and localizing discussions so leaders saw the process of organizing for community action and the problems they were identifying. She also led the development of a plan and helped with the survey and the related educational opportunities.

She kept interest alive and set up a community meeting to discuss the implication of survey findings, including making personal contacts to the needed community leaders to get their support and participation, and worked closely with a KSU resource person. And she kept in close touch with all task forces as they met and began working, and helped them consider alternatives and locate resources.

Mrs. Neuschwander's influence provided a pivot for community planning and cooperation.

As a result, the Community Action Program and the home economics Extension educational program in Greeley County are recognized locally and statewide for their value in rural revitalization and improved quality of living. □

Extension, juvenile court cooperate

Dane County, Wisconsin, Juvenile Judge Ervin Bruner wanted to provide a training experience for volunteers who work with children in trouble, so 4 years ago he went to the University of Wisconsin Extension Service for help.

As a result, Extension and the Court teamed up to produce a course called "Delinquent and Neglected Children in Dane County."

Dane County, a fertile agricultural area in southern Wisconsin, is one of the country's biggest producers of dairy products. But it is probably even better known for being the location of Madison, a city of 170,000, the capital of the State, and home of the oldest and largest branch of the University of Wisconsin.

In general it is an affluent area, but poverty is more prevalent than most people know. A survey in June 1970 showed that 27.9 percent of households in the county had incomes below \$5,000.

Although delinquency and neglect are not confined to youths from low-income families, poverty is a contributing factor.

In 1970, 2,605 youths were referred to juvenile court. The four most frequent violations were shoplifting, theft, running away, and failing to comply with beer and liquor laws. In past years, running away might have been in 10th place; last year's figures indicate it had jumped to third.

Among reasons for the increase in runaways may be the changing youth culture, wider use of drugs in a cross section of society, and the presence of the university where runaways are likely to find not only the action, but also sympathetic young people who will share their quarters.

Instances of child neglect cover a broad area. A child may be physically neglected by being deprived of medical

by
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Extension Specialist
Center for Community Leadership
Development
Madison, Wisconsin



Those who benefit most from the Extension-juvenile court training program for volunteers are the juvenile offenders, such as those which Judge Bruner is counseling, left, and the innocent victims of child neglect, like the little boy, above.

or dental care; he is considered emotionally neglected when exposed to constant violence in the home or if he suffers from a complete lack of affection. If he grows up in an environment of crime, he is morally neglected.

Last year several hundred such cases came to the attention of some agency in the county. About a third of these actually were taken to court.

The original goals of the course were to find out what services these delinquent and neglected children need, what kind they get, which ones could be improved, and what an interested citizen could do to help.

Coordinators were a social worker with the Dane County Juvenile Court and an Extension worker from Extension's Center for Community Leadership Development in Madison.

The judge was eager for the program to include two types of activity—lecture-seminars and field work. Thus the coordinators divided their efforts along these lines. The Extension person contacted the speakers, and the social worker arranged the field work.

The class met for the first time in January 1968, the original membership having been recruited through a brochure distributed by Women's Continuing Education, also a part of Extension.

Since field work had to be individually arranged, the enrollment at any one time was necessarily limited. Thirty women attended, and 30 others had to be turned away. The course has been repeated five times, announced both by brochure and word of mouth.

Because the course was planned for the volunteer, the students in the beginning were mostly middle class housewives. Response was enthusiastic, and there were requests for a repeat performance.

When it became known that the course offered very practical information, a sprinkling of professionals signed up. A few social work students, some Head Start staff members, a couple of ministers, and a professor who was directing a computer-aided legal services project were among the students.

More recent participants have been school personnel—first from the county's 15 village districts and then from the city of Madison system. The purpose of their involvement was not to be trained as volunteers but to become better acquainted with social services available to children and to relate those services to the schools. Each person from the Madison school system who took the course earned two in-service credits.

The lecture-seminar sessions—1-1/2 to 2 hours in length—give ample time for students to ask questions. The time of day has depended on the clientele. For housewives, mornings were good; for school staff it had to be late afternoon.

Since the course has been conducted a half dozen times, it has been possible to experiment with different kinds of sessions.

At first, for instance, the superintendents of both the Wisconsin School for Girls and the School for Boys came to Madison to speak. Later classes went to the schools to view rehabilitation firsthand. Fortunately, both institutions are within easy driving distance of Madison and are receptive to planned visitations.

Each time the course has been offered, the program has included a panel of mothers receiving Aid to Dependent Children. They are always eager to "tell it like it is."

A psychiatrist and a psychologist have dealt with problems of children under 12 and with adolescent troubles, respectively.

A specialist in early childhood development has spoken of the need for preschool education, particularly for the disadvantaged. There was a session on alcoholism and drug referral services provided by the Dane County Mental Health Center.

School staff members have been particularly interested in sessions dealing with legal rights of administrators, parents, and students. Last year, the juvenile defender in the county legal services center and an assistant city attorney joined forces to handle this perplexing subject.

On field work assignments, participants have spent up to a half day in as many as six different agencies. These have included, for instance, a morning with a social worker going out on a family visit; sitting in on a conference about a troubled student with a school psychologist; or a morning of cases in juvenile court.

Participants have toured juvenile detention facilities and interviewed the people who conduct the GED (General Educational Development) program offering a high school equivalency to school dropouts.

School personnel, without as many hours to devote as volunteers, have had to limit their field work assignments, but the Juvenile Court session has been a requirement. Class members are treated like any social work student on field assignment with the privilege of sharing confidential information.

A number of "graduates" have become further involved with activities dealing with youth. One woman took the course because she was looking for an agency that would help with the drug problem, driven home to her when some of her children's drug-involved friends wanted to confide in her. She and her husband subsequently helped set up a walk-in center for such young people.

The type of involvement has varied. Another woman feels she can do her bit by transporting a teenage girl 20 miles to the Juvenile Court's Family Living Program, a series of discussion sessions for young people, led by trained staff.

Yet another woman became a member of a task force studying juvenile detention facilities and eventually took on a group leadership role in the Family Living Program.

A house in the country became a licensed group home for delinquent boys through the efforts of another "graduate."

When asked to comment on this Extension-Juvenile Court cooperative effort, one of the most recent participants, a Madison school teacher, wrote, "Repeat the seminar again and again." □

Youth takes action on ecology

by
Charles W. Spradling
Area Youth Specialist
Clay County, Missouri

Can the "establishment" and youth work together on a cooperative project? Recent events in the metropolitan Kansas City area have proven it can be done.

Five youth organizations worked together to develop a Metropolitan Ecology Educational Program, called S.T.E.P. I. Its purpose was to provide an opportunity for members of the organizations to learn about ecology and to give them action-type projects suitable to their age.

S.T.E.P. I (Save the Environment Please, Phase I) started when Area Youth Agent Specialist Charles Spradling and Environmental Health Specialist Bill Young met with Campfire Girl staff and leaders to discuss developing an ecology project for the Campfire Girls.

During the meeting it was suggested that a program be set up for all the major youth groups in the Kansas City metropolitan area. They decided to meet again and invite Boy Scouts, Girl Scouts, Campfire Girls, 4-H, and Y-Teens from Johnson and Wyandotte Counties in Kansas, and Jackson, Clay, and Platte Counties in Missouri. This meeting, in January 1971, was the beginning of S.T.E.P. I.

Representatives from the youth organizations, both professionals and volunteers, formed an Ecology Steering Committee. After four meetings filled with frustration, anxiety, and arguments, the group finally decided upon the aim of S.T.E.P. I.

It was to "educate the people of the Kansas City metropolitan area about the process of recycling and to get them to participate in the recycling of glass and metal containers and newspapers to effect a life style change in the residents."

This was to be done by providing educational and action type projects for the members and adult volunteers of the participating youth organizations.

After establishing the aim, the Steering Committee appointed an action committee, publicity committee, education committee, and legislative committee. Each was assigned specific responsibilities for developing and promoting the ecology program. The name, "S.T.E.P. I," was originated by publicity committee member Joye Patterson, Extension environmental specialist.

Area Youth Specialists Harold Smith, Harry Vieth, and Charles Spradling served as advisors to the steering committee and as liaison with the University of Missouri.

Along with Area Environmental Health Specialist Bill Young, they helped to develop an educational program which established action projects for the members of the youth organizations.

Youth and adult volunteers work together at the dock of the S.T.E.P., Inc., recycling center to sort materials for processing by the machines inside.



And they helped the action committee set up requirements for completion of the program.

In addition to working with the steering committee, Extension provided resource personnel from the University of Missouri to help develop a slide-tape presentation to use in promoting the program and to help get S.T.E.P. I started.

Area Youth Specialist Harold Smith worked with the education committee to set up the entire educational program. This committee provided the slide-tape presentation to the participating agencies for volunteer leaders to show to youth.

It also developed educational training programs and a training packet used to train youth members and adult volunteers to teach the program to others. These trained youth and adults educated not only other members and leaders of their organizations but also church groups, civic organizations, local government officials, and others.

The publicity committee received help from Youth Specialist Harry Vieth. He worked with volunteer leaders from 4-H and other youth organizations to inform the general public in the Kansas City metropolitan area about the program.

The committee provided spot announcements, news articles, and editorials to the mass media. Also, local television appearances were arranged for Extension personnel, Girl Scout professionals, and volunteer leaders.

The steering committee appointed Youth Specialist Charles Spradling to serve as general chairman for the program. He worked with the group to provide leadership to the overall program effort.

Publicity for S.T.E.P. I brought increased support. The Kansas City Soft Drink Bottler's Association, for example, offered to help, and a representative from the Association began meeting with the steering committee.

After establishing the action projects for youth members, the steering committee began to talk about the possi-

bility of mass cleanup campaigns and recycling the glass and metal containers and newspapers collected. The problem was where and how to do it. This was answered by the Bottler's Association, which agreed to donate a recycling machine.

As a result of this cooperative work, the S.T.E.P., Inc., Reclamation Center was born. The Center site was set up in Kansas City, Missouri, and the building for the Center was donated by a greeting card company. An added surprise was the donation of \$1,500 by the Kansas City Beer Wholesalers Association. In July a paper baling machine was loaned to the Center.

The youth of the Kansas City metropolitan area now had not only S.T.E.P. I, an educational program, but also S.T.E.P., Inc., a reclamation center where they could assume responsibility in helping solve a part of America's ecological problem.

Next, the steering committee began to make plans for the first mass areawide recycling pickup of glass and metal containers and newspapers.

They decided to schedule the event in conjunction with 1971 Earth Day activities. The Center officially opened April 22, 1971, and has been an enormous success.

A mass areawide pickup day was held again on June 5, the Boy Scouts' nationwide "Keep America Beautiful Day." The youth organizations were responsible for conducting the pickup of glass and metal containers and newspapers. They worked in cooperation with the Citizens' Environmental Council of Greater Kansas City.

The Boy Scouts' national Keep America Beautiful Day is April 29 this year, and they would like help from other youth groups, including 4-H. Interested 4-H'ers should contact their local Boy Scout units to volunteer assistance.

The reclamation center is run entirely by volunteer youth and leaders from the youth organizations. The chairman of adult volunteers has worked with the youth to establish safety rules, operational rules, and work shifts.

4-H Junior Leaders and other 4-H members have responded by working at the recycling center, taking the S.T.E.P. I project as part of their 4-H work, and informing other people about S.T.E.P., Inc. and the need for recycling.

What began as an ecology project for a group of Campfire Girls has grown to one of the most dynamic and exciting things in Kansas City.

Thousands of youth and adults are involved in this educational and action program. The involvement grows each day as does the cooperation of the citizens of the metropolitan Kansas City area. They are becoming more aware of the problems of our environment and more willing to do something about the problems.

Given the opportunity and something which has meaning and responsibility, youth and adults will respond. They will make a commitment.

And youth and the "establishment" can work together cooperatively. □



Could a computer help you?

You don't have to take a trip to the moon to discover the miracle of computer technology. There are many projects in Extension now whose results show great promise for further adaptation of this technology to the needs of everyday living. And who can argue that using a computer to guide one to the moon and back is more exotic or sophisticated than using this technology to improve the quality of living for earthbound beings?

All of us who use charge cards and many of us who receive paychecks have been vaguely aware of the benefits of computer technology for years. The benefits are hardly a miracle. We know why they're used. Computers compress time by multiplying the output of a given work force manyfold.

And in this ability to compress time lies its potential for multiplying the benefits of Extension programs. All we in Extension have to do is devise ways to apply this technology to help our clientele make decisions concerning alternatives and opportunities for making the most of its resources.

The ability of the computer to compress time gives its users an efficient technique for simulating—that is thinking through in advance an alternative and arriving at the consequences of the alternative under a given set of circumstances. The circumstances can be varied in order to examine the consequences of an alternative in a changing economic, family living, or community environment. A second benefit of computer simulation is its complete objectivity—at least as objective as the data inputs—without getting hung up on preferences, biases, or prejudices.

Of course, simulation can be done without the computer—if you have time. But the computations and calculations are extensive and laborious. Few have the time or patience to follow them through on a variety of alternatives, considering each alternative under a wide range of conditions. Yet the computer can do all this in a matter of minutes.

Use of computer technology in Extension programs is not at

all farfetched. Our projects already are proving that they work. All we have to do is quit doing "business as usual" and get on with the adaptation.

We have seen how computers compress time in the mundane. Look at the prodigious amount of data amassed and analyzed through the Extension Management Information System. Look at the mass of information made available to farm managers through electronic farm recordkeeping—not only tabulated, but analyzed to show weaknesses. The same is true with dairy production records. All this could be had without the aid of computers, but only with extensive use of manpower. Why not make use of the computer's ability to compress time for looking into the future?

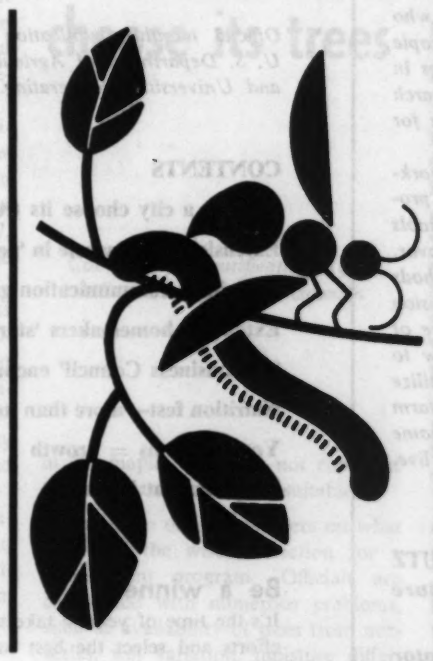
A group of five counties in the Bay Area of California is using computers to help make decisions that affect the entire community—whether to maintain land in agricultural preserves or let it go for housing and/or industrial developments—what are the benefits of increased industrialization versus the social and service costs.

We could go on citing samples of uses of computer technology to increase the quantity and improve the quality of Extension Service to its clientele. But further examples would likely serve little purpose.

The key to exploiting computer technology to its highest practical potential must come from workers throughout Extension. It must come from a willingness on our part to be as quick to adopt new methods and new technology as we expect our clientele to be—and from an inner desire to expand our services to the maximum number of people who need what we have to offer.

The hard work on computers has been done—the technology and hardware have been perfected beyond man's wildest dreams of 20 years ago. Our job is easy—applying this technology to our work—WJW

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TECHNOLOGY & SCIENCE

EXTENSION SERVICE REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MARCH 1972

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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Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

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

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Be a winner

It's the time of year to take a look at your recent communications efforts and select the best to put into competition. Most of the opportunities are for the men, at this point, through the NACAA Public Information Awards Program. Extension home economists in Tennessee have their own awards program, patterned after this one; perhaps it soon will be nationwide, too.

NACAA is looking for more than 1,000 entries this year—to top last year's 980. The awards program offers State, regional, and national awards in the categories of: radio program, single news photo, series of colored slides, direct mail piece, personal column, and feature story. This is a good chance to get a critique of your work—and to win prize money for equipment or advanced education. The deadline is April 1.

A contest open to all—including volunteer leaders and others—is the second annual Keep America Beautiful Photography Contest. Keep America Beautiful is the non-profit public service organization whose objective is to educate the public about environmental improvement. They are offering \$100 for the best series of black and white photos and the best series of color photos showing the steps in an environmental improvement effort. The best black and white and color "before and after" pictures will win \$50. Get rules and entry blanks from Keep America Beautiful, Inc., 99 Park Avenue, New York, New York 10016. Deadline for this competition is May 1.

And whether the entries win or lose in competition, they will have already served their most important purpose—that of increasing the public's knowledge of what Extension offers to them and their communities.—MAW

Demonstration techniques have helped county Extension agents in metropolitan Milwaukee County, Wisconsin, to improve the county's tree ecology.

The American Elm is decreasing at the rate of 35,000 trees annually in Milwaukee County. Once-beautiful tree-lined streets and parkways became barren and bleak.

In 1965, homeowners and municipal officials began an extensive replanting program. When Extension surveyed and analyzed the program in the county's 19 municipalities in 1967, they found that 90 percent of the trees being replanted were maple.

As a result, the Extension agents began an intensive educational program. They emphasized the need for a tree planting program based on diversity and the importance of selecting trees that will be an asset to a city in 30 years instead of an eyesore and burden to the taxpayers.

The agents responsible for the Extension program are Lee C. Hansen, Milwaukee County community beautification agent; and Stan Rynearson, Milwaukee County agribusiness agent.

They viewed the tree planting programs and compiled a report covering all 19 municipalities. Programs, they found, ranged from extensive to sheer apathy.

Municipal officials and homeowners asked, "If we shouldn't plant all maple trees, then what do you suggest?" Many decisionmakers had confidence

Sites being studied include streets like this one, enhanced by columnar Norway maples planted in 1960.

Helping a city choose its trees

by

Lee C. Hansen

*Community Beautification Agent
Milwaukee County, Wisconsin*

in the maple, but were not confident that other trees would be suitable.

There are no easy answers on what trees are the wisest selection for a replacement program. Officials are confronted with numerous problems, such as availability of trees from nurseries, soil variation, moisture differences, atmospheric pollutants, and salt accumulation from de-icing operations.

In 1969 the Extension agents cooperated with the city and village foresters and municipal officials to select 50 street tree observation sites in which the majority of the trees had been planted since 1960. Each site contains a minimum of 1 block of trees.

The observation points have resulted in a pooling of tree information which has been beneficial to all concerned. Municipal officials, foresters, and homeowners are encouraged to visit the tree sites and to comment on what they observe.

After the observation sites were selected, the agents compiled a report which contained a listing of tree species, their addresses, and general comments. Also included were reactions of the municipal officials to the following questions:

—What tree species have been planted since 1960?

—What trees have shown the most promise?

—What trees have shown the least promise?

—What is the current public reaction to Dutch Elm Disease?

The observation sites have been expanded in 1970 and 1971. Trees are observed for their growth rate; uniformity of form; type of shade produced; insect and disease sensitivity; year-round interest; sensitivity to salt, pollution, and herbicides; hardness; branching habit; maintenance requirements; and any characteristics which would make them undesirable street trees.

The beautification agent has taken slides of each tree site and has shown them to many groups responsible for urban forestry programs. In summer 1971 Extension set up a bus tour of 16 of the tree observation sites for 100 members of the Wisconsin Arborist's Association. University of Wisconsin horticulture, plant pathology, and entomology specialists helped with the tour.

There was an excellent exchange of ideas, and the State arborists have urged the continuance of the project. They want to tour more of the sites.

Dr. Edward Hasselkus, landscape plant specialist at the University of Wisconsin, has worked closely with the agents on the project.

What are the results thus far?

—The identification and study of selected street tree planting sites are providing municipal officials with information needed to improve the tree planting program within their respective municipalities.

—Municipalities are planting a wider diversity of trees; in 1971, maples made up only 40 percent of the replantings.

—There is an increased interest in aggressive street tree planting programs.

—The Extension program has received praise from governmental and business leaders. □



You will be hearing more and more about a broad new "pest management" program in 1972 and the years ahead. Secretary of Agriculture Earl L. Butz has announced "an expanded action and research program to help farmers control pests more economically and effectively."

The new program provides for a combination of biological and cultural pest control techniques, in combination with chemicals, as well as long range pest control research. The initial pest management program effort will be directed toward cotton because of past experience with scouts on the cotton crop and the fact that in 1966 about 44 percent of all insecticides used on crops in the United States was used on cotton. Most of the DDT still used on crops is used on cotton.

A total of \$2,250,000 in existing funds has been allotted by the U.S. Department of Agriculture for a 3-year program which will expand field-tested pest management ideas to on-the-farm use for cotton growers.

It is expected that each of the pest management activities eventually will be self-supporting by farmers.

Where does Extension fit into the new pest management program?

"Scouts who inspect the fields each week to determine levels of both harmful and beneficial insects are the key to making pest management programs successful," points out Dr. Roy Ledbetter, Extension entomologist. "Scouts are college students and farmers trained by State Extension entomologists to make a count of the insect activity in the field."

"Then, with the data collected by the scouts, the producer usually consults with his county agent on when to spray," says Gordon Barnes, Arkansas Extension entomologist. Arkansas was one of the States that pioneered the use of scouts to determine when the insect buildup on a crop has reached the "economic threshold level" when it will pay to start application of chemical controls.

"A memorandum of agreement between the Animal and Plant Health Service (APHIS) and the Extension

by
Ovid Bay
Agricultural Information Specialist
Extension Service-USDA

Extension has key role in 'pest management'



Service will spell out the responsibilities between the two agencies in leadership, financing, and other types of support for USDA pest management programs which will be carried out through the State Extension Services," says Dr. Raymond C. Scott, Assistant Administrator, Agriculture and Natural Resources, Extension Service-USDA.

The Extension Service has been conducting pilot pest management programs in several States which showed pest management would:

- reduce the cost of production;
- introduce fewer chemicals into the environment;
- give natural beneficial parasites and predators maximum opportunity to suppress certain destructive insects;
- use special cultural practices; and
- control cotton boll weevil populations by applying insecticides late in the growing season during the diapause—a period in the fall when the

weevil's development is interrupted.

"Because insects migrate, particularly boll weevils and bollworm moths, all farmers in an area should participate in a pest management program if insecticide applications and other suppression techniques are to be the most effective," emphasizes Ledbetter. "It won't work on a patchwork basis."

How do you do this?

This is where Extension has provided leadership to help farmers meet and form strong grower organizations. These organizations are responsible for signing up the acreage, collecting and pooling money for scouts, and collectively bidding for the insecticide and application in diapause control programs. The latter saves producers considerable money.

In Alabama's Coosa River Valley, farmers have had a scouting program going for several years. In 1969 and 1970 a total of 650 farmers in the

entomologist, has been directing a scouting program and pest management program for cotton, in cooperation with the Animal and Plant Health Service, with excellent results. In Graham County, 80 growers with 10,500 acres of cotton (out of 17,307 acres in the county) participated in the third year of the program in 1971.

All of the fields are mapped and numbered. Checks are made daily with the aerial applicators, and scouts are told which fields have been treated so they can stay out of them for 48 hours. And bees can be moved out of a field before an insecticide is applied.

Pest management for cotton is developed around the major pest in each area. For example, in the Southeast and Mid-South, the major pest is the boll weevil; in Texas, it's *Heliothis* (bollworm and budworm), boll weevil, and fleahopper, depending on the geographical area; in Arizona, the pink bollworm; and in California, the Lygus bug and *Heliothis*. Each area must determine the economic threshold level for that pest.

Extension entomologists in 10 states are now training cotton scouts. Last year, a total of 628 trained scouts scouted 877,225 acres. That is up from 504,205 acres scouted in 1970, "but we haven't scratched the surface of the potential," declares Dr. J. G. Thomas, Extension entomologist in Texas.

Some of the most dramatic results with pest management have been at the Pecos, Texas, Experiment Station, where C. W. Neeb, Extension entomologist, reports a combined pest management program including such measures as scouting, not irrigating or fertilizing to encourage insects, and rotating alfalfa and grain sorghum on adjacent fields to build up beneficial insects. This program held insecticide costs to 47 cents per acre compared to \$21.67 per acre on adjacent farms.

In a large pilot project with tobacco in North Carolina in 1971, 2,200 growers with 9,500 acres in several counties used scouts much as they are used in the cotton program, reports

R. L. Robertson, Extension entomologist. Several growers reported they saved two or three applications of insecticides.

Commercial apple growers in Washington State are controlling the McDaniel spider mite with natural predators. "Mite counting services" (similar to scouts) are available, but only a small percentage of growers take advantage of them. Practically all commercial apple orchards in Washington use the integrated program now and save \$25 to \$75 per acre in spray costs.

Increased research and testing of sex lures (sex hormones called pheromones) and sterile males also promises to reduce the pesticides needed. Researchers are finding evidence of a sex attractant in the mating of the twospotted spider mite which infests 60 field crops. The use of a synthetic "mite perfume" will be used in a biological control program when it is perfected.

You'll be hearing more about the idea of using insect scouts on other crops. For example, Dr. B. D. Blair, Extension entomologist in Ohio, is testing the technique on alfalfa. Tests and programs are in process or being planned for soybeans, grain sorghum, sweet corn, potatoes, peanuts, wheat, peaches, and citrus.

"The USDA pest management program stresses using all suppression components for insect control through a systems approach," emphasizes Dr. Scott. "State Extension Services have been at the forefront in the insect management program for cotton and in similar programs initiated for the other commodities in several States."

In addition to the on-farm phase of the 1972 program, a total of \$3.5 million will be allocated to expand the research needed to field test new pest control and detection techniques, and to develop the tools necessary for initiating still other methods of control. Of these funds, \$1.7 million will be provided by USDA, \$900,000 by the Environmental Protection Agency, and \$900,000 by the National Science Foundation. □



Looking for pink bollworm larvae, above, are Mike Pursley, scouting program head in Graham County, Arizona; Dr. Jack Drake, University of Arizona entomologist; and Brooks Daley, chairman of the local farmers' group that sponsors the program. At left, Extension entomologist Leon Moore and Pursley hold one of their regular weekly meetings with the young cotton scouts.

area organized and put up \$4.50 per acre for a boll weevil diapause control program (fall sprays of a non-persistent insecticide) in the entire area. The combined savings from fall sprays, collective bidding, and scouting saves them \$12 to \$15 per acre.

In 1971, growers in 13 Alabama counties put up \$1 per acre for scout services on 100,000 acres. The program was conducted by the Extension Service.

In Arizona, Leon Moore, Extension

Community education to improve communication between young people, parents, and teachers has been an important part of the work in community and human resource development offered by the Bergen County (New Jersey) Cooperative Extension Service.

During the spring and summer of 1970, the six women members of six boards of education in the Pascack Valley area met with the Bergen County Cooperative Extension Service to work out a way to bring teenagers, parents, and teachers together in meaningful dialogue.

These community leaders and parents were seeking a vehicle to help overcome the barriers to mutual understanding and respect.

The associate specialist in community development suggested a human relations training program similar to one she had developed and conducted for the town of Tenafly the previous year. The proposed six-session program was entitled "Living in a World of Conflict and Change."

First, the six-member committee had to convince their respective boards of education of the worth of their project. They succeeded to the extent that each board agreed to contribute \$500 to make up the difference between projected tuition revenues and the total expense.

Goals set for the programs were:

—to explore the generation gap and the conflict in life values,

—to understand the family role in helping its members express, handle, and live with conflict,

—to increase awareness of one's own behavior in relation to others by understanding and diagnosing the interaction in small group sessions,

—to understand the individual and his relationships to concepts of independence vs. dependence, authority vs. leadership, and rights vs. privileges, and

—to improve communications between and among young people and adults in such areas as drug abuse, the new morality, and other values in conflict.

Bridging a communication gap

But the committee was apprehensive. Were their rather self-satisfied, suburban middle-class communities ready for this kind of involvement? Would they attract enough parents, students, and teachers to constitute a true cross section of each group? Would people be willing to speak openly about their attitudes and values with strangers?

Reassurance came from planning committee members in Tenafly, where the earlier program had been successful. They particularly stressed the need for highly trained leaders. As a result, Extension assembled an especially well-qualified group of five men and six women with varied backgrounds in education, psychology, social work, and human relations.

Enrollment was limited to 125 participants, 25 from each community. Each was to be assigned to a small group, representing a spectrum of ages and backgrounds, and led by a professional trainer. Members of the same family would be in different groups.

The next step was to generate participation. The committee, working with the Extension Service, prepared publicity for the five area newspapers, as well as for the Pascack Valley adult education brochure. They also circulated a letter to community and church groups in the area, asking them to include the information in their own newsletters.

A special invitation to parents was sent home with students. High school students received an invitation asking them to "join with young people, parents, and teachers as they explore together constructive ways of coping

with and understanding conflict—whether in the family, in the community, or in the Nation."

The tuition plan allowed the first 30 students to register at no fee; after that the charge was \$2 per student for the series. For adults the fee was set at \$7.50 per person or \$10 per couple.

The program included a special seventh session for teachers, to help them transfer their human relations learning to their classrooms. Inservice credit was granted for participation in the series.

The response was more than gratifying. Enrollment was 160, including 22 teachers and 49 teenagers. And as the program progressed, many youngsters brought along their friends.

What happened in the course of the six evenings planned and conducted by the associate specialist in community development?

Adults and students examined their roles and then reversed those roles in exploring such situations as: "Your parents confront you with evidence that they have found marijuana in your room," or "You are denied privileges at home and at school because your hair length is not considered suitable for a boy."

Forced to articulate and project their thoughts and feelings, participants of all ages gained new insights into questions of discipline, authority, privileges, drug use, sex, and moral values.

Openness, honesty, and willingness to really listen to persons with other backgrounds and attitudes began to emerge as discussions which started in general sessions continued in the small groups.

by
Ethel Kahn

Associate Community Development Specialist
New Jersey Cooperative Extension Service



Members of three boards of education in the Pascack Valley, New Jersey, area work together to recruit young participants for the human relations course.

The participants found that "the more we talked, the more we really started hearing each other, and the more the kids began to really open up." And that, "the more you talk the less you fight, and exchange of thoughts and ideas has to be of help in solving problems."

They learned "to accept people not at face value, but to get to know them before making decisions about them."

Community values—status, success,

honesty, and mores—were probed, and many possibilities for conflict over values in today's suburban communities were uncovered.

Complacency disappeared as the groups came face to face with each others' reactions to statements on property taxes, the war, sex, and local government.

Racial attitudes were brought into the open. The group saw a play depicting the frustrations of a black man

trying to find adequate employment and decent housing for his family. Afterwards they discussed equality and responsibility.

There was focus on personal responsibility. Participants compared their own behavior with their professed values. They discussed whether schools should begin to stress new skills to help people relate to each other.

Several weeks after the course ended, the six board members met again, with the Extension specialist, for an evaluation session. Participants had filled out evaluation forms at the final session.

More than 80 percent felt they had a better understanding of themselves and other age groups as a result of their experience; 90 percent believed communication had been achieved between the young people and the adults.

Almost 90 percent were in favor of a followup series, with most wanting the followup to focus on one particular issue.

Excitement and feedback were still going on, the board members reported, and the participants "were seeking ways to continue and extend their learning to equip them to participate effectively in community change."

Did anything *real* happen? Perhaps the best reply is in the Extension philosophy that guided the program and the comments of participants who testified to new sensitivity and new insights.

Such programs are not a miracle cure for what ails society—but they can certainly improve the prognosis for participatory democracy. This is an important way to apply the skills of group dynamics and the behavioral sciences in helping families and communities work out differences. □

by
Carolyn L. McNamara
Family Living Editor
Agricultural Information Department
Purdue University

Extension homemakers 'star' in TV series



Above, Extension "Home Fare" committee members get pointers from WNIN Director Robert Edelman in the station's control room. Below, the committee plans with Extension Home Economist Mrs. Lillian Staub, second from left.





At left, Mrs. Tom Pugh from the Earle Extension Homemakers Club shares ideas—on camera—for making candle holders and using them as effective home accessories.

in Evansville, Indiana. That was the beginning. Mrs. Chet Behrman, member of a county Extension Homemaker Club and WNIN traffic director, contacted Mrs. Lillian Staub for assistance. Mrs. Staub, Vanderburgh County Extension home economist, has organizational responsibility for the Extension Homemakers Association in that county.

It didn't take Mrs. Staub long to receive an "okay" from the proper channels. She next presented the idea to a select group of club members whom she considered to have exceptional leadership abilities.

Mrs. David Rice, a home economist from the Perryettes Extension Homemakers Club, and Mrs. Robert Rheinlander, from the Merry Moms Club, were chosen to steer this committee; Miss Janice Breiner, Extension home economist with mass media responsibility, was asked to act in an advisory capacity.

A constant flow of communication to all county club members sparked enthusiasm for the program and encouraged participation. Each club participating, including members from Spencer and Warrick Counties as well as Vanderburgh, was asked to do two telecasts a month on a rotating basis—the format being much the same as a lesson presentation.

According to Mrs. Rice, programs were scheduled that had previously been presented as monthly lessons at club meetings. Committee members were given the task of locating capable and willing homemakers to participate.

By March 16, 1970, the first show was on the air. "Excellent cooperation from my cochairman and the committee members gave the show its success," says Mrs. Rice.

"One person met with the program

participants several times for practice and timing sessions while someone else prepared cue sheets for the director. The talent always arrived an hour before taping time to set up and complete taping arrangements. Homemakers presenting the next program came to watch during set-up and taping of the current session," reports Mrs. Rice.

"Home Fare" was scheduled on WNIN every Tuesday evening at 7:30. Each program was video taped in advance, with a repeat telecast scheduled the following week," notes director Edelman.

"The programs were done by members who had no previous experience with the TV medium. The series began with no special promotion and from the first program seemed to gain much interest with the target audience."

Due to financial difficulties at the television station, the program series had to be discontinued following the completion of 19 programs. However, Edelman considers "Home Fare" an excellent program and says, "When conditions are such that local production can resume, it will be one of the first series back in the schedule."

Experience has once again proven to be a good teacher, and Mrs. Staub offers these points of advice to Extension home economists wanting to establish such a program:

- select a steering committee with outstanding leadership ability,

- arrange for adequate advance program planning,

- establish good rapport with the news media—newspapers can be especially helpful in promoting your program,

- sponsor one or more television workshops so participants can get acquainted with the properties of a television studio and learn some of the do's and don't's of television, and

- be prepared to work with the committee as advisor and liaison between the participants and the television director. Be on hand to give encouragement and moral support when needed. □

"Welcome to 'Home Fare,' a program for homemakers—presented by homemakers. The Extension Homemakers of Vanderburgh County, in cooperation with WNIN, are happy to present a series of programs devoted to the interests and hobbies of women." And the half-hour television tape is running for "Home Fare."

The first continuous television program by Extension Homemakers in Indiana, and perhaps the Nation, has a potential viewing audience of 600,000. Participating homemakers relate and demonstrate a variety of ideas and activities—tips for entertaining young children and selecting creative toys to aid in their development, how to make ties, hats, webbed purses, terry towel robes, table leg candle holders. The topics are as varied as the viewing audience itself.

In January 1970 the idea of a program for homemakers was introduced to Mr. Robert Edelman, Director of Educational Television Station WNIN

'Agribusiness Council' encourages rural growth

by
Roy F. Tanner
Former Extension Radio-TV Editor
University of Georgia

The Agribusiness Council in Emanuel County, Georgia, is made up of 75 "go-getter type" leaders. The leaders believe in studying their county's situation, defining their problems and opportunities, setting goals and objectives, having a plan of action, and putting all their muscles behind efforts to make ideas become real things.

Even though only 5 years old, the Council is tall in stature and quite mature. It has become known in these parts as an important community development group. Its members have been responsible already for the development of some tangible facilities for this southeast Georgia community. Others are on the drawing board.

Loy D. Cowart, president and a dairy farmer, talks with pride of their almost finished agribusiness center. The \$75,000 multipurpose facility is 80 feet by 200 feet and features a combination livestock-show barn and auditorium. Among anticipated uses will be: purebred cattle and swine

shows, feeder pig sales, 4-H activities, and other events related to agribusiness and community development.

That's just the building. On other areas of the 50-acre site, they will develop recreation facilities to include a 10- to 15-acre lake, boat dock, amphitheater, outdoor pavilion, tennis courts, athletic fields, and nature trails.

The manner in which the Council members acquired the property and money for the Center was a development story in itself. The original 40-acre site was provided by the county commissioners. An individual is donating 10 additional acres. The members were successful in getting the Governor of Georgia to appropriate \$30,000 for the project.

Other funds came in this manner: \$5,000 from the Council, \$15,000 from the Emanuel County Fair Association, and \$10,000 from the County Commissioners. An additional \$15,000 will soon be raised to build livestock

Above, Emanuel County Agribusiness Council members review plans of their almost-completed center. Seated left to right are Waldo Yeomans, vice president; Loy Cowart, president; and Earl Varner, county agent chairman. Standing is T. Z. Lanier, Jr., community development specialist. At right, Lanier and a timber company plant manager watch a "pole peeler" in operation at the plant which the Council helped bring to the county.

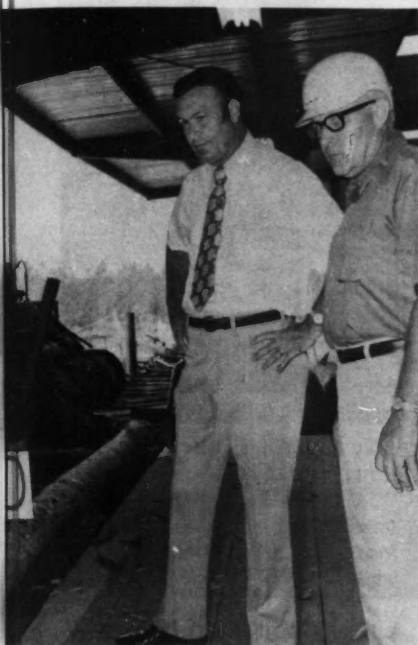
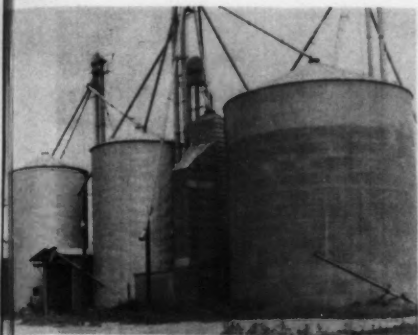
pens, auditorium seats, and driveway and parking lot paving.

Organized for the purpose of promoting agribusiness in Emanuel County, the members started programs to do just that. Realizing that their county had no buying points for peanuts and soybeans, they established both.

They worked with a milling company to establish the buying points. The firm handled 3,900 tons of peanuts and 40,000 bushels of soybeans in



A new soybean storage and marketing center was one of the Council's early dreams. Now the facility, at left, is a reality.



1970, and expected to handle about 100,000 bushels of soybeans in 1971. The new peanut-storage facility has a 4,100-ton capacity.

T. Z. Lanier, Jr., resource development specialist with the University of Georgia Cooperative Extension Service, at the request of Emanuel County Extension Agent Earl Varner, has worked with the Council since its birth.

Early surveys which Lanier and Varner conducted with the aid of sev-

eral Extension specialists helped the group to pinpoint the potential of agribusiness development. They assembled information about the agricultural raw materials produced in a 50-mile radius of Swainsboro.

The studies revealed that the Council's best course of action on a short-term basis would be to promote development of wood product processing. Its long range developments needed to be concerned with expanded production of horticultural crops and processing facilities to handle the new crops.

With these clear goals in mind, the group started an annual "observation" spree. They call it their Community Development Agribusiness Tour. Lanier plans the tours to include visits to agribusiness plants which process raw materials which either are or could be grown in Emanuel County. The soybean and peanut buying points were results of the tours. A transportation company provides the buses for the tours.

Lanier also is helping the group with a plan for a county-wide solid waste collection system to include pickup stations, routes, containers, and landscaping of container sites.

In February 1971, a timber company started operations near the new 250-acre industrial park. The 30-employee firm processes utility poles, lumber, and wood chips. It presently handles 1,250 cords per week. The general manager says they will soon go to a double shift and expand to 2,500 cords per week and 60 employees.

Earl Varner, county agent and Council secretary, has observed that the plant has had a great impact on

the value of the 305,000 acres of timber in his county as well as timber resources in a 50-mile radius.

Among other activities of the Agribusiness Council is the promotion of their local firms. They recognize local agribusinesses by selecting an Agribusiness of the Month. The inside operation of the selected industry is shown to the public in the local newspaper and exhibits.

The Council also has gained half sponsorship of the Emanuel County Fair, in cooperation with the Jaycees. The fair expanded last fall into a six-county area fair.

In addition to Cowart and Varner, other Council officers are: Waldo Yeomans, vice president, a businessman, sportsman, and executive director of ASCS; Donald Hooks, treasurer, a feed, seed, and fertilizer dealer and beef producer.

The directors are: Roscoe Brown, a retired businessman and forester; Raymond Evors, an official with the Federal Land Bank; John R. Roberts, a tractor dealer; Rufus Youmans, a banker and tractor dealer; Foots Mathis, a retired sawmill operator; Randy Karrh, attorney; and Roger Dekle, banker.

Agribusiness Council members actually pay for the privilege of working—an annual membership fee of \$25 per person.

The Council holds regular meetings with formal programs.

In its community development efforts, the Council works closely with the Central Savannah River Area Planning and Development Commission, the Chamber of Commerce, and other groups. □

by
Marjorie P. Groves
Assistant Extension Editor
Expanded Nutrition Program
Iowa State University

Nutrition fest — more than just fun

Just leave it to a group of family food aides to make fun from challenges that give headaches to bureaucrats. The fun came during the Eat, Grow, and Glow Fest planned by aides of the Scott County, Iowa, Expanded Food and Nutrition Education Program.

The name of the event was the brainchild of the son of one of the aides. Publicity tantalized people to come to learn to EAT good food for better health, GROW to know more about community agencies and how to use them, and GLOW when they leave the fest because of an enjoyable educational experience.

Usually the aides visit homes; this time the families came to them. The event, at a community settlement house called Friendly House, looked like a carnival in miniature or a big bazaar. Clusters of people, young and old, were at each display—looking, listening, asking questions, tasting.

It is difficult to pinpoint where the idea began, but the fest became a story on how to do a lot of things at once. The aides saw many challenges. Some examples:

—How can you strengthen communication channels among agencies working with low-income persons?

—How do you tell the community about EFNEP?

—What is a simple way to teach principles of nutrition?

—How can you develop a feeling of selfworth among program homemakers?

Other needs included ways to build ethnic awareness and pride within families, and to give youngsters a chance to feel important, too. Quite an order was dished up! But the aides touched on each need.

As the aides formulated plans, their supervisor Bonnie Birker, Extension home economist, contacted some of the community agencies by phone for preliminary sounding-out. Soon more groups were involved. Each agency was provided a table and space for a display in Friendly House.

The School Lunch Program proposed a display of a typical week's lunches. The thrift shop lady would show how to make children's underwear from men's tee shirts. The Homemakers Service created simple helps for the bedridden such as a lap table made from a cardboard box.

The basic four food groups were represented by a local baker, two fresh produce companies, the wives of a pork and a beef producers association, the Iowa Dairy Council, and a local dairy.

Committees — booths, crafts, and food sales — were formed about 6 weeks before the fest.

Individual encouragement of homemakers like, "You fix the best batch of greens! We could use you." Or, "Why not show off those clever candle holders you make from tin cans" got many to participate. The aides also emphasized that this would be a way to find out about programs easily. And it was free.



The Eat, Grow, and Glow Fest featured Mexican-American foods, "soul foods," and all-American favorites. Happy smiles showed that foods new to some—like tacos—made a big hit.

A helpful feature was the nursery manned by volunteers and run from 11 a.m. to 4 p.m. the day of the fest. Another was transportation available if needed.

A barrage of low-cost publicity—flyers everywhere from grocery stores to Food Stamp centers; donated TV and radio spots; the newspaper; and the local EFNEP newsletter—got the word around.

And the people came, over 400 of them. Usually low-income people shy away from gatherings, Extension experience has indicated. But a slightly different approach—fun that just happens to be educational—seemed to work.



One agency participating in the Fest was the Scott County Commission on Aging, above, which displayed information on programs like TeleCare and Meals Service. Homemakers had a chance to taste samples of old standbys like hamburger fixed in a new way. At left, they try spicy meatballs.



Friendly House bustled with activity from the time the doors opened. There was a signup for the door prize—a grocery order donated by a local grocer. The aides got names of potential EFNEP homemakers this way.

The basic four food groups reigned over the center of the room with a circular area partitioned into four parts where demonstrators prepared foods or gave samples. This was a first for some who displayed; they got a chance to meet an audience some had trouble reaching.

Thirteen agencies ringed the room with easy-to-understand displays manned by workers and participants. The

Head Start Mothers (and one father) had made cookies to sell, Job Corps had the word on training, the Family Planning Clinic had a display of birth control devices, the Visiting Nurses had information on vaccinations, and so on.

There were ladies in "around the house" clothes and comfortable shoes with youngsters in play clothes. A businessman sampled supplemental foods. A pretty teen in pink sipped cider at the fruit group booth. A white-haired woman chatted about Meals Service with someone from the Commission on Aging.

"Let's Eat!" All kinds of people came together at the same tables to taste familiar food and sample new ones. Children discovered new foods—like fondue, raw squash (it tastes like carrot!), papaya, and cranberries. The "black cow" was a favorite; that's powdered root beer blended with milk.

"Hey, collards are good!" and "This is the first time I ever had a taco" were heard as the fest-goers bit into Mexican-American, soul, or all-American favorites.

The food sales and preparation proved to be another chance for homemakers to shine in their special talents. Some volunteered to help prepare barbecued chicken, others kept the cafeteria-style lines supplied with jello salads, others made pies. The foods were sold at cost to give everyone a chance to "eat out" economically.

The craft portion of the fest was another boost in helping homemakers gain self-pride. A shy mother brought a whole wardrobe of tiny clothes for teen dolls. A cheerful woman on crutches displayed her hobby—liquid embroidery. There was an amazing display of crafts from throwaways. A grandmotherly aide demonstrated how to hook a rug; another brought macrame.

Around 4 p.m. when grade school classes were dismissed, more youngsters arrived. Some from the EFNEP cooking classes got a first chance to demonstrate what they had learned to make—orange milk, fruit kabobs, or graham cracker balls.

Feedback was immediate for some parts of the fest. For food sales, it was the taco-sauce covered grin of a child, the speedy disappearance of a piece of chicken into a near toothless old gent, the number of persons who bought seconds, and the fact that food expenses were covered.

For the rest, it's tough to determine impact exactly. For example, the Supplemental Foods section of the Office of Economic Opportunity later reported a record number of new applicants for recipients. Could it be that eligible families found out about the program through the fest? The Visiting Nurses report new contacts for their immunization program. The School Lunch Program director is pleased with the response from parents.

The fest did a lot of things. The agencies found that through cooperation they can help their audience even more. The people discovered that knowledge of good eating and helping agencies can be fun—it does bring a happy glow! □

Through employment, youth can feel accomplishment and self-pride. With these, other important qualities necessary for youth development will come.

The Cattaraugus County Youth Employment Service, operating last summer at the Cooperative Extension Center in Ellicottville, New York, was an attempt to try to bridge the generation gap and show youth that we do care about their development.

The new service was established in May by the county legislators and New York Division for Youth. Its purpose was to help youth, ages 14 to 21, to locate available summer work.

The 872 county youths seeking summer employment enrolled in a "skill bank" which contained a registration of all youth able and willing to work. The skill bank provided a way to inform potential employers about the skills and employment data of youth seeking jobs. The service was free to both.

During the 10 weeks the agency was in operation, 104 employers hired

160 applicants for short term, part-time, or permanent jobs.

To set up the skill bank as rapidly as possible, approximately 25 to 30 volunteers in early June visited 18 schools to interview and take applications. In addition, field offices in Olean and Salamanca were established for interviewing. Personal data obtained from each applicant included employment history, job skill, training, availability, job preferences, and access to transportation.

Paul D. Duran, an English teacher, was employed as program director. He made contacts with potential employers and promoted the employment of youth through use of the skill bank. He was available to follow up to insure satisfactory performance and do employee counseling if necessary, and to assist employers in the legality of the employment of youth.

Assisting in setting up and operating the skill bank located at the Cooperative Extension headquarters was Holly Walsh, a sophomore at D'Youville College in Buffalo.

by
Mary Elizabeth Dunbar
Extension Agent—4-H
Cattaraugus County, New York



Youth + jobs = growth

She handled calls from employers and those seeking employment. Those wishing to hire young people were urged to contact the Youth Employment Service either by telephone, personal visit, or letter.

Duran and Miss Walsh took personal requests from employers, sorted through the applications, and provided the employers with a list of possible candidates. The employers did the interviewing and made the final decision on who was hired.



Many methods were used to publicize the new youth service. A letter to boards of education introduced the program and asked their cooperation in promoting the program and permitting volunteers to interview applicants at the schools.

Extension membership, other agencies, associations, organizations, mayors, ministers, and some seasonal landowners and business concerns were contacted by letter.

Other methods of promotion included news releases, feature articles in daily and weekly papers, several editorials, special radio programs, spot announcements, advertisements, and posters.

The project was initiated by the County 4-H Division Committee. They determined that older youth need help in seeking employment opportunities and that no one agency was serving as a link between employers and youth seeking jobs.

They were concerned about youth having idle time and wished to do something about helping to combat delinquency.

In addition they felt a work experience would economically aid the young people, prepare them for the world of work, and help instill in them a sense of responsibility and self-respect.

Donald Kurth, director of the youth camp in Great Valley, a member of the 4-H Committee, and Mary Elizabeth Dunbar, Cooperative Extension agent, drew up plans for the pilot program in February.

After seeking help of resource people, the 4-H Division Committee, with the approval of the Cooperative Ex-

Two volunteers, far left, help interview and complete application forms for high school youth wanting to register in the skill bank of the Youth Employment Service. The 104 employers whose jobs were filled were well pleased with the results. The employer of the young painter, left, said he would recommend him highly for other jobs.

tension Association Board of Directors, submitted a proposal for sponsorship and funding to start the 10-week Youth Employment Service.

Legislators took advantage of State Division for Youth matching funds of \$1,707.50 to establish and operate the \$3,415 project. They sponsored the program jointly under auspices of the County Cooperative Extension Association.

Under this pilot program, it was hoped the following objectives could be accomplished:

—to establish a Skill Bank containing personal data on youth willing and able to work during the summer,

—to stimulate the employment of youth by local businesses, industry, and private citizens,

—to find jobs for as many youth as possible,

—to establish a suggested minimum wage scale for employers requesting advice about what to pay,

—to maintain statistics and provide reports to sponsoring groups,

—to determine if such a service is needed and can be operated on a short-term basis, or whether it warrants establishment on a permanent basis.

The Youth Employment Service accomplished its objectives, except for establishing a minimum wage scale for various jobs. Because wages vary from community to community and there was a wide age range among applicants, it was felt that it would be better for the employer and employee to agree on an acceptable wage. Results have shown this method to be successful.

About 600 youths were contacted for the 160 positions that were filled. About 500 were referred for interviews.

The Youth Service found employment for 108 boys and 52 girls. An indication of the success of the program is the fact that every job was filled almost immediately.

Such a program should be started in April or May to organize the mechanics of it and get a head start.

Experience has shown that people are hesitant to call the headquarters to

place requests for help if it entails a toll call. To help overcome the toll call handicaps, a contact or answering service in other towns might help.

Youths might be interviewed at the Cooperative Extension Center or at temporary field offices throughout the county. Because it was so convenient for youths to sign up in the schools, some applied who were not conscientiously seeking employment.

The Youth Employment Service should concentrate on 16- to 21-year-olds, with more emphasis on recruiting the high school dropout and college student. The 14- and 15-year-olds are extremely difficult to employ, for they are limited in the type of work they can perform.

Many of the youths who had originally enrolled in the skill bank either changed their minds or already had employment. This made it difficult to use the files properly. Of the 872 applicants, probably only 450-500 actually were seeking employment.

The program should not be operated on a year-round basis, but rather as a summer project. On a community volunteer level, this program warrants consideration. Handling by a centralized agency might be more practical, however, because of the number of people who must be involved.

The lack of job-seeking youth during the school year and the lower level of employment after the summer seem to be reason enough for not continuing the program on a permanent basis.

Cooperative Extension was able to contribute a great deal to setting up and implementing this pilot program. We have learned much from it, and it has added a new dimension to Cooperative Extension programs.

The interest, cooperation, and support we received from individuals, groups, legislators, agencies, businesses, and mass media cannot be measured. The majority of those contacted felt that the service was beneficial to both young people and adults, and many asked, "Why wasn't this done before?" □



They brought honor

Perhaps one of the better, and yet least known records of the past 5 years is that established by our "County Agents in Vietnam." Doing what they know how to do best, "helping people help themselves," they have brought honor and distinction to themselves, the Extension concept and system, and to their country.

Their records have been extensive and have not gone unrecognized.

The first 13 advisers arrived in Vietnam in February 1967 after 6 months of intensive training for their duties. Since then 72 men and one woman have served part or full two-year tours of duty. Several signed on for a second tour, and a few extended for a third tour.

One of the more dramatic accomplishments has been the increased rice production resulting from the introduction of new higher-yielding varieties. The first IR-8 rice plot was established in May 1967. When harvested, its yield tripled that of the local varieties and was 15 percent higher than the U.S. record yield.

Four U.S. advisers helped establish the National Rice Production Training Center in 1968. It is a "train-the-trainer" center, and since it opened in 1968 more than 1,000 Vietnamese have learned the 19 steps to growing improved varieties. The Vietnamese workers have relayed this information to about 300,000 rice growers throughout the nation.

Related work that contributed to the increased rice production was the introduction of improved irrigation technology and increased mechanization which included design and adaptation to farming conditions in Vietnam. This enabled farmers to harvest two to three crops a year instead of one. The U.S. advisers also provided leadership in establishing a fertilizer procurement and distribution system that makes more use of private channels to replace government channels used earlier. This created hundreds of small private businesses in addition to providing local sources of fertilizer.

The result—formerly a heavy importer of rice, Vietnam in spite of the ravages and disruptions of war is for all practical purposes self-sufficient in rice production. ES workers in Vietnam estimate that 20 percent of the acreage and 45 percent of the rice production in 1969-70 came from improved varieties.

Broilers and eggs, once scarce items in Vietnam, now add about \$300 million a year to the nation's Gross National Product. The Vietnamese with ES assistance have established a veterinary biologics production system with the capability of meeting diseases of epizootic proportions. Only a short time ago all veterinary biologics were imported. The advisers also helped guide the Vietnamese to significant progress in farm credit, swine production, fisheries, feed grains, and 4-H.

A nine-member team specializing in land management, aerial photography, and automatic data processing is helping implement a national land reform program. About 500,000 parcels of land containing 2.5 million acres are being transferred to private family and communal ownership. This program is well ahead of schedule.

The volunteer county agents' efforts have been recognized in numerous ways including the kinds and instances cited below.

Ed Fine, Colorado, has received an award from the Republic of China, from the U.S. State Department, and a USDA Superior Service Award. W. M. Williams, Texas, holds the Vietnamese Agricultural Medal and a USDA Superior Service Award.

Thomas Ragsdale, Maryland, was honored by the U.S. State Department, along with 40 others who lost their lives worldwide helping to advance the cause of humanity.

Fred Zimmerman, Missouri, received the Vietnamese Agricultural Medal; the Chuong My Medal, Second Class, the highest Vietnamese award to any U.S. adviser, which was presented by President Thieu; and the AID Superior Service Award, which is seldom given to a non-AID employee. George Otey, Texas, was presented the Vietnamese Agricultural Medal, Second Class.

Truly they have brought honor to their country and Extension and have earned all the honor, recognition, and respect that Extension workers everywhere can bestow upon them.—WJW

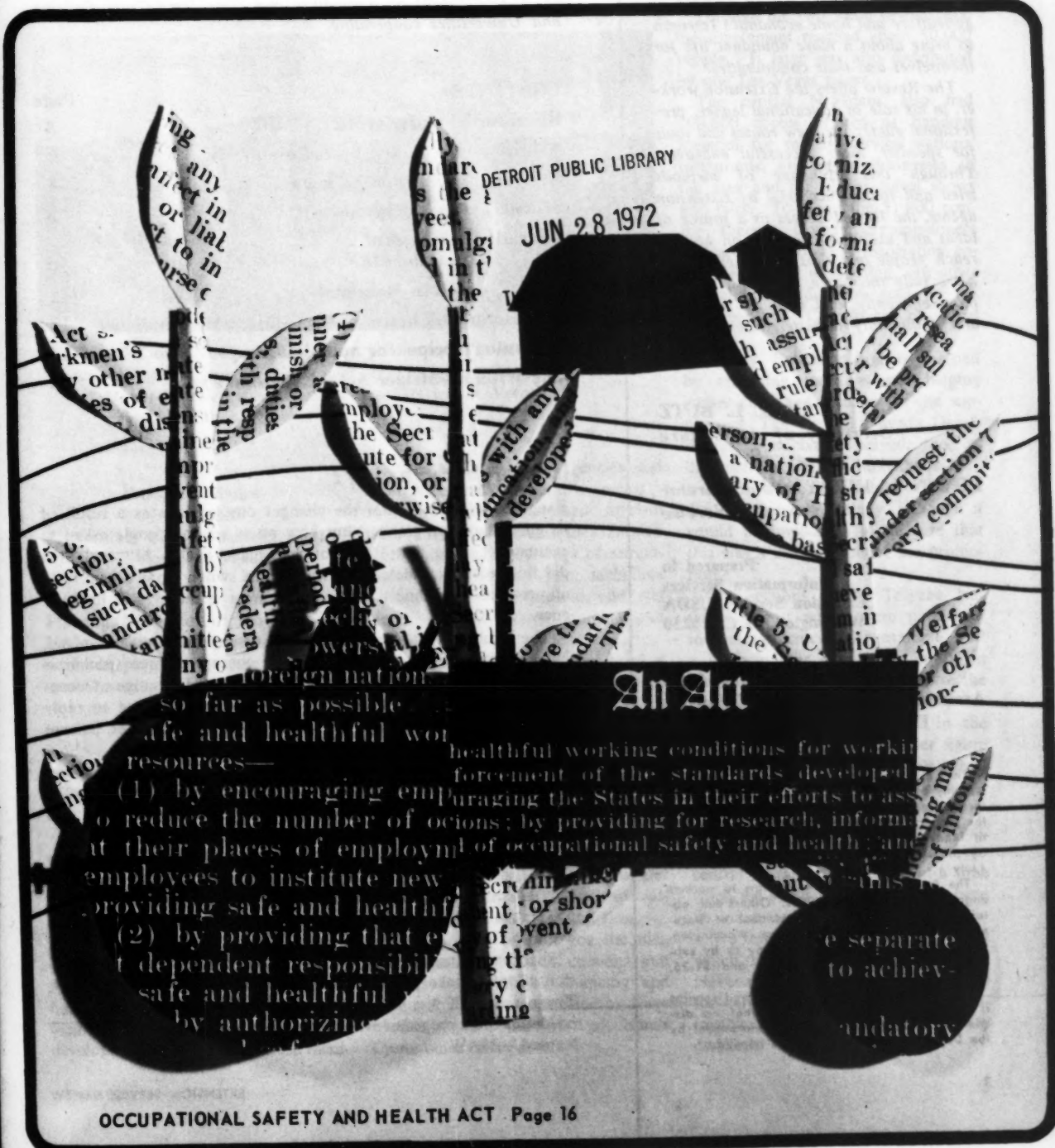
Editor's Note: The Extension Service, USDA, program in Vietnam is carried out in cooperation with the Foreign Economic Development Service, USDA, and Agency for International Development through a Participating Agencies Service Agreement. The program is financed entirely by AID through the PASA.

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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * APRIL 1972



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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
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EXTENSION SERVICE

REVIEW

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

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Is everybody happy?

Extension often evaluates the changes others make as a result of its educational programs. But how often are the people asked to evaluate changes that Extension has made? One Missouri area did this recently to determine whether its switch from a county to an area basis did indeed represent progress in the eyes of its audience.

The results? Not a unanimous roar of approval by all involved, but a pretty solid endorsement for the concept of area specialization. More than 1,000 people representing a wide range of occupations in the eight-county Mark Twain area took time to reply to Extension's survey. Their answers showed that about 66 percent favored or were neutral to the switch to area specialists. About 22 percent were against the change, and 11 percent didn't answer or did not understand the plan. And 72 percent thought the quality of subject-matter information received from Extension had improved since the change.

The survey had some other pleasing results, too. Asked how far they would go to prevent loss of an Extension event or activity they liked, only 9 percent said they would make little effort. And 55 percent indicated they would make "considerable effort" to avoid the loss.

Such an evaluation takes some time and effort. But can Extension afford to take public approval for granted? Missouri's Mark Twain area staff was willing to hear the truth—good or bad—and no doubt their programs will be stronger as a result of what they learned.—MAW

Rural Nevada lures visitors



Lehman Caves National Monument is one of the tourist attractions featured in the newspaper supplement. It is located at the base of 13,000-foot Mount Wheeler, the highest peak totally within Nevada.

by
David H. Mathis
News Editor
*Agricultural Communications Service
University of Nevada*

Enticing Nevadans to see more of Nevada—that was the goal of a promotional program that the people of central and eastern Nevada developed with the help of the Cooperative Extension Service at the University of Nevada—Reno.

These communities wanted to encourage the residents of the Reno and Las Vegas areas to spend their "long weekends" enjoying more of central and eastern Nevada's scenic, historical, and educational attributes.

Extension's role in the promotional effort fitted into its overall community and resource development activities. The idea was to help the communities involved help themselves.

First to attack the problem was the Nevada Resource Action Council—a development organization whose mem-

bers are heads of State agencies and State directors of Federal agencies.

Knowing that increased tourism would help these areas, they formed a committee to study ways of attracting more visitors. The technique needed to be inexpensive and yet reach relatively large numbers of people.

Committee members agreed on a newspaper supplement that could be run in both Reno and Las Vegas papers and also could be distributed as a tourist handout.

On the committee were representatives of the U.S. Department of Commerce, Soil Conservation Service, State Park Service, Bureau of Land Management, and State Department of Economic Development, plus Del Frost, Extension recreational specialist for the University at the time.

Frost sought support for the idea among central Nevada counties and worked up details of financing and production. He was assisted by Dave Mathis of the College of Agriculture's Communications Service.

"Central Nevada Weekends, Fun for All Ages," an 8-page supplement, was distributed in August 1969. It extolled the sightseeing and recreational values of a "loop" route forming a natural 3- to 4-day journey for both Reno and Las Vegas people.

Through the two Reno newspapers, the supplement reached about 50,000 people. It later was also distributed by one Las Vegas paper.

The central Nevadans also had 100,000 copies printed as handout material for motels, service stations, restaurants, and other businesses in the area and for use at travel shows and fairs. To cover the \$1,800 cost, the Lincoln County commissioners and area development association cooperated to sell advertising. In other communities, ads were sold by the Chamber of Commerce or local citizens.

County Extension agents assisted by arranging meetings and helping gather copy and pictures for the supplement. The Central Nevada Development Association helped, too, as did many interested individuals.

What were the results? Tourism did increase substantially, although it would be impossible to be sure that this was a direct result of the promotion.

The sections of the Toiyabe National Forest which were publicized in the supplement, for example, had a jump in user days from 14,800 in 1969 to 17,600 in 1970. Increase the previous year had been only 700.

Another area, Pine Creek in the Toiyabe range, showed a user figure of 1,700 in 1968; 1,600 in 1969; and 2,100 in 1970—a significant increase.

And so, although we cannot precisely assess the supplement's impact, we do know that tourist travel to central Nevada did increase at a time when the supplement could have been an influence.

We think it was a worthwhile effort which helped both rural and urban Nevada—by providing more income for central Nevada and low-cost, enjoyable leisure activity for the city dwellers. □

Nebraska staff linked by radio network

When Nebraska's Extension Director John L. Adams took over that position in 1968 after a year as associate director, he knew Nebraska had a problem.

That problem was communications between and among county, area, and State personnel. Inward and outward WATS lines were available, but costly and cumbersome. Besides, specialists would not always be within reach of a phone when needed.

Radio telephone could have been an answer to the last problem, but investigation showed not only that it was not available in relatively sparsely settled parts of Nebraska, but also that it would be too expensive if available.

Adams was accustomed to using radio while piloting his plane to and from meetings, so it was natural to think of radio as the answer to the problem.

A system of tall towers enables the Nebraska Educational Television Network to blanket the State's 77,227 square miles. So, why not use them as radio relay towers, with transmitters and receivers in offices and State cars?

The idea was piloted in the Northeast Extension District, with 13 counties and an area of 12,000 square miles, using the ETV tower at Carroll.

Radio transceivers went into the district headquarters at Concord, 11 county offices, and seven cars (now eight cars).

Northeast District and county personnel took to the new system eagerly. An automatic recorder at Carroll showed an average of 25 to 30 hours of use per month in 1971.



Bart Stewart, who is out of the office in the department's staff car, talks with . . .

Area personnel tend to use the radio more frequently than do the county agents.

Types of calls most commonly made include scheduling for Extension programs, administrative questions, and technical information.

Area staff members have found themselves using the radio frequently to talk to their office staff from the field.

County agents have found the radio convenient for talking to area staff members when they are out of their offices. They are thus able to get information quickly and also to bring a specialist into the conversation when they have a client in the office.

The radio also was found to save time when used for multi-party conferences while planning and scheduling programs and meetings.

The next step was to equip the Southeast District, with headquarters on the east campus in Lincoln. Base radio stations were installed in five departments and in Extension headquarters.

Also, nine cars belonging to the departments with the base radio equipment are equipped with mobile units (agronomy, agricultural engineering, entomology, information, and plant pathology).

by
Grant I. Johnson
Assistant Extension Editor
University of Nebraska

... Mrs. Rosanna Johnson, Information Department secretary, who called him from the department's base unit.



The repeater was installed on the ETV tower on the field laboratory at Mead. The University-Lincoln switchboard also has been cut into the network so that a person in a mobile unit can call any office on either the downtown or east campus.

The Northeast and Southeast systems operate on separate frequencies, so that where the signals overlap, neither can interfere with the other.

That the systems work well and are being well used is evident when you are riding in a car with a mobile unit turned on. Conversations between mobile units and offices are frequent.

The radio system has also been

adopted by the Experiment Station, with 12 units, including headquarters base units at the 9,400-acre field laboratory at Mead, agronomy headquarters at Mead, and foundation seed headquarters at Lincoln.

The Information Department also has installed a mobile unit in its delivery truck to make the driver instantly responsive to sudden needs for pickups when he is away from the department.

Dr. Adams keeps track of activity by periodically monitoring and tape recording through the base unit in his office.

A statewide system is being developed.

The South Central District headquarters at Clay Center has its equipment on hand, and will start installation as soon as contractual arrangements are completed with the Nebraska ETV commission, on whose tower the installation will be made.

Equipment is being installed at the Scotts Bluff Station at Mitchell that will cover the Nebraska panhandle when complete.

Three other installations are planned when funds become available. These will be at North Platte, Bassett, and Atlanta.

Eventually, through an arrangement with the Nebraska State Communications Network, it is hoped that a person in a mobile unit will be able to communicate from any location in the State with any headquarters, office, or other mobile unit in the State.

Dr. Adams feels it is well worth the cost to speed up communications within the Nebraska Extension Service and make it a more cohesive organization.

In addition, for one of the leading agricultural States, the Nebraska Extension Service is rather thinly staffed and the radio system will help make the best possible use of the talent available.

There were some early "bugs" in the system, but these were worked out as people learned to use it. The radio has proven to be a useful tool, particularly in the sparsely populated areas of the Northeast District and where all county offices have access to the system. □

Help via mass media for urban pest problems

by
Stanley Rachesky
Area Adviser-Pesticides
Entomologist
Illinois Extension Service

Everyone will have an insect or animal pest problem at some time in his life, and it's safe to assume that most people will encounter many.

Pest problems are plentiful—mosquitoes in the back yard, an ant invasion in the house, roaches, and pantry pests, for example. And then there are skunks, snakes, and field mice.

Rats and roaches are a common pest combination in low-income areas, and Chicago has more than its share.

Municipally-run pest control programs usually are well thought out and look excellent on paper. For many reasons, however, they often don't accomplish their objectives. Many factors enter the picture—such as the problems of inadequate funds and untrained or unsuitable personnel.

Because Extension has expertise that can help, it needs to respond to the demands of the bulging cities and suburbs.

In the Chicago area, as in all highly populated and urbanized areas of our country, residents are not only confronted with insects, but also are crying for help with plant selection, weed control, and small animal pests. This almost infinite list of problems involves pests of trees, shrubs, lawns, flower gardens, home vegetable gardens, households, restaurants, zoos, sewerage plants, park districts, storage and manufacturing plants of all types, golf courses, etc.

Local leader training programs in a large metropolitan area are very time-consuming. Spending 3 hours preparing and presenting a program to a group of 20 or 30 local leaders is not practical when you can spend half the time and be almost literally a million times more effective using mass communications—radio, televi-

sion, or newspapers. When the demand for information is great, time becomes very important.

My approach has been to contact all programs on all stations, radio or television, that interview guests. Sometimes I'm accepted for an appearance, and sometimes I'm turned down. But even if I'm refused once, I try again and again, and sometimes it pays off.

These appearances help take some of the burden from agricultural Extension advisers, who are busy with rural audiences and have little time for disseminating urban information. Viewers are directed to their county offices as one source of further help.

I plan materials to suit the type of show I'm doing. I generally write a guideline-type script, and often write or call chemical or equipment companies for insecticides, sprayers, other apparatus, or models to use as visual materials to hold the listeners' attention.

Unusual facts and figures presented on simple charts are designed to make the show fast-moving. A little chuckle every so often helps, too.

Pamphlets, addresses of other resources, etc. are always offered to the public, not only on the subject-matter of the show, but also for other bug or animal problems.

To get to the people on a more personal level, I've placed my name on speakers' lists and also accept almost all invitations to speak before civic organizations, schools, clubs, etc.

Newsletters are occasionally sent out when there is time. I have a regular weekly column in the Chicago Tribune and regular columns in various trade journals.

Working very closely with related associations such as the Illinois Pest Control Association, Illinois Landscape Contractors Association, and the Illinois State Nurserymen's Association is extremely important to gain their confidence and keep them aware of University of Illinois recommendations and ideas.

Making myself available to all municipalities, health departments, and governmental organizations is also of

vital importance. Many inquiries are received from these public bodies. I make personal contacts with them regularly, even if just to say hello.

My office has received more than 130,000 inquiries on pest problems in the last 4 years. Charting letters according to the problem and month they were received has put me ahead of the demand for information by being able to predict problems and have my information ready.

Extension's Chicago-based entomologist, Stanley Rachesky, left, appears on a television interview show to demonstrate equipment for controlling yard and garden pests.

Cereal insects, ants, roaches, termites, carpet beetles, silverfish, and drain flies are a few of the leading insect problems. Rabbits appear to be the leading small animal problem plaguing homeowners.

The charts show greatly increased requests on specific topics immediately following appearances on popular radio or television stations at prime time in which information and help on that particular subject was offered.



Most of the letters responding to these programs requested information on other insect problems, too. To expedite our mail, we ask people to send a 16-cent stamped, self-addressed envelope with their inquiry.

Other inquiries have come in as telephone calls (22,619) and personal visits (1,715). During the summer months, the phone rings about once every 9 minutes about a pest problem.

The time and expense involved in making a personal visit in a metropolitan area—weighed against the insect problem involved—make the mass media approach seem clearly a better alternative.

But however the job is to be done, specialists in urban entomological problems are needed in all major metropolitan areas. They should be well-versed in insect, small-animal, and horticultural problems—and it is essential that they have a good system for communicating with the public. □

Stanley Rachesky, right, discusses home-destroying insects on "Consultation", a television interview show carried by more than 100 educational and commercial stations.



Money is a critical problem in any society. Particularly important is the fact that sociologists and psychologists consider money a possible cause of many family problems and marital problems.

But even with all this information before us, little is done to provide real in-depth education about money to our young people. We teach economics, but it is in relation to the principles of the capitalist system, stocks and bonds, investment principles, and other such types of technical and theoretical information.

The critical problem regarding money for the average citizen is left pretty much untouched as part of our educational system. This problem is the everyday management of income for a family, commonly referred to as "budgeting the family income."

Little is done to provide our youth with the opportunity to learn management, principles of budgeting, where money comes from, the many uses of money, thriftiness, saving, and investment.

Through a special 4-H project, more than 530 young people in Missouri have participated in an Extension-sponsored 4-H Money Management project. Local schools cooperated with the Extension Service to cosponsor the special project.

The 4-H project, entitled "My Money World," was developed by

Alice Mae Alexander, professor of family economics and management, University of Missouri. It was used to educate youth, ranging in age from 10 through 14, about the general principles of money management.

Schools in Pettis and Clay Counties were contacted. The Extension youth specialist worked with the administrators and teachers in schools to explain the Money Management project and its usefulness to prospective 4-H members.

In Pettis County, four schools used

the project. In Clay County, two schools participated. Thus, six special 4-H project groups were organized through the schools.

Teachers received instruction from the Extension staff in the use of the project material, and methods and techniques for teaching the project. They also received films and a special slide story.

Members who enrolled in the project received a project member's book and a budget record book. The teachers used these to provide information



Above, two intermediate teachers discuss the basic principles of budgeting with 4-H special project students. At right, a teacher explains to the "4-H Money World" project members some of the many things that will be covered during the 10-week period.

Schools cosponsor special 4-H project

by
Charles W. Spradling
Area Youth Specialist
Missouri Extension Service

to the youths about money management principles.

The record book specifically was used to help teach the children how to develop a budget, stay within the budget, and at the end of the budget period analyze their records to see how well they had managed their money.

The teachers were given a leader's manual containing detailed lesson plans for each of the 10 lessons. They were not restricted to using the lesson plans as developed by Professor Alexander, but had flexibility to deviate from them.

The lesson plan was designed as a guide, with the recognition that it would not be adaptable to all situations but could lead to creativity by the professional staff in schools and by other volunteer leaders who might be teaching the project.

Each of the 10 sessions was 2 hours long and covered specific topics. The young people learned about the origin of money, the many uses of money, how financial institutions handle

money, merchandising and storekeeping, and investments.

Each child was to develop his own individual budget and then keep a record of his finances. At the end of the 10 weeks he was to summarize his budget and see how well he did.

One school took a unique approach to the teaching of the project. They not only followed the preceding objectives, but also established a store, which was run by the students, for the purpose of teaching merchandising, management, bartering, and the relationships of supply and demand.

They conducted a special bartering day which gave youngsters the opportunity to learn how to use money for the purpose of bartering and the buying and selling of goods.

The young people invited bankers, businessmen, investment counselors, and coin collectors to participate in their money management project. A special tape-recorded series on money management was another resource used in the project.

Evaluations from the teachers who

served as 4-H project leaders were very favorable toward this specific 4-H project. They felt it was useful in the classroom not only in teaching money management but also as a help with mathematics and social problems. They were quite pleased with the fact that a lesson plan had been prepared which could serve as a guide for them.

The teachers are still using the project as part of their extracurricular classroom activities. The youth themselves indicated they learned a great deal about money and what it can do for them. They felt they had a clear understanding of the principles of budgeting.

This is a project and an approach which can reach large numbers of students with a minimum effort on the part of the professional Extension staff, yet provide a very vital service in the way of educational needs of young people. By working through the schools, the project gives all classes of young people the opportunity to learn sound money management principles.

As our schools provide the outlet for an integrated approach, so does money management provide an outlet for teaching the one thing which is probably strongest in our country—economic power.

The basics of money management which the young people learn through this program can be expanded in later years through 4-H projects in economic principles, or it can go hand-in-glove with what they will later learn in high school and college economics classes. □



Education for the deaf

...in Colorado

by
Jacque Suzanne Pruett
Consumer Science Editor
Colorado State University

An Extension home agent in the metropolitan Denver area taught Colorado's first consumer information class for the deaf in the spring of 1971.

Sue Osborn, Jefferson County home agent, received a call in January from the Denver Community College's Hearing Impaired Center. They had been asked for help by the Rev. Donald Zuhn, a minister to the deaf at Bethel Deaf Lutheran Church in Aurora and several other churches for the deaf in Colorado, Nebraska, and Utah.

Pastor Zuhn wanted to put together a class on consumerism for the deaf. In response, Miss Osborn met with the minister, instructors at the college, and Jane Melvin, CSU Extension rehabilitation consultant, to discuss deaf persons' need for information on buymanship and basic money management.

With the help of the others, the home agent planned an educational program to meet this need. The result was a series of five 1½-hour classes.

Previously untrained in teaching the handicapped, Miss Osborn conferred with Mrs. Melvin on methods and techniques. Mrs. Melvin got films for the classes from a library for the deaf. Other resource materials in home management came from Alice Mills Morrow, CSU Extension assistant professor in home management.

Nineteen men and women, ranging in age from 20 to 50, participated. Their educational background varied from no high school experience to 2 years of junior college.

Most were from the Denver area and had learned about the classes through a newsletter issued by the Bethel Deaf Lutheran Church.

Subjects covered in the classes were:

- money management, making a spending plan, recordkeeping, and saving,
- the food dollar, tips on shopping and storing food, basic nutrition,
- credit, installment buying, truth in lending, charge accounts,
- general shopping tips, sales gimmicks, rights and responsibilities of the consumer, consumer protection.

Miss Osborn used many visual aids, including charts, films, an overhead projector, and a blackboard. She spoke at a normal rate and Pastor Zuhn interpreted for her via sign language. The visual aids helped in presenting the material and made interpretation easier.

Lecture periods were limited to 20 minutes to make them less tiring for both students and interpreter. Interrupting the lecture often to use visuals helped slow the pace. Occasionally, the class broke into groups to work on such problems as unit pricing and labeling.

The home agent felt that questions raised by students in discussion periods showed the progress of their learning and their changing attitudes toward such topics as credit buying, interest rates, and clothing construction.

"One of the women," Miss Osborn said, "even brought her bill from a

department store to find out about the finance charge."

She said that discussions also indicated that the students were beginning to keep records of their spending and to compare prices in grocery stores.

Pastor Zuhn compiled a questionnaire for the participants at the close of the classes to evaluate their attitudes about the course and to find out what further courses they would like to take.

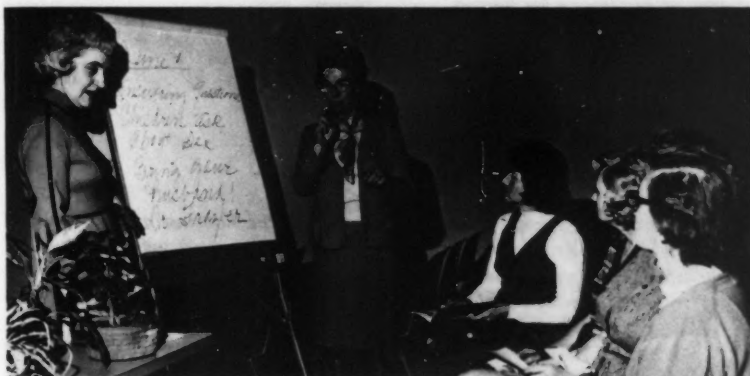
Followup letters are being mailed monthly to the class participants with additional information on consumer buying.

Miss Osborn said she feels the students gained better knowledge of everyday shopping techniques, acquired the terminology for dealing with credit, and learned about consumer protective legislation. She said she also feels that now they will be better able to use the information on food and clothing labels and will be prepared to recognize and report sales gimmicks.

Plans are now underway, she said, to videotape the class presentations on the CSU campus so that they may be used again with other groups of deaf persons in the State. □



Use of many visual aids helped Extension home economist Sue Osborn to communicate with deaf homemakers. Above, she speaks about becoming a knowledgeable consumer.



"Continuing Education for Deaf Adults" deals with subjects which are important to deaf homemakers and their families. Miss Faye Nichols, left, speaks to her deaf audience through a sign language interpreter.

...and in Maryland

by
Susan Pieplow
Former Assistant Editor-Press
University of Maryland

"Continuing Education for Deaf Adults" offers deaf people in Maryland an opportunity for continued growth and learning—an opportunity they want and need, but often lack.

When Miss Faye Nichols, home economics agent in Anne Arundel County, heard of a deaf homemaker in the county who needed assistance, she set out to help her.

After meeting with the deaf woman, Mrs. Jaqueline Stover, Miss Nichols decided that other deaf women in Maryland might need help also. And the best way to reach them seemed to be an organized class. Mrs. Stover spread the word about the class to other deaf people she knew, and many were interested.

The first class, in January 1970, was on "New Fibers in Textiles." Miss Nichols planned the class to help the women keep abreast of new developments in the textile field. She made fabric sample cards for each woman and as she described the fabrics, Mrs. Stover translated her words into sign language.

Many of the deaf women explained that they often had trouble asking questions about fabric, and quite often went home with materials that they really didn't want. Through this class, Miss Nichols gave them the information they would need when purchasing fabric.

After the first class, Miss Nichols asked if the women would be interested in other programs, and it was unanimous—they wanted more!

Since then, Miss Nichols has held a monthly class. And each class has meant more people, as the women bring their friends, neighbors, and families. Today about 40 women attend the classes—and that doesn't count the husbands and children who often come.

For each class, Miss Nichols has an interpreter translate her words or the guest speaker's words into sign language. Several volunteers from the Carver School for the Deaf in Annapolis and from the Annapolis community serve as interpreters.

All of the classes deal with something that the women can use in their daily living. Miss Nichols presented a series of classes on nutrition, to make meal planning easier and to ensure that the families receive the nutrients they need. She also gave a class on weight control and diets.

Other classes included the importance of wills and property disposition, drug abuse, what a woman should know about a car, and how to answer questions children ask about

sex. And all of the women especially enjoyed classes on indoor plants, sewing, and Christmas decorations.

Many community and professional organizations volunteer their services to the program. The Adult Education Service, North County Library in Harrundale, Maryland, (where the classes are held) compiles a special reading list of related subjects for the women. And many organizations supply speakers for the classes.

Miss Nichols explains that when she has a class involving unusual or unfamiliar words, she carefully defines them for the women. Many have commented that these classes are quite an education for them in many ways.

"I've checked the recall in the classes through discussions and question and answer periods, and it is absolutely marvelous. Everyone participates. Their participation and enthusiasm are so contagious," Miss Nichols adds.

The Maryland program is now 2 years old, and it has proved its value many times over. It has created one more outlet for deaf people—both an educational and social experience.

Through Miss Nichols' work and cooperation with other agencies and organizations, she has been able to help the handicapped—the deaf people who so often feel alienated in a society of sounds and words; and she has opened the door to a new and responsive audience for home economists.

When asked how long she plans to continue her classes, she answers with a smile, "As long as the people are interested, my classes will continue." □

'Environmental housing'—reaching a new audience

by
Donald J. White
*Community Resource Development
Specialist
New York Extension Service*

The headline in the Utica, New York, Daily Press on August 11, 1970, read—"Farm Experts Turn Attention to Housing."

"This fall and winter," the article said, "the Oneida County Cooperative Extension Service—which is an arm of the Department of Agriculture—will sponsor an informal educational program for persons involved in the housing industry, in Oneida and Herkimer Counties."

County Agent Eric Kresse explained that the program was not inconsistent with his traditional duties. "Our basic interest is still in the land," he said, and added that he and his staff would like to see future rural housing developments built in coordination with the land's natural beauty.

"Trees, hills, streams, and other natural resources can be incorporated into housing projects that are designed wisely," he explained. "Such assets would increase the value of the homes built near them."

Oneida County's educational efforts aimed at the housing industry, such as the exhibit below, were designed to encourage construction of rural housing developments built in coordination with the land's natural beauty, as is the one pictured at right.



The main task during the very early part of the Environmental Housing Program effort was one of defining the problem of *total resources* of the environment as they relate to housing.

This included:

- natural resources: soils, slope, drainage, topography, vegetation,
- manmade resources: lakes, recreation areas, facilities, and services,
- planning resources: site and community and human considerations.

A steering committee was formed with representatives from real estate, banks, utilities, developers, builders' associations, landscapers, architects, insurance companies, county highway department, local government, regional planners, State health department, Soil Conservation Service, and Cooperative Extension Associations. Many of these representatives were a new audience for Extension.

The next step was to identify all related groups—from builders to



town and village planning boards (17 were found)—and the possible involvement that each would have in residential housing — from market analysis to development to sales. The resulting mailing list included 1,400 individuals representing the housing industry in the two-county area.

During these early steps, books, magazines, and newsletters regarding the environmental aspects of housing were gathered and researched for trends and concepts and for later development of a bibliography.

The steering committee helped design the Environmental Housing Program to reach a multiplicity of audiences, many totally unfamiliar with Cooperative Extension.

They developed a three-phase, multi-media approach. Phases I and II were aimed specifically at the housing industry audience.

Phase I consisted of two main efforts. The first was a series of six

newsletters relating to various aspects of Environmental Housing. These were mailed to some 1,400 housing industry personnel during a 2-month period. An environmental housing symbol and special stationery helped build identification for the program.

The second was two industry conferences in the fall of 1970, following the mailing of the newsletters. The conferences centered on the themes of "Environmental Housing—What Is It?" and "Environmental Housing—How Do We Obtain It?" These two conferences drew heavily on State and national resource people. Exhibits and a slide set were developed for the conferences.

Phase II was a series of 10 specific subject-matter seminars, repeated in different locations in the two counties. Seminar topics were based on a questionnaire sent to the mailing list of 1,400 and covered housing trends; ecology and housing; site analysis;

planning a community; services, utilities, controls, and special regulations.

Phase III was specifically designed for the general public. Three 30-minute color television shows were produced dealing with: housing trends and styles; natural resources and housing; and future housing developments—concepts and design.

Publications were developed on "Home Site Selection" and "Natural Resources and Housing Sites." A special local newspaper supplement and an exhibit for local banks rounded out Phase III.

As the 18-month program came to a close, an evaluation was conducted.

A random questionnaire to the mailing list indicated that perhaps the program concepts were ahead of the times. Many directly concerned with housing felt they had no responsibility for the environmental aspects of housing. This was someone else's job.

The steering committee indicated that the program had quite successfully created an awareness of environmental housing with many new groups in the industry. The program had brought together and created communications between many of the groups concerned with housing.

Cooperative Extension gained considerable support and cooperation. New audiences became acquainted with Extension, its philosophy, and how it operates. Even a local community college marketing class was involved in the evaluation of "marketing an educational program."

Many of the concepts developed for this program have application for other Extension efforts dealing with mobile home parks and apartment and town house communities.

As a whole, it seems that Extension was quite successful in its attempt to establish credibility in a new program area and with a new audience.

And after all—as County Agent Kresse explained in that first newspaper article—Extension's concern for the land in this context is a logical outgrowth of its traditional and continuing concern for agricultural uses of the land. □

by
Marcia Pearson
Assistant Extension Editor
Expanded Nutrition Program
University of Nebraska

A winning 'recipe' for nutrition camps

Nebraska Expanded Nutrition Program aides have come up with a summer recipe that kids can't resist.

The aides mix nutrition lessons and good food with crafts, games, puppets, and songs, add nice weather and beautiful outdoor settings. The combination last summer made day campers out of some 3,000 boys and girls from families in the Expanded Nutrition Program. Nearly all the children are members of 4-H food and garden clubs initiated by aides.

In Nebraska's 24 program counties there were camps for city kids in parks and playgrounds, for country kids on farms and ranches, 2-hour mini-camps, and 100-kid maxi-camps.

Most of the children were 4-H age, but younger brothers and sisters weren't turned away. Many of the children had not been to a camp before and some had never been out of their neighborhoods.

One purpose of the camps was to extend the learning experience the boys and girls had in 4-H club work. Another was to see that they had fun.

Each county had at least one camp and some had as many as 40 to include all eligible children. In all, about 120 camps were held from mid-June to Labor Day.

Nebraska's 92 nutrition aides were well prepared to handle the summer full of camps. Most were veterans of the 1970 day camping season and

almost all had benefited from special training.

Last April the State Extension staff ran a 3-day workshop on camping for aides, home economists, and county agents. Participants at the workshop—which was held at the State 4-H camp in Halsey—tried all the things they had in mind for their campers. They made crafts, learned songs, played games, and walked through an actual half-day of "camping" based on what they had learned.

The county staff had most of the questions about camping answered and went home loaded with ideas for planning camps, choosing sites, recruiting volunteers, and teaching nutrition.

An added help was given to the county staff in the persons of Jerry and Sue Faier, married graduate students at the University of Nebraska-Lincoln. The Faiers were hired to be roving camp assistants.

It was vagabond summer for Sue and Jerry. From June through August they drove their compact car some 5,400 miles to 31 of the camps. Home economists and nutrition aides directed the camps and handled most of the teaching. The Faiers stepped in with banjo and guitar, volleyball and frisbee, song fests, nature walks, and quiet talks.

Both Sue and Jerry were experienced campers and counselors when



Cartoon characters, games, and puppets made nutrition lessons a big part of the fun at camp. Above, a nutrition aide talks to campers about key food nutrients. At right, an Indian 4-H'er pauses for mid-morning snack at a camp on the Omaha Indian Reservation.

hired, and they have academic backgrounds that particularly suited them for their summer jobs. Sue is studying human development and family life at the College of Home Economics. She gave the campers lessons on grooming and dental care, led games, and helped with crafts. Sue also took time to coax reluctant campers back into group activities and was a willing listener when that's what a youngster wanted most.

Jerry is working towards a master's degree in animal ecology at NU. He



was song leader at camp, playing one of several string instruments, and organized the active games and nature walks. He even used the hikes as an opportunity to talk to campers about food sources and animal nutrition.

The county staffs also filled their camp ranks with scores of volunteers. Aides brought their teenage children and sometimes their husbands to help.

One aide had a camp on her father's farm, another on her brother-in-law's sandhills ranch. Aides got churches to donate apples, dentists to

donate toothbrushes, and many people to donate their time.

They recruited Mormon Elders, singing nuns, gymnasts and troubadours, nurses, retired farmers, college students, and Father Schmidt and his trained dog to entertain the children. Other volunteers guided campers through the day's activities, helped serve food, and assisted wherever else needed.

Extra adult help—including several mothers who came—created an average of one adult for every five campers across the State.

County staffs were encouraged to plan camps that suited them, their campers, and their facilities. Each camp was unique and even like elements appeared differently.

Food was a common theme, with the basic four food groups emphasized. Campers stomped on balloons tied around their ankles and answered nutrition questions tucked inside. Others taste-tested foods with blindfolds on, trying to distinguish—for example—a cube of raw potato from a cucumber (harder than you think).

The kids wore "I've Had My Vitamin C Today, Have You?" buttons, 4-H stickers, and cloverleaf T-shirts.

Many of the campers had a chance to help fix lunch, often a meal wrapped in tinfoil and cooked over charcoal. Puppet characters Phyllis Peas, Mr. Milk, Charlie Catfish, and others made by the aides talked about food nutrients. Galvanized tin "flannelboards" appeared, with magnetized food cutouts and cartoon nutrient characters stuck on them.

The aides were high on community awareness and did a pro's job of getting local publicity for the camps. With the guidance of home economists and county agents, aides contacted local newspaper editors and alerted them ahead of the camps about a possible story. Editors who were willing to run something but couldn't send a reporter received stories written by aides and black and white snapshots taken by county agents or aides.

In addition, the University Department of Information released a statewide story about the April training and a feature article about Jerry and Sue Faier.

The media responded with single-column camp stories in the Omaha, Lincoln, and Grand Island dailies and half-page picture spreads in some of the small-town weeklies.

The Nebraska Educational Television Network sent cameras and crew to one of the camps and taped a half-hour program of activities and interviews for Extension's "House and Home" series on KUON-TV.

As soon as the 1971 camp season was over, the staff began evaluating what went on and talking about 1972. They are visualizing teen camps, family camps, evening camps, and possible overnights. Before summer arrives, Nebraska expects to publish a handbook on ENP camping based on reports and recommendations from the county staff. One evaluation is sure—the children had a bang-up time at the 1971 camps. Did they learn anything?

Aides who've made followup visits to the homes say "yes." One aide said that two of her day campers had a play camp the next day on their grandmother's front porch. They appointed themselves "directors" and recruited four friends to be the campers. They filled the day with nutrition lessons, songs, and half a dozen flag raisings and lowerings. At "snack time" they asked Grandmother to help, but when she brought out potato chips, they told her that they needed something more nutritious.

Near the end of one of the camps, Sarpy County Agent Bob Wollman was told by a 9-year-old boy camper, "Tomorrow's my birthday and if I get any money, know what I'm going to buy? A toothbrush."

This same little guy was at the camp for 8- and 9-year-olds on Tuesday, turned 10 on Wednesday, and came back on Thursday to the camp for 10- to 12-year-olds. It's hard to beat an endorsement like that. □



The Williams-Steiger Act—Extension's role

"To assure so far as possible every working man and woman in the Nation safe and healthy working conditions and to preserve our human resources"—that is the declared Congressional purpose and the policy of the Williams-Steiger Occupational Safety and Health Act of 1970.

The Act is worthy of your attention because it is the first national legislation on occupational safety that includes employers in agricultural production. The fact that the provisions are as binding on producers with only one employee as on producers with many adds significance. More specifically, the only farmers exempted from its provisions are those whose work is done solely by the operator and his immediate family.

No doubt the question has been asked many times, "Why subject the farmer-employer of one or two people to provisions of an Act that also applies to big corporations with hundreds or thousands of employees?"

Beyond a basic responsibility of an employer to hired help in the whole area of safety, a brief review of work-related accidents may shed additional light. Between 1960 and 1970, agricultural production ranked third in number of accidents per 100,000 people working. Only mining and construction posted higher accident rates.

But these statistics don't tell the whole story. In the same decade (1960-1970) the accident rate in mining decreased; the accident rate in construction increased only 4 percent; but in farming the accident rate increased by 16 percent.

Safety is not a sometime thing. Nor are safety hazards unique to a selected group of commodities or operations. It is an across-the-board, year-round concern, and the Act's provisions for enforcement make it clear that it will be treated as such.

Perhaps the overriding concern to Extension is that every farmer-employer be made aware that he is subject to the provisions of the Act. The Department of Labor notified about 600,000 known farmer-employers. How-

ever, this leaves many who have not received formal notification that they are subject to the Act and consequently they may not be aware of the Act's provisions. Because advising them of the Act and its provisions is an educational activity, it is in the realm of Extension responsibility.

This is not to say every Extension worker is to become an expert in safety. Rather, as with other broad concerns, it behooves Extension workers as they assist farmer-employers with management and operational plans to include considerations for the health and safety of employees.

The Secretary's Advisory Committee on Safety in Agriculture stressed the need of an active Extension safety program to inform the agricultural community on hazards and methods of correction. They also see Extension as the primary factor for reducing the agricultural accident rate. They recognize that if this rate is not reversed, stringent safety standards and compliance inspection will result.

Providing for the health and safety of employees should not be considered an imposition or a nuisance to the employer. It is the responsible thing to do and in the long run is economically advantageous.

Obviously, concern for the health and safety of employees will reduce the likelihood of penalties for failure to comply with provisions of the Act and will help avoid liability suits which affect insurance rates the employer pays. But more importantly it will be a major factor in the employer's ability to retain competent and responsible employees. It may result in having a trained employee on the job to carry out important operations rather than laid up at home or in a hospital recuperating from a work-related accident.

Safety and health considerations can be built into our ongoing efforts with only a small amount of work. Following through keeps with the intent of our responsibility and is in the long term interest of a major Extension clientele. —WJW

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EXTENSION SERVICE

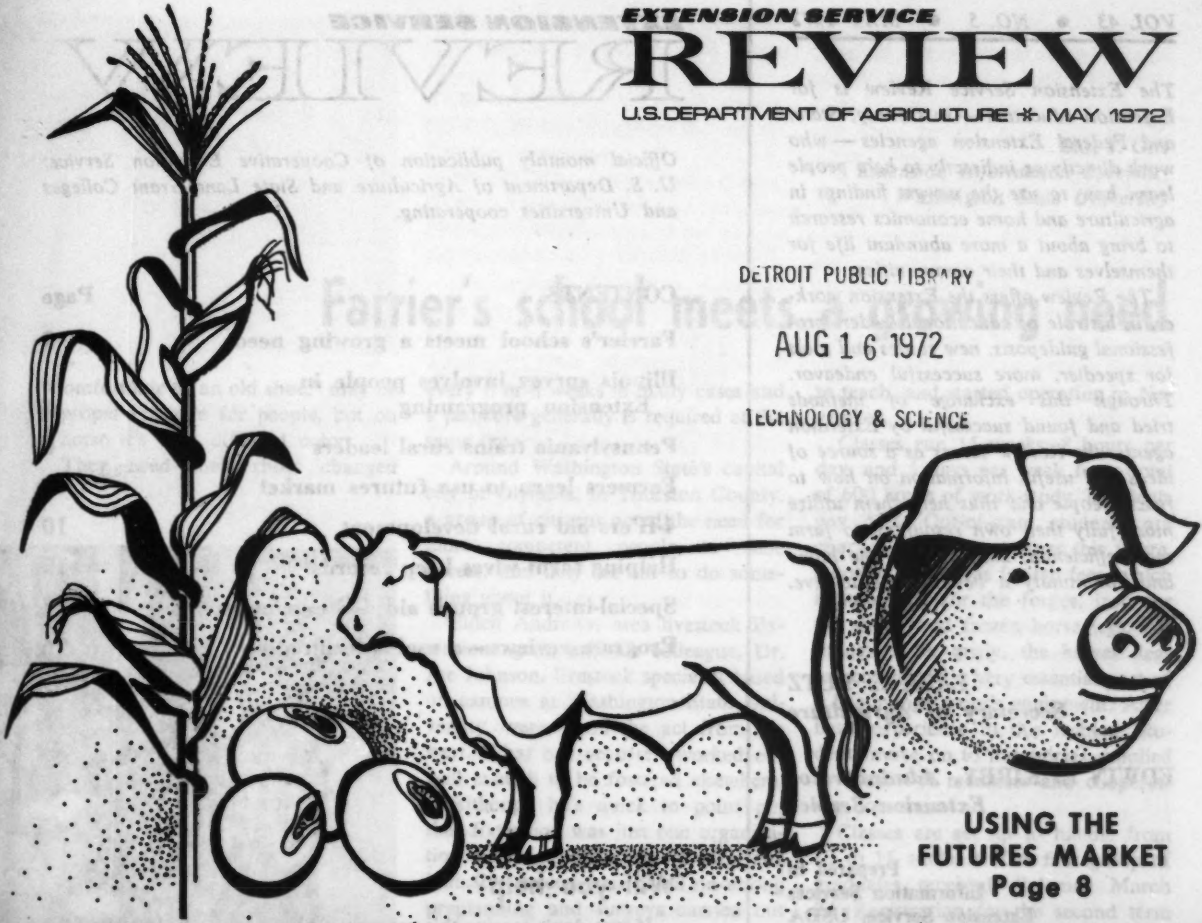
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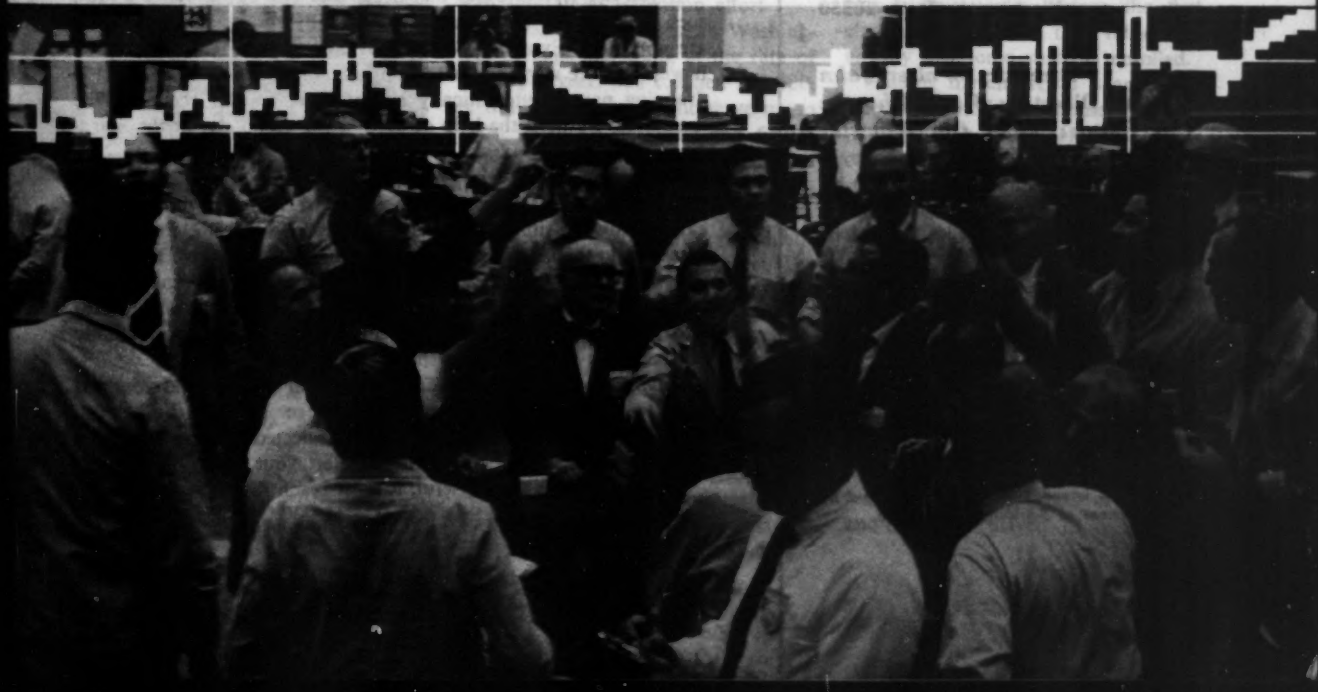
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**USING THE
FUTURES MARKET**
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The Extension Service Review is for Extension educators — in County, State, and Federal Extension agencies — who work directly or indirectly to help people learn how 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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
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EXTENSION SERVICE

REVIEW

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

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Will you help?

If you don't receive this magazine, please let us know! We wish such a request would locate for us the Extension employees who are not on the Extension Service Review mailing list, but obviously it won't. We're working now to improve the system for adding and dropping names automatically as personnel actions occur. In the meantime, we need the help of those of you who *do* get the magazine regularly.

Could you check with your colleagues, particularly new employees, to see if they receive the Review? Anyone who does not can remedy the situation by sending a note to the editor asking to be added to the list. Every person who has a Cooperative Extension appointment is entitled to receive his own personal copy. State staff members receive theirs individually; county copies are sent in bulk according to the number of employees per office. Any county not receiving enough copies should ask for an increase.

Have you changed your address—or your name? Send your old label to us along with the requested change. It would be helpful, too, if you'd let us know when we've neglected to drop the name of a retiree or other person who has left your staff.

If the Review is to be useful, it must reach the right people. We hope you'll help us see that it does.—MAW

Farrier's school meets a growing need

"Comfortable as an old shoe," may be a proper bromide for people, but on a horse it's of a different color.

They need their shoes changed

every 6 or 8 weeks in many cases and a pedicure generally is required at the same time.

Around Washington State's capital city of Olympia, in Thurston County, a group of citizens noted the need for more competent people to shoe horses, and they set out to do something about it.

Elden Andrews, area livestock Extension agent, and his colleague, Dr. Joe Johnson, livestock specialist based on campus at Washington State University, were in on the act from the start. What has occurred worked out well enough to be fostered elsewhere.

Although he's quick to point out that Extension was just one organization working on the project, Andrews indicates success was based on strong preplanning and surveys carried out with substantial Extension effort.

The number of horses in Washington, perhaps increasing at the rate of 7,000 per year, had reached 250,000. A full-time farrier might serve up to 200-250 horses per year and figures showed there were less than a hundred of these in the State.

Boiled down, it looked very much as if another 1,200 farriers could be used without flooding the market. The closest farrier school—in Oregon—was one of only four in the Western States and the other three were in California.

Before Andrews and the planning committee finished, a 40-page report documented needs, costs, curriculum, sites, and potential. The Olympia Vocational Technical Institute established a classroom site, hired Tom Honea

to teach, and started operating in November.

Classes run 15 weeks, 8 hours per day, and 5 days per week for a total of 600 hours of work-study. Residents pay \$72. Out-of-state students are charged about three times this figure. Another \$100 goes for lab fees, which include coal for the forges, iron for the shoes, and frozen horse legs. Although a bit grisly, the horses' legs are considered a very essential part of a beginning farrier's equipment. After basic experience in this fashion, students move on to live horses supplied by local 4-H members and cooperating horsemen.

Classes are set up to handle from 12 to 16 students. The first group of graduates received diplomas March 24. Registration for the second term was complete even before the first class graduated, and next fall's term already has some students enrolled.

Visiting the classroom is an experience in itself. It's a quonset hut containing half a dozen forges, a couple of real horses, ringing anvils, and sturdy looking students who look as if they could take their anvils home with them at night if they felt like it.

Many have worked hard to bring the school to life, and the Extension workers involved point to it as a classic example of cooperation, preplanning, involvement, and follow-through that has marked such a large percentage of successful community development projects.

Washington State University's Extension Service is proud of this one and the role it played. □

by
Earl J. Otis

Extension Information Specialist
Washington State University



Kenneth Spencer, of Elma, a member of the first farrier's class at Olympia, holds out a sample of his work for inspection by Jerry Malcomb, Olympia, and Elden Andrews, WSU area livestock Extension agent.

by
Louise S. Moody
Senior Extension Advisor
and
Frances Webb
Associate State Leader,
Home Economics
Illinois Cooperative Extension Service

Illinois survey involves people in Extension programing

Programing "by the people and for the people" became a reality in Bureau County, Illinois, when residents became aware of changes and problems that have developed during the last decade.

A carefully planned survey of the people's needs and interests has enabled the Extension Service to tailor its programs to help them cope with these changes.

The population of Bureau County decreased from 1960 to 1964 as young people left to seek employment. Industry moved into the area in 1965 and the population began to increase. Housing was inadequate, trailer camps and subdivisions were added, and the stress on schools and shopping centers became serious.

Consumers demonstrated a lack of knowledge and competence in the use of goods and services. More women entered the labor force, changing not only their standard of living but also many homemaking practices.

Some people were aware of the Extension Service and took advantage of its offerings. Others seemed unaware that Extension existed despite the years it had been available. Still others thought Extension programs were intended for farm women only

and one had to "belong" to receive help.

The Home Economics Extension Council became aware that problems existed and their immediate concern centered on these questions:

—How can Extension improve its programing to motivate interest in better use of resources?

—How can Extension help solve problems by involving more people in program development?

—How can Extension make programing more interesting and vital in the area of improved family living practices?

The Council recognized that each individual has a reserve of resources—both human and material—which can, when used properly, help him to attain desired goals and standards of living.

They also recognized that individuals and families were not always aware that these resources were available, and certainly were not using them.

And so, to get actual data on people's needs, Extension undertook a study of Bureau County consumers, their practices, and the health facilities available to them.

The study had three main objectives:



—to help individuals and families understand available resources, both human and material.

—to help individuals and families become aware of the basic need for planning and developing resources to help them obtain desired goals, and

—to acquire data for use in developing programs to meet the needs of Bureau County individuals and families.

The success of the project depend-

At left, above, a volunteer interviewer helps a homemaker complete the questionnaire which Extension designed to help determine the county's needs. Below, Extension Adviser Louise Moody checks a returned questionnaire for completeness before it is sent to the computer for processing.

ed upon the help and support of many people. Preplanning and many contacts were essential.

The Extension adviser and assistant State leader in home economics, the Extension rural sociologist, and the area farm management adviser all contributed suggestions for developing a questionnaire which would supply usable data for the expansion of the Extension program. A computer analyst also was consulted, since the final data were to be computer processed.

The adviser discussed the project in each of the County Homemakers Extension Units and with the Illinois Department of Public Aid.

Homemakers Extension members and welfare caseworkers volunteered as interviewers. Since welfare recipients must remain anonymous, they were interviewed by their own caseworkers.

Gaining the interest and approval of various county groups was important to success, too. The chamber of commerce, for example, gave their approval through the press.

Two daily and six weekly papers gave good coverage throughout the study, and the radio station donated

time for project discussion and asked that listeners cooperate with interviewers.

The approval of local and county police lent credibility to the survey and the interviewers.

Persons to be surveyed were chosen systematically to insure representation of a good cross section of the county population.

Homemakers Extension members were asked to supply a list of 10 families who might be interested in participating. This provided a list of about 2,500 names, which by random sampling was reduced to 500.

A list of 1,000 4-H families was reduced to 200. Completing the list were 15 welfare families and 331 members of the Bureau County Homemakers Extension Association.

When duplications were deleted, 962 five-page questionnaires were distributed and 742 were completed and computer processed.

Volunteer interviewers attended a training meeting and received supplies. They completed their own questionnaires as a part of the training program.

Each questionnaire was coded. It was presented to the family, and when completed it was sealed in an envelope by the participant and returned to the interviewer, who returned it to the office for processing. Thus, the questionnaires were confidential.

When the results were tabulated, Extension had data for the 1969-70 program and also for long-range planning through the next decade.

Radio appeared to be the best medium for reaching large audiences and to provide the information participants said they needed. Therefore, expanded county programing began here.

The local radio station donated prime time for two programs. The first, a subject-matter program, included several series: six broadcasts on weight control, eight "Chats With Parents," and five health education units, including drug abuse and venereal disease.

The second, "Shopping With Louise

Moody," is a comparison shopping program for which local merchants supply lists of best buys. Although there is no advertising, local merchants say their weekly press ads receive closer attention.

Radio programs—the two weekly programs plus daily spot announcements—give home economics Extension approximately 75 minutes of free prime time each week. The station estimates a 5,000-listener audience and they give evidence that these are popular programs by continuing to donate prime time.

During 1970 the Homemakers Extension members developed programs in cooperation with the public schools. They used their homes as laboratories and taught skills in home management to girls of low intellectual level. A nutrition education program was begun for first grade children and their mothers in one area of the county.

The survey indicated need for homemakers to develop salable skills, so a program was begun to help these individuals consider the potentials and procedures necessary for success. Future plans include opportunities for the development of skills.

In 1971, a "Directory of Health Services and Facilities" was completed and distributed to help families become aware of health services available to them.

At the time that the Homemakers Extension members supplied a list of 10 family names, they also were asked to suggest five people in the county who they felt were community leaders. These leaders have served on committees and in other leadership roles.

There has been a widespread change in the attitude toward Extension. As people participate, they feel free to suggest new problems and needs for consideration. They are, at times, impatient that they must wait to accomplish what they'd like to do "right now."

Finally, Bureau County homemakers are assuming leadership rather than "followership" roles and are willing to accept challenge and change. □

What is it that a school bus driver, homemaker, youth corps director, banker, county agent, attorney, and farmer have in common? Their common bond is a sincere desire to help solve the many complex problems in their communities, and they proved this by enrolling in Penn State's Public Affairs Leadership Program.

These community problems may be associated with the provision of adequate services, the orderly use of land, taxation, zoning, economic development, urban demands for rural recreational facilities, pollution, and other similar problems which affect the total rural community.

Recognizing the importance of strong leadership for guiding future rural development, The Pennsylvania State University Cooperative Extension Service and Department of Agricultural Economics and Rural Sociology initiated a new 5-year program designed for selected farm and rural nonfarm men and women in the general age range of 25 to 40.

This grassroots leadership development program has been made possible through a grant from the W. K. Kellogg Foundation. In each of the first 3 years of the project, an initial class of up to 105 participants, drawn equally from three areas of the State, is trained at regional centers. An extended 2-year program for the most promising individuals from among the initial class of participants is then conducted.

Each class of enrollees is engaged in 20 days of intensive classroom instruction and field trips per year. In addition, home study is encouraged. Those selected receive Kellogg Fellowships which pay for the cost of instruction, books and study materials, room and board, and expenses for extensive field trips.

The total program is under the direction of an Extension rural sociologist. He is assisted by several Extension area resource development agents who serve as coordinators for the programs.

County agents and Extension home economists play a key role in candidate recruitment, identifying local re-

source persons, arranging for meeting facilities and tours, and working with former Kellogg Fellows at the local level.

An assistant State 4-H Club leader is coordinating the first group to participate in the extended 2-year phase of the project.

Sixty-four candidates received Kellogg Fellowships for the initial class held in 1970-71. Of these, 36 were chosen to take part in the 2-year program. Ninety-six participants are enrolled in the second beginning class. Selections were made by members of the Kellogg Program Advisory Council, a group consisting of representatives of 25 farm and nonfarm organizations in the State.

The involvement of nine county Extension staff members as participants in the second class has provided a positive situation which is mutually beneficial to the professional staff and other Kellogg Fellows.

County agents are making excellent contributions in meetings, and they, in turn, gain further insight into rural problems as a result of the close association with a very heterogeneous group of fellow students.

Another major change in the group has been the addition of 22 women as participants.

The diverse group includes a number of farmers and farm wives. Also enrolled are a planning and development officer, several homemakers, a district conservationist, a school bus driver, a contractor, three bankers, a golf course owner, a magazine editor, and a nurse.

source persons, arranging for meeting facilities and tours, and working with former Kellogg Fellows at the local level.

by
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Pennsylvania trains rural leaders



After an orientation to the overall program, participants actively engaged in performing different roles in a simulated community. A full year of problem-solving experiences were compacted into a 2-day session.

In addition to exposing those taking part to the public decisionmaking process at the community level, this aspect of the program was an excellent social ice breaker. In just a few hours, participants developed into a tightly knit group. Spouses joined this early session so they could share in the learning experience.

After this intensive problem-solving exercise, the Kellogg Fellows explored different factors related to defining a public problem. Emphasis was placed on understanding the major issues which are popping up in rural areas and the Nation as a whole. Principles from economics, sociology, political science, and communications were drawn into the discussions, and a

Functions of city government were analyzed by all taking part in the Public Affairs Leadership Program. Field trips were provided in the areas of health, welfare, crime, drug abuse, housing, and nutrition. At left, a group inspects welfare operations in one of Pennsylvania's largest cities. Below, participants make an on-site inspection of strip mining areas near a northeastern Pennsylvania city. Other land-use problems affecting the total rural and urban community were studied, too.



framework for analyzing public problems was developed.

Specific problems, including land-use planning and zoning, farm prices and income, economic development, taxation, and poverty were analyzed. These problems were examined as illustrations of how to think through and analyze a public concern.

Public affairs problems in an urban setting also were examined. After considering alternative proposals for dealing with particular problems, the role of leadership and group action for community problem solving were discussed.

Penn State faculty members who staffed the regional workshops used the latest teaching techniques. In addition, leaders from organizations, business, and government were brought in to lead discussions.

Evenings afforded time for "rap sessions" or informal discussions with fellow participants. Seldom was an instructor permitted to leave without

many questions being asked and alternative problem solutions being discussed.

Field trips, designed to provide the Fellows with first-hand exposure to the problems and programs discussed in the classroom, were an important part of the program.

Each person spent a day with a professional at work on a major inner-city problem. Opportunities for individualized urban field trips were provided in the areas of health, welfare, crime, drug abuse, housing, and nutrition.

The Kellogg Fellows thus were sensitized to urban issues and developed an appreciation for the interrelationship between urban and rural problems. Many expressed a new appreciation for rural living.

The travel seminar also involved visits with people in the public decisionmaking process at various levels within the Commonwealth. Sessions during the 2-day visit to the State cap-

ital focused on the branches of State government. Not only did the State leaders talk about their own concerns, but they listened to the participants' opinions.

Thirty-six of those enrolled in the initial class received extended fellowships for 2 additional years of study, discussion, and travel. There was very little association between the level of education and selection for continuance in the program.

Sessions for the second-year group were held on the Penn State main campus. As in the first year, four sessions consisting of 5 days each made up the program.

Attention was given to the national and local aspects of rural development, environmental quality, the provision of community services, public finance, and government. An out-of-state field trip provided an opportunity to observe national problems and to investigate purposeful rural development projects in other parts of the country.

The third year of the program will concentrate on national and international issues. A number of classroom sessions will be devoted to preparing the Fellows for their visit to several different countries.

Then, during a 10- to 14-day foreign travel seminar, participants will observe life in other lands, be exposed to the problems of a developing nation, and investigate conditions in highly developed countries.

After completing major phases of the program, each student was asked to make a general appraisal of the overall educational experience. Their reactions have been highly favorable, with 85 percent reporting that the training was very useful in helping them become more informed and effective leaders.

With the exception of one group, which was bothered with the flu, a near perfect attendance was attained. In their written comments, many indicated that these new contacts with concerned people had given them an intense desire and motivation to work on rural problems. □

Farmers learn to use futures market

by
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Grain Marketing Economist
and
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"How many of you hedged your hogs, corn, or soybeans last year? If you had hedged—that is, used the futures market—you could have earned an extra \$3 to \$4 per hundredweight for your hogs, 45 cents per bushel for corn, and 35 cents per bushel for soybeans."

These are the remarks which begin an 8-hour workshop to teach farmers, handlers, processors, and bankers how to use the futures market as an alternative way of marketing.

Farmers traditionally have produced their crops and sold them at whatever price was offered at harvest. If prices were high, farmers were pleased. If prices were low, they were unhappy. Individual producers saw little that they could do to affect prices.

But by using futures markets, producers are able to price their products at any time prior to harvest. Prices offered in the futures market fluctuate widely during the year. By separating the pricing decision from the

selling decision, producers are able to increase the probability of getting a satisfactory price for their product.

While the futures market is a useful tool in marketing decisions, it is unfamiliar and seems complex to the average producer. However, there is an increasing interest among producers in learning to use this valuable marketing tool.

Increased variability in grain prices because of less stocks on hand, new futures markets for livestock and poultry products, and increased publicity on the subject all have contributed to the increased interest.

The workshops are designed to capitalize on the increasing interest in hedging by helping producers to understand and use futures markets in their business decisions.

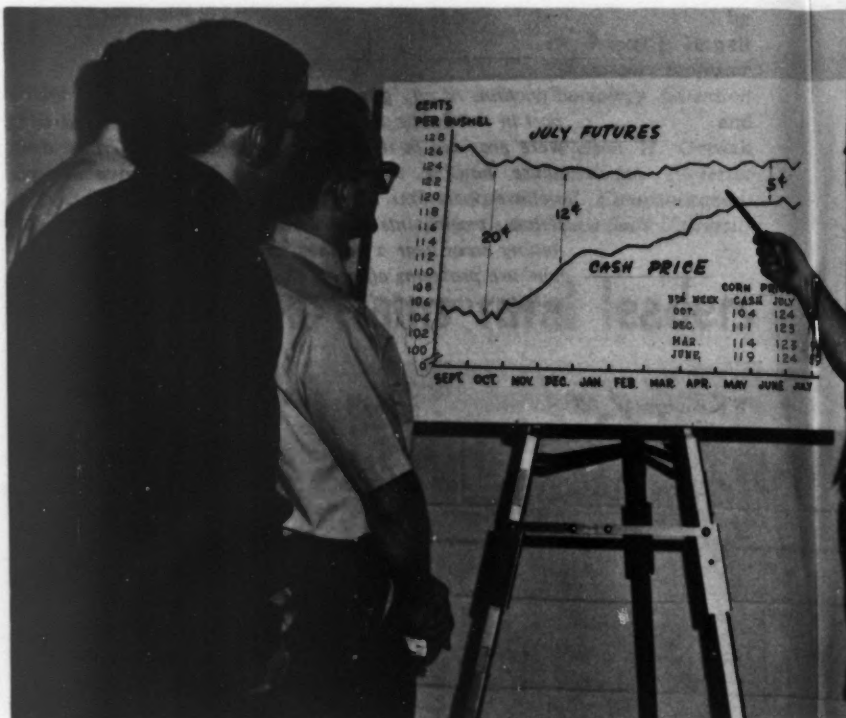
Certain aspects of the workshop, such as the mechanics of trading and basic concepts of hedging, are not too different from those which commodity brokers or others might teach. But we feel that certain unique char-

acteristics of our workshop contribute significantly to its acceptance.

All problems and examples used throughout the 8-hour series are current and localized to the county in which the workshop is being held. Through the use of historical data and statistical analysis, futures market "basis", which is the relationship between cash and futures prices for a particular market, is computed for the nearest market at which producers' products are sold.

Computation of a useful basis estimate is not a simple process and few producers have either the data or technical skills needed to determine this information which is essential in successful hedging.

Producers have a general misconception that they must "outguess" the market in order to hedge. They feel that speculators have superior information and that producers are at a disadvantage in knowing at what price to sell. Our workshop is designed to show producers how they





Participants in a futures workshop observe a "basis chart" developed by Extension to show the relationship between cash and futures prices for the nearest market at which their products are sold.

may hedge without trying to outguess the market.

Successful speculators must consistently outguess other speculators, but producers are told that they can use futures markets for protection and profit with only minimum concern about what speculators are doing.

It is essential to know the cost of production in using the futures market. As a practice exercise, producers estimate their cost of production and arrive at minimum prices at which they would produce. They also develop "target prices" which include out-of-pocket costs and an acceptable return above the cost of production.

By using the basis estimates that are provided, producers are able to localize futures prices to their own particular locations. They can then compare the localized price with their target prices.

If localized prices exceed target prices, the producer may decide to hedge. That is, he may decide to sell a contract and thus set the price of the product he will deliver at some future date.

On the other hand, the producer may feel that futures prices might rise above present levels and thus select a strategy to let him price at a higher level. By using a stop sale order, he could follow a rising market and thus avoid margin calls and sell only if the market begins to fall. This technique is similar to what the speculator might use in trying to sell on a downtrend market.

If localized prices are greater than out-of-pocket costs but less than target prices, then the decision to hedge or remain unhedged depends on an individual's willingness and ability to accept the risk of even lower prices.

As can be seen, much of the workshop information is of a technical nature. Therefore, we have found it beneficial to divide the workshop into four 2-hour sessions a week apart.

The first session offers elementary concepts, and the remaining sessions progress in complexity and relevancy. A new application of the basic hedging technique is presented at each session to include corn, soybeans, hogs, and cattle.

The final session begins with a practical example in which the producer uses the futures market to price livestock, fix the cost of feed, and derive the value of feeder livestock at intermediate stages of production. Ample time is always left for review and discussion.

As a followup to the workshop, those who want to learn more are encouraged to engage in paper transactions under the supervision of county Extension agents before actually trading. A format for paper trading and transaction record forms are provided.

Twenty workshops involving more than 300 people have been held in the past year. The workshops are designed for small groups since discussion is important. A mixed group, including producers, handlers, processors, bankers, and agricultural leaders, is most constructive.

The success of these workshops is not to be measured by how many people go into the market immediately. It takes time and study to develop the skill and confidence necessary to use these markets effectively.

One of the greatest benefits is that by studying the futures market the participants get interested in the whole area of marketing, pricing, trade, and management decisions.

Training for county Extension agents is carried on concurrently with producers to enable agents to eventually take over a part of this instruction.

Public interest in the futures market will continue because producers are becoming more sophisticated and market-oriented and because Government is becoming less active in the marketplace.

While commodity brokers may have a vested interest in getting producers into the futures markets, Extension has a responsibility to help producers understand the advantages and limitations of this marketing tool.

As firms grow larger, demanding more capital and taking larger risks, the futures market may be used as a very profitable management tool by the producer who takes time to know what it's all about and make use of it wisely. □

A new 4-H program in community resource development is helping young people better understand their communities and apply their talents to community improvement.

Developed in Virginia and tested in 16 counties last summer, the program is now being adapted for use by other States.

A leader's guide and a game "Community" were among materials given to 4-H and community resource development personnel in January at a National 4-H Center seminar on youth involvement in community development. Representatives of 44 States, Puerto Rico, and the Virgin Islands attended.

The aim of the 4-H community resource development program is two-fold, explained Delwyn A. Dyer, Extension leader, 4-H youth, and Gene McMurtry, director of community resource development, both at Virginia Tech. In addition to teaching youth about their communities and how they function, it seeks to involve them as part of that function.

The coffee house, right, that teenagers in Patrick County, Virginia, secured through a 4-H community resource development project last summer, was the scene of plenty of activity. The building was a vacant apple storage shed until converted by the teens.

Nearly 500 youth, led by 66 volunteer leaders, were involved in community resource development groups in Virginia this past summer.

Take the group of teenagers involved with a project in Amherst County. They felt that lack of recreational facilities was the biggest problem in their area. A roller skating rink, they thought, would be a big asset.

By talking with the owner of a rink in a nearby county, however,

they found that it would cost about \$125,000. Realizing this was outside their grasp, they discussed their needs again and decided that a concrete slab would serve them just as well.

"The program can be a big learning experience for youth," noted Dyer. He and McMurtry were instrumental in developing the program and testing its effectiveness.

Follow the progress of another group of youth who tested the 4-H/CRD program last summer. Working



4-H'ers aid rural development

by
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News Bureau
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with a volunteer adult leader, the teenagers formed a group known as the Patrick County Community Resource Development Club.

During their first meeting, they discussed such questions as what is a community, what area does it comprise, what are its problems, what is good and bad about it, how are community decisions made. They then discussed what they felt their community needed to make it a better place to live.

The second step of the project involved interviews with adults in their community. The teenagers polled civic and business leaders, local government officials, and ordinary citizens about their views on community needs.

From the interviews, they compiled a list of problem areas and chose one on which they wanted to work. Once the selection was made, they developed a plan of action with the help of their volunteer leader.

Patrick County teens felt from the beginning that what they needed was a place to meet—a gathering spot to play games, listen to records, and just talk. Their interviews with adults showed their elders agreed.

With community support, the teenagers were able to secure a vacant apple storage shed for use as a coffee house. Local merchants donated paint and brushes. Outside, a sign over the door read, "Come in and take a look at your mind." Inside, a rainbow of colors enlivened the walls.

"Because they worked with the adult community to get the coffee house, it had their total support," Dyer noted. "The interviews with adults sometimes can be eye-openers for the youth. While the youth may think a coffee house is the most important need of their community, adults may feel taxes are the problem, or roads, or a hospital. Interviews help to make them aware that there are other views in the community besides their own."

As an example, he related the experience of a group in Warren County who wanted their community to

build a swimming pool. After doing their interviews and talking with community leaders, they found that because the community had just finished building a fire station, a swimming pool was out of the question.

As an alternative, they decided to try to interest the Jaycees or another civic group in building a miniature golf course for the entire community.

"This points up how sometimes the groups are unaware of situations and circumstances that exist within their communities until they do the interviews," McMurtry said. "Once this new information is gathered, then it is possible for them to proceed with more realism and consequently more community support. The program is intended as a learning experience."

Some groups get community support from the start. In Washington County, the community resource development group decided to develop a piece of land donated to the town many years ago and forgotten. Interviews with adults showed they were behind it.

So the youth set to work cutting weeds, picking up trash, and cleaning up the lot. Soon they had softball games and other sports organized. Then the adults got interested and donated materials to build a picnic shelter.

Much the same thing happened in Fairfax County. There a group was successful in revitalizing an old school house, owned by a home demonstration club, as a community center.

When the club first bought the building, they planned to build a new clubhouse. Although they collected \$2,000 in donations toward the new facility, interest waned and construction of the building never got started.

When the community resource development group got together, it decided to build interest in the school house as a community center. To involve the adults in the project, they held picnics, softball games, and other community activities there.

They cleaned out the building, bought window shades and curtains, and started further interviews with

adults to find out what activities they would like to see included in a community center program.

As a result, the home demonstration club donated their \$2,000 to the group for the installation of toilets in the building.

In York County, one group chose recycling for their project. What resulted was a collection station at a local shopping center where community residents could bring their papers and bottles. The material is transported to a warehouse maintained by an ecology group at William and Mary, and from there it goes to recycling plants.

Another group in York County asked the State Highway Department to put up more signs warning people about the fines for littering. "At first they decided the way to solve the littering problem was to pick up trash on the highways. Two Saturdays of that convinced them this wasn't the right approach," Dyer said. "So they contacted the highway department."

Dyer and McMurtry noted that the most successful groups have worked closely with the adult leadership in their communities.

"If a group starts out and stays self-centered and then discovers it does not have the ability or resources to achieve its goals, it feels it has been a failure and generally disbands," McMurtry said.

"But the groups which work with their communities and correlate their ideas with adults find they have a large group of resources on which to draw when attempting a program. They tend to stay together and achieve more results." □

by
Barbara Froke
Home Economics Editor
South Dakota State University

Helping farm wives keep records

Women have long "helped out" on the farm or ranch by driving tractors and grain trucks, raising chickens, selling garden produce, and feeding harvest crews.

But some South Dakota wives are finding an even more crucial way to help the farm operation—by keeping books. From a "behind the scenes" worker to keeper of the farm's financial records, the woman emerges as co-manager of the family farm.

"One of the most important parts of farm operation today is keeping a complete set of financial records," states Wallace Aanderud, Extension economist in farm management at South Dakota State University. A conscientious bookkeeper saves the farmer or rancher money and helps him increase profit.

Aanderud supports his philosophy by conducting recordkeeping workshops in communities where farm wives—and their husbands—indicate an interest in learning to keep accurate financial records.

The wife keeps the records in most cases, Aanderud finds. She cannot

succeed, however, without her husband's cooperation in supplying accurate statistics and advising in making some record book entries, he adds.

The recordkeeping workshop, initiated 4 years ago, is designed to help farmers and their wives learn an efficient, helpful method of keeping farm records.

Workshops have been held in one to three locations each year. About 15 to 25 men and women in South Dakota attend each workshop to learn how to improve their farm and ranch business records.

"Business and family living records are just as important for future profit as machinery, dairy equipment, cattle equipment, or swine equipment," Aanderud states. "For every dollar expense found and recorded a farmer can save 20 to 25 cents in tax," he adds.

He believes there are three primary ways business records can serve the farmer or rancher:

—Indicators of business success can be calculated from records. Some common indicators include gross income, gross profits, returns to capital,



Three farm wives, above, put their heads together at a recordkeeping workshop to decide where to record what in the business record book. At right, Extension Farm Management Economist Wallace Aanderud helps a farmer with a bookkeeping problem.



returns to labor, and changes in net worth.

—Records also help the farmer or rancher complete income tax and employee wage and social security reports. They can help establish him as a good credit risk. Information from business records is also useful for tenant and partnership settlements and estate planning.

—Aanderud believes the most valuable use of records is locating the strong and weak points in a farm or ranch business. Records can be used to analyze the size, organization, and efficiency of the business.

Besides discussing the “whys” and “hows” of keeping business records, Aanderud helps those attending the workshops to understand record book directions, answers individuals’ questions, and helps clear confusion about laws affecting recordkeeping and reporting.

How do his “students” learn the bookkeeping process for a farm or ranch? At the first meeting he gives

each person a record book and a set of figures taken from an actual set of annual records for a “fair-sized” farm. The figures have been modified only slightly to present typical recordkeeping problems to those attending the workshop.

The participants take the information and the record books home. They record the farming statistics in the record book, list inventories, and compute depreciation and related schedules. They return to the workshop a month later.

Aanderud answers individuals’ questions and related recordkeeping problems at the second meeting. He discusses why particular entries are made in one section of the record book rather than another.

This take-home exercise gives students a chance to practice recordkeeping and to discover where they need help. The exercise also helps remind each student of similar situations or problems on his own farm. This provokes discussion so that

Aanderud can provide additional information and help clarify misconceptions.

One problem situation found in the exercise is the recording of three bulls in the inventory section of the record book. At first it looked like a simple entry. Then the bookkeepers discovered that each animal had to be recorded separately since one bull had been killed by lightning and one had been sold. Only the last bull remained in the farmer’s possession at the end of the year.

After mulling over the problem of recording the three bulls, one workshop participant said, “That one dead bull, I’m so tired of dragging him around.” But from the rather amusing example, she learned how to handle a similar situation, should it occur on her family’s farm.

A good account book is an essential part of any recordkeeping system, Aanderud stresses. South Dakota offers the workshop participants and others a two-part record book, “Farm and Ranch Business Record Book.” “Part I—Receipts and Expenses and Farm Business Analysis” costs 50 cents, and “Part II—Depreciation Schedules and Inventories” costs 25 cents.

County Extension offices also sell a “Family Living Account Book” for 25 cents. Buyers of the account book receive a free copy of “Family Spending, a Guide for Planning.” □

Even when the wife is the chief recordkeeper, the workshops point out, the key to success is the husband’s cooperation in supplying accurate statistics and advising on the entries. Mr. and Mrs. Ervin Jensen, left, both attended a recent workshop.





Dona Ana Associate Extension Agent Larry Brown, right, is the instructor for this special-interest project in lawn care. These special-interest participants later will be encouraged to join regular 4-H Clubs.

Special-interest programs are helping build a solid and rapidly-expanding 4-H organization in Dona Ana County, New Mexico. The special interest programs are emphasized during the first year of a 3-year period. Nudging the special interest members into regular clubs is the goal during the remaining 2 years.

4-H enrollment in Dona Ana County was at a 5-year low of 341 members back in 1965. Something had to be done. It was!

4-H enrollment was 795 regular members in 1971. Another 493 were enrolled in special-interest programs, and there were 1,006 enrollments in a youth phase of the expanded nutrition program. That's a total of 2,294, with only 150 duplications in the special interest and expanded nutrition programs.

Laurence A. (Larry) Brown, associate Extension agent, is part of the force behind success of the expansion program. Mrs. Margaret Bucher, assistant home agent, also works with youth, and Mrs. Priscilla O. Grijalva, one of two county home agents, directs the expanded nutrition program with its 15 aides.

Brown feels that 4-H membership can climb to 10,000 in the county by 1980, and that enrollment of 3,500 will be achieved by 1975. Brown's predictions are based on a program which stresses education first and numbers second.

Keys to the expansion program, Brown feels, are a variety of special-

Special-interest groups aid 4-H expansion

by
Norman L. Newcomer
Associate Agricultural Editor
New Mexico State University

interest programs, and multi-leader clubs where room can be found for more members.

The special-interest programs are tools used to attract youngsters who, says Brown, "really have no interest in 4-H or the Cooperative Extension Service at the time." They are interested in many things, though, and those interests are the basis for the programs.

The original special-interest programs were set up to teach skills needed to fill requests for youthful help received by the county Extension office. Those included such programs as lawn care and babysitting.

Brown feels that the hardest part of establishing special-interest programs is to determine what programs to offer. Informal talks with youths have proven to be the best method of coming up with ideas.

After a new program is decided upon, teaching tools are developed and teachers are located. Many times, Brown and Mrs. Bucher conduct the

first program themselves to get the feel of it. Volunteer leaders, usually adults who are not 4-H Club leaders, but who have knowledge in a particular area, are worked into the program. Youth leaders also are used as teachers.

The meeting place for special-interest programs is carefully chosen. "We try to pick a place in town which is familiar to the kids interested in the program," Brown says. "If we pick the wrong place, or a place too far away from the interested youth, the program will flop," the associate agent says.

Special interest programs are publicized through both mass media and the school system. Stories are provided to the media, and printed information is sometimes distributed through the schools. Another effective method is to announce the program over public address systems in the schools.

The programs are usually about 10 hours in total, presented in 2-hour segments at five separate meetings. The meetings may follow on consecutive days, or they may be spread out over a longer period of time.

The final step, evaluation, always takes place, either formally or informally. Sometimes a formal questionnaire is distributed to participants. Informal questioning is used on other occasions. Feedback from employers of youths is sought if the program involves teaching skills needed to qualify for jobs.

Lawn care, grooming, square dancing, babysitting, gun safety, home furnishings, bicycle safety, and nutrition are some of the special-interest programs which have proven themselves in Dona Ana County.

"By the time a youngster has enrolled in two or three special-interest projects, he knows about 4-H and is interested in activities it can offer other than the one-time event," Brown says.

The results are showing. Youths, once enrolled in 4-H and with an interest already developed by the special interest programs, are re-enrolling

year after year. Back in 1965, re-enrollment was 42.2 percent. Brown projects the club re-enrollment rate at 66 percent in June 1972.

Leaders are staying longer, too. The number of leaders remaining more than 1 year during the 1958-64 period was 54 percent. Brown projects leader retention as of June 1972 at 69 percent.

Multi-leader clubs help. Taking the total responsibility of directing a club off the shoulders of one person and distributing the load helps to retain leaders.

Dona Ana County is attempting to maintain a leader-member ratio of no more than one to 10. That is difficult, and some subject-matter leaders are now helping guide members in a number of clubs in specific areas. Some of those areas include leathercraft, veterinary science, electricity, photography, and public speaking.

Leaders are now better able to conduct club programs without personal supervision by Brown and Mrs. Bucher. Increased leader training is one factor. Another is that well-qualified leaders are being recruited.

Established club leaders are the best recruiters for new leaders, Brown says. "A potential volunteer leader can easily turn down the request for help of a professional Extension worker, but it is more difficult to turn down a call for help from a person who is voluntarily giving time and skill to a program," he contends.

The Dona Ana County leader recruitment program is successfully using a second method. It consists of involvement of a potential leader for

a short-term assignment, with responsibilities added gradually over the years until the person accepts a club leadership role.

Brown says walk-in volunteers usually turn out to be the least successful leaders in that they don't remain on the job too long.

A wide variety of leader training programs helps with retention. Dona Ana County is now developing the concept of training leaders to train other leaders.

Another training idea involves "sister clubs." Here, a new leader is assigned to an experienced leader for guidance until the new leader feels ready to assume full responsibility for a club.

Brown and Mrs. Bucher prefer that a new leader serve as an assistant for 2 to 3 years before being assigned his own club. But with new clubs being added, this isn't always possible.

One other training device is a big help to a new club. It involves what Brown calls "roving junior leaders." In this case, junior leaders maintain their own club responsibilities while also working with the new club for perhaps a 6-month period.

"What we are trying to do is to work ourselves out of jobs," Brown says of himself and Mrs. Bucher. "The only way we can go on to other things is for leaders to take over various duties. That's what we are striving for."

Back in 1965, there was a realization that something had to be done about 4-H enrollment in Dona Ana County. Results show that something is being done, and it's working. □



Program reviews—a useful technique

Program reviews have been used sporadically for a number of years to evaluate Extension programs. Starting this fiscal year, Extension Service-USDA has increased emphasis on use of this technique by making more time available to States for this type of work. In the foreseeable future, program reviews will receive top priority among State requests for assistance. With this new emphasis and the involvement of Extension staff members at all levels, it seems appropriate to take a look at the process.

Program reviews have several purposes. They provide the Extension Service as a whole an organized way to evaluate its work. They provide information to help Extension improve communications both up and down. They give the staffs being reviewed a chance to take a fresh look at their overall effort and to do some self-evaluation. Members of the review team have an opportunity to personally see successful techniques that may be useful and effective in other States. And finally, the reviewers get a feel for techniques and accomplishments of Extension effort that would be virtually impossible to relay through an annual narrative report.

Program reviews may be either of two types. One is the review of a specific program area such as agriculture and natural resources, home economics, 4-H youth, or community resource development apart from the others. The other is more comprehensive and includes all program areas in the same review.

Among the things reviewed are techniques for planning programs, changes that have occurred in recent years in planning techniques, Extension methods, and program emphases. A review looks at why and how the changes were made in these aspects and measures the effectiveness of Extension work after changes against the effectiveness of previously used methods.

The program review team consists of selected specialists from the ES-USDA staff and may include Extension

workers from other States if the State Extension Service desires a broader viewpoint. The review forms are pre-tested to assure that they obtain the desired information and data.

All levels of Extension are involved. Typically the review starts with a conference with the State administrative staff followed in order with the State or district supervisors and county staffs. Each level of staff is interviewed separately.

Findings of the review teams are discussed with the Director and administrative staff at the conclusion. The written report which follows provides a more permanent record for State use and for use of ES staff in reporting accomplishments and sharing successful techniques with staffs in other States.

Response to the reviews has been enthusiastic. Reviewers have been pleased with the insights gained from their visits with the State and county staffs, and with the cooperation of staff members involved in the review. Units participating have been eager to show the progress and accomplishments resulting from their programs. They have been eager for suggestions concerning alternative methods and programs for accomplishing their stated objectives and goals. And they say that rather than being the "investigation" they expected the reviews turned out to be sharing experiences that helped them take a new look at themselves.

Reviews to date give strong indication that they are a useful technique for accomplishing the purposes stated above. They also have proven that staff benefits from the review accrue in direct proportion to the positive attitudes of the staff toward the review and the effort expended to make it a meaningful experience.

Reports so far indicate that program reviews offer a unique opportunity to improve our services to people throughout the country, and Extension workers should welcome the opportunity to participate.—WJW

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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JUNE 1972



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Y & SCIENCE

**DEMONSTRATION
GARDEN - PAGE 8**

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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, *Administrator*
Extension Service

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EXTENSION SERVICE

REVIEW

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Youth speaks out

When it comes to telling the 4-H story—building understanding and support among adults, and attracting new members—nobody does it better than the 4-H'ers themselves. The California 4-H "sing-out" group described on page 6 of this issue is one good example; the national 4-H Conference this spring is another.

During that one week the 240 conference delegates and eight Reporters-to-the-Nation demonstrated on a small scale what 4-H'ers across the country can do and are doing to build the 4-H enrollment and image. They talked with Secretary Butz, visited their Senators and Congressmen, advised adults on future 4-H programing, spoke with the press, and selected next year's 4-H poster design from entries submitted by their counterparts all over the country.

Multiply this by the similar activities taking place at the State and local level, and it becomes obvious that 4-H'ers are doing a lot of "speaking out." They know what they want from a youth program, and they know best what will attract other young people.

The need for involving Extension's clientele in planning and running their own programs certainly extends to 4-H youth. They have good ideas and are excellent spokesmen for their organization. All they need is encouragement and a chance to speak out.—MAW

Eat right— you're on candid camera

by
Virginia Zirkle
*Extension Home Economist
Putnam County, Ohio*

The eye of a candid camera proved to be a strong teaching tool in a teenage nutrition education program. The scene—a high school in northwestern Ohio. The actors—local teenage boys and girls. The plot—a scheme to help teens improve their diet, eating habits, and physical fitness.

It all began when the Putnam County Extension Homemakers Council decided to do something about teenage diets and eating habits. Such food problems don't stop at county lines, so two neighboring counties were included in the plans.

Two problems confronted us. How do you "sell" nutrition education to teenagers? What attracts teens to a meeting?

The planning committee, composed of adults and teens, decided to use several approaches. Because the word "nutrition" has little appeal to teenagers, a "Fitness—Choice or Chance" theme was selected.

The committee decided to capitalize on teenagers' respect for high school physical education teachers and coaches. Extension agents made personal visits to teachers, coaches, and school administrators to get their approval and ideas.

With these suggestions, the committee tried to develop a program with strong appeal for teens. Speakers were carefully selected to win the teens' interest and respect. The important job of keynote speaker was assigned to a well-known University teacher. A panel—featuring a former Olympic gymnastic star, a high school athletic coach, two teenagers, and a nutritionist—gave the program depth.

The most unusual part of the program was the candid camera gimmick. This was a 5-minute color film prepared by The Ohio State University's Extension Information Office. The setting was a local high school where boys and girls were filmed in a



variety of situations—all of which revealed poor eating habits. The content was light-hearted, but pointed!

Timing was another critical factor. The committee decided that early April would be a good time in the school year for this event—just after

basketball tournaments and just before school plays and proms.

Publicity efforts centered on the high schools in the three counties. Administrators appointed in-school committees of teenagers to handle publicity. Posters tantalized the teens with promises to "see yourself in the movies" and "meet an Olympic star!" Meeting notices were read on the school public address systems. Notices were sent, too, to local religious and youth groups.

The care and work put into the program and publicity paid off. More than 850 teens from local high schools attended the meeting. The support given by teachers and coaches helped to draw the teens' interest and attendance. The film produced knowing laughter as the audience quickly caught the "there go I" idea. The program itself was effective as it played up, without preachiness, the positive benefits of fitness.

Students commented: "It was great to see an Olympic star in person!" "The speaker gave me something different to think about." "I have a different idea of fitness now." Parents reported: "My daughter is eating breakfast these days!" "I think she's really trying to eat more of the foods she should."

Many important elements were involved in this venture—planning, support of respected adults, timing, teen involvement in all parts of the program and publicity. No one factor alone accounted for the program's success.

But—the film gimmick had program impact. It was great fun for the students, school lunch personnel, and parents who participated. It generated much interest within the teen group. It also proved that a light-hearted approach to eating problems can be an effective teaching technique. The teens are still talking about it. □

Marketing . . . preconditioning . . . balanced rations . . . roughage handling . . . disease prevention . . . crossbreeding . . . artificial insemination . . . heavier weaning weights . . . unit cost . . . efficiency . . . cow-calf financing . . . grading . . . waste management . . . cutability . . . feed storage. More than 550 southwest Iowa farmers and beef producers heard discussion on these and other topics.

Add to that an auditorium full of exhibits featuring information and supplies in the areas of feeding and harvesting equipment, cattle feeds, crossbreeding, cattle handling, feed additives, pharmaceuticals, and all-beef sausage, plus many others.

Those were the ingredients for a beef industry day this spring in a large auditorium at Harlan, Iowa.

Dave Dickerson, Shelby County Extension director, was responsible for guiding the planning and promotion of the session, which featured Extension specialists, beef industry speakers, and the array of 30 beef industry exhibits.

The university-based personnel involved were Dr. John Herrick, Iowa State University Extension veterinarian; and Dr. Mitch Geasler and William Zmolek, ISU livestock specialists.

Herrick discussed herd health and beef cattle disease control, Geasler looked at current trends in feed handling and farm processing of cattle feeds, and Zmolek examined alternatives for producers to consider as they strive to compete effectively in the beef business.

Doyle Wolverton, Council Bluffs Extension Area livestock production

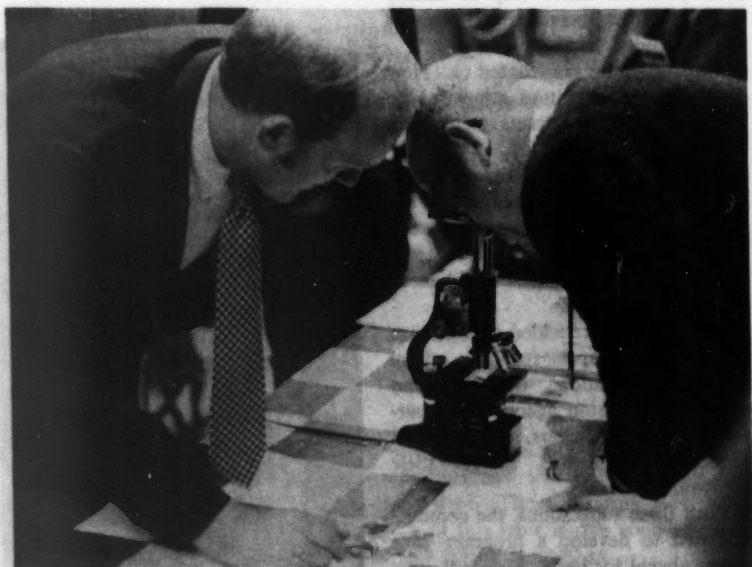
specialist, was also on the day's schedule with his discussion of feed-lot waste management.

Also on the program was a representative of an Iowa cattle breeding company that experiments with different patterns of crossbreeding. A Council Bluffs bank representative gave producers a look at the financial service point of view in the beef business. Each speaker prepared a 30- to 45-minute talk with visuals and was available to field questions from the audience.

The day ended with a panel of local beef producers and a speaker phone

interview with Secretary of Agriculture Earl L. Butz. Shelby County Beef Producers Association members selected five questions to be directed to Secretary Butz. The questions touched on the level of agricultural exports to the Common Market nations, countering food price controls, meat imports, marketing techniques, and rural development programs.

The day's program was full, but farmers and producers had more than 3 hours to visit the exhibits that circled the auditorium floor. A local caterer provided a beef lunch in the auditorium so that visitors did not



Above, a visitor examines a specimen at one of the beef industry day exhibits. A beef producer and an equipment representative, at right, talk over features of a handling chute.

Iowa area holds 'beef industry day'

by
Don Wishart
Assistant Extension Editor
Iowa State University

have to leave the exhibit area. Ten people won door prizes at the close of the program.

A successful event such as this doesn't just happen. Months of planning and promotion efforts are behind it. Dickerson said that his idea for the beef industry day came after having a similar event in 1971 that took an indepth look at corn and soybeans.

One of the first tasks was to recruit exhibitors. The agriculture committee of the local chamber of commerce got involved at this point to contact local farm product dealers.

Letters went to beef-related companies that had exhibited at the Farm Progress Show and a statewide beef group conference. An advertisement ran in the local newspaper.

The 30 firms with booths in the large auditorium came primarily from the four counties surrounding Harlan, although others were from Missouri, Minnesota, Colorado, and Kansas. Each company paid a fee for its ex-

hibit space. The Extension staff didn't have to beg—several companies wanting to exhibit found no space available as the beef day approached.

Extension had the cooperation of other agencies, too. The Harlan chamber of commerce contacted other chambers in surrounding towns to enlist their help in promotion and recruiting exhibitors. Robert B. Hegland, the Council Bluffs Area Extension director, helped book the three ISU specialists and served as master of ceremonies, and the county beef producers association helped select the topics that were discussed.

Dickerson also received promotion advice and statewide news release service from the ISU Extension information staff member assigned to his area.

Dickerson prepared news releases for other county Extension directors in his area. He also supplied them with a brochure (which doubled as a poster) announcing the event, and they sent it to producers in their counties.

Phone-in spot tapes were offered to local radio stations, newsletters were posted in agricultural business centers, and exhibitors promoted the beef day in their contacts with customers.

Promotion activities were planned so that the most concentrated effort came starting about a month before the event. A farmer could hear about the beef day from his neighbor, through an invitation letter, by radio, from visiting salesmen, and in newspaper ads.

County Extension directors helped out again during the multicounty event. They served as press contacts for newspaper, radio, and television staffs who covered the beef day. Others assisted by distributing and taking orders for Extension beef publications, selecting panel members for the afternoon, and taking care of lunch ticket details.

The Shelby County Extension director drew a few conclusions which might aid others in planning similar conferences:

—The theme or major program

content should concern area farmers. In Shelby County the beef day made sense, because the group of five counties surrounding Harlan has more than 7,600 producers with nearly 400,000 cattle on feed and 78,000 beef cows.

—The planning group for such an event should include industry representatives and producers.

—A large open auditorium allows optimum traffic movement and a view of all displays in one location. Good visual and sound equipment is a must.

—Farmers and producers will travel 35 to 50 miles for such a meeting.

—The different presentations should be no longer than 45 minutes, good quality visuals are essential, there should be time for questions to the speaker, and some speakers should come from outside Extension.

—Farmers like variety, different speakers, a good lunch, and a chance to visit with each other and industry representatives.

—Publicity for an event should be aimed at the audience through a number of different channels (radio, newspaper, television, letters, industry people, personal contact).

—Panels of local people, door prizes, exhibits, and good publications available all help to draw an audience. Many people make their first contact with Extension through this type of meeting.

What's the trick? Dickerson will tell you that the "trick" is planning, cooperation, and team effort. Thus, it's appropriate to give credit to the team rather than to one or two individuals. □



by
Mel Gagnon
Extension Information Specialist
University of California



Teen singers boost 4-H image

Teamwork on a mass scale. Think about that one—what it says, what it doesn't.

Older 4-H members, aided by their leaders in California's Fresno County, have had some good lessons in self-determination, leadership, and interpersonal relations through their "Friends of the Company," a member-organized and managed sing-out group.

In 15 public appearances the young singers have drawn audiences of up to several thousand with a repertoire ranging from rock to patriotic, fairy-tale to fun.

The 40 members supply their own musical accompaniment and even choreograph most of their stage routines. It's done, as the song says, "... with a little help from my friends." The friends in this case are leaders—volunteer and professional 4-H staff—and other resource people.

The "Friends of the Company" is a singin', swingin', group; its message is liveliness based on pride, patriotism, and friendship. Warm smiles are a stock in trade.

Public singing is a terrific way to involve youth, say Fresno County Extension 4-H agents Judy Rickards and Jerry O'Banion, who helped the "Friends" get going. But "Friends of the Company" is more than choral or camp singing.

And it was intended to be, says Linda Avakian, the member-turned-director. "Our aims were to show off the new image of 4-H, to attract more urban youth into our broad 4-H



program, and to cut down the number of dropouts.

"In short," she summed up, "the 'Friends of the Company' is the result of what many of us kids thought was a need to get things moving around here. Most of the club members, by the time they got into high school, were drifting out of 4-H. We really need them to help teach the younger ones.

"Since singing always seems to bring people together, and we had a few extra guitars around, this seemed like a natural."

The project, says Miss Rickards, has been an excellent example of the need to let members experiment with what they want to do, then to create and manage their own organization—self-determination.

"The county staff and volunteer

A Philippine stick dance, above left, provides an added highlight to the performances of the Friends of the Company. Below, a group of the "Friends" get together for a practice session filled with drumbeats, guitar music, the clash of tambourines, and loud singing.

leaders are there to provide guidance and help—to feed the group a bit. But members carry things off pretty much by themselves.

"It is necessary to touch back with them occasionally, to help them when they do get stuck, or to help them progress beyond certain points. Right now, for example, they want to put some more polish on their singing; they want to check out their tone, and we're looking for some resource people who can help."

But basic to helping this or any group organize a particular activity, Judy believes, is some staff interest or talent in that activity. "I have some musical and dance background," she said, "so I not only was interested but could help them directly, and also help them find other resource persons, such as local choral and music teachers, to call on. Interest and resources are essentials in getting started."

It also took a \$30 loan from the Hi 4-H treasury and later a \$100 donation to buy materials for making matched costumes. Some benefits and sales programs have helped them gather some lighting equipment.

"What has resulted," says Judy, "is teamwork on a mass scale. These young people learn fast that it's the whole group—not just themselves as individuals—going for the blue award or for winning over an audience. That means getting along with other people and other people's ideas.

"With 40 or more kids in the group, personalities do not always mesh.

Then, compress them into tight working conditions and differences are bound to arise. But they learn how to work these matters out for themselves if given the opportunity."

She reported some other achievements. The individuals have learned to budget their own and the group's time. They got a good lesson in this during school midterms when they found themselves over-scheduled. Their solution: they appointed one member as booking agent.

The "Friends" has produced another form of leadership training, too. Less experienced members have had to move up and take over in the "show-must-go-on" tradition when others have been absent or had to drop out.

But what's a typical show like?

These are youth concerned about the times we live in. From the opening song, "Corn," they sing . . . "What do we do when it's peace we want . . . we'll gather friends . . . we'll sow, we'll plant . . . we'll work all day 'til peace is real . . ."

They raise questions, singing in the folk trend, about basic matters of life—food, shelter, peace. They ask, singing, "Which Way America?" They offer some of their own answers, musically.

But fun, too, is part of a good life, and the youngsters urge their crowds on with an exciting "Feelin' Groovy" that tells people: "slow down—you move too fast."

Then what do they do? They jump right into a fast-paced Philippine stick dance featuring two Japanese members performing against the swaying, bamboo-like motions of the group itself.

For the little children in their audience they sing the very popular "Unicorn," a little story from the past.

Later, the boys provide a religious note with some strong verses of "Amen."

Then comes a very inspirational mo-

ment with "This Is My Country." They incorporate the reading of a contest-winning patriotic essay written by member Kim Nielson. A feeling of warmth seems to settle on the audience.

Closure brings electrifying moments in more ways than one. In the song, "H's Four," the singers present the 4-H Pledge of personal involvement with head, heart, health, and hands. As they sing out their pledges and take their own stands to these ideals, the H's are ringed in a clover of light on a giant 4-H cloverleaf symbol.

It's one more step in communication with people.

"It must be worth the effort to them," Jerry O'Banion comments, "since they make it to at least two practices a month as well as performances. Their homes are spread over a 35-mile radius and they come from 14 community clubs in six different cities and towns in Fresno County.

O'Banion reports that "Friends of the Company" has done more to stimulate Hi 4-H enrollment than any other single activity. The roster has doubled. This has been a particular shot in the arm for community clubs, just as the 4-H'ers planned that it would. The high-schoolers still must remain active with achievement projects in their home clubs, so their varied project talents remain available for helping and teaching younger members.

As one of the professional leaders involved, Judy expresses the staff's satisfaction this way: "We feel the same way parents must feel seeing their own children put forth efforts that provide new growth or that build character.

"A wealth of personal satisfaction is derived from seeing them strengthen their abilities, make mature decisions, and cope with mistakes and difficult problems. I feel a warm glow, watching them work together to present to the public the real image of 4-H today." □

A garden is just a garden, until it becomes something more. Here's the story of one that became much more.

Last spring in Olmsted County, Minnesota, a garden became an outdoor classroom for program assistants in the Expanded Food and Nutrition Education Program. The gardening approach to teaching better food and nutrition habits for program families created many challenges for the Extension staff and the community in general.

The training program for the assistants took shape through the cooperation of horticulturist Jerry Larson and home economist Sarah Boyer. Vegetable gardening was the primary area of emphasis, although we recognized that fruit growing, as well as ornamental horticulture, offered considerable promise for future work.

The two settings for instruction and training were the classroom and the demonstration garden. In the classroom, the lecture and discussion methods of teaching were supplemented by slides and films on vegetable gardening.

In addition, we made good use of several Minnesota and USDA Extension bulletins. The classroom was ideal for preparing containers and planting seeds to start transplants.

The demonstration garden came into being when one of the program assistants volunteered the use of an area on her home property. A 1,200-square-foot plot was staked out, the area was tilled, and additional topsoil was added to make it ready for our use.

As work progressed in the classroom and demonstration garden, the program assistants urged their program families to visit the demonstration garden and to develop their own home gardens.

From mid-March to the end of April, we met as a class about one morning every other week to consider several practical aspects of preparing and planning a vegetable garden. In our first class, we planted seeds of several cool-season vegetables (cab-

bage, cauliflower, broccoli, brussels sprouts) for transplanting purposes.

Plantings were made in containers made from used milk cartons. Each of the assistants took a few containers home and provided the necessary care for the first 3 or 4 weeks of growth.

In mid-April we constructed a simple cold frame and transferred the plants to it for the final 2 weeks. Then we repeated these steps for the warm-season vegetables, tomatoes and peppers, so they would be ready for transplanting at the end of May.

During the next classes, we studied such topics as garden site, seed selection, soil preparation, fertility, and planning the garden in detail on paper. With this background, the classes moved out to the demonstration garden in May, when Extension staff and program assistants got a chance to roll up their sleeves and pitch in with the planting.

The program assistants, working in pairs, were given two four-row sections to plant. Each one had a chance to mark the rows, apply fertilizer, plant seeds, and set out some of the cool-season transplants. On the second major planting day, at the end of May, we set out the warm season transplants, direct seeded some other warm-season vegetables, and completed planting some of the cool-season crops.

We practiced as many space-saving techniques as possible. For example, we interplanted leaf lettuce and radishes, which are early-maturing crops, in the same row with tomatoes, a late-

developing crop. And we planted a double row of early peas between the wider-spread rows of cucumbers and squash.

Most of the classes were outside during June and July. Keeping the garden weed-free and thinning out the different vegetables required some work each week during June. We didn't neglect pest control, especially for cabbage worms and cucumber beetles.

In mid-July we gave some special attention to methods of training tomatoes, mulching, pruning, staking, and some combinations of the last three practices.

One of the most important aspects of growing vegetables for table use is determining when they have reached the peak of maturity in terms of the best eating quality and nutritive value. We concentrated on recognizing maturity peak throughout the summer harvest. Classes on freezing and canning food prepared the program assistants for helping program families preserve their own garden harvests.

Throughout the growing season, Jerry Larson wrote articles about our progress for the local newspapers. As a result, many people who had never been involved with Extension work visited the demonstration garden and took advantage of Extension information.

The final project, late in the growing season, was to build a small structure for composting crop residues and other organic materials that accumulate around the yard.

by

Sarah Boyer

Extension Home Economist
Olmsted County, Minnesota

A garden becomes a teaching tool



couldn't. Largely through hard work, a full-time staff, and a growing, viable organization.

Extension program assistants, left, tend the demonstration garden with the help of Jerry Larson, Extension horticulturist. Below, Mrs. Sarah Boyer, Extension home economist (center), and two program assistants check the seed catalog as they plan for their garden.

Winter came and the program assistants continued to work with their families, teaching them how to use their preserved garden vegetables in nutritious, well-balanced meals. Many of the program families are making plans now for larger, improved gardens this summer.

We look back on our demonstration garden with positive feelings. It not only helped us achieve our primary goal of developing more nutritious meals for program families, but it provided many of them with a delightful family experience. Several program families have made plans to develop small truck gardens that will provide welcome supplements to their income.

That 1,200-square-foot plot of ground did indeed turn out to be much more than just a garden. It was a learning experience that has touched the lives of many people in Olmsted County. □



There's good eating ahead for these boys, thanks to the vegetables the program assistants helped their family grow and preserve for use throughout the winter.

A garden is just a garden, until it becomes something more. Here's the story of one that became much more.

Local growers started growing...
...in that...
...with...
...and...
...the...

Development corporation spurs growth in troubled Illinois area

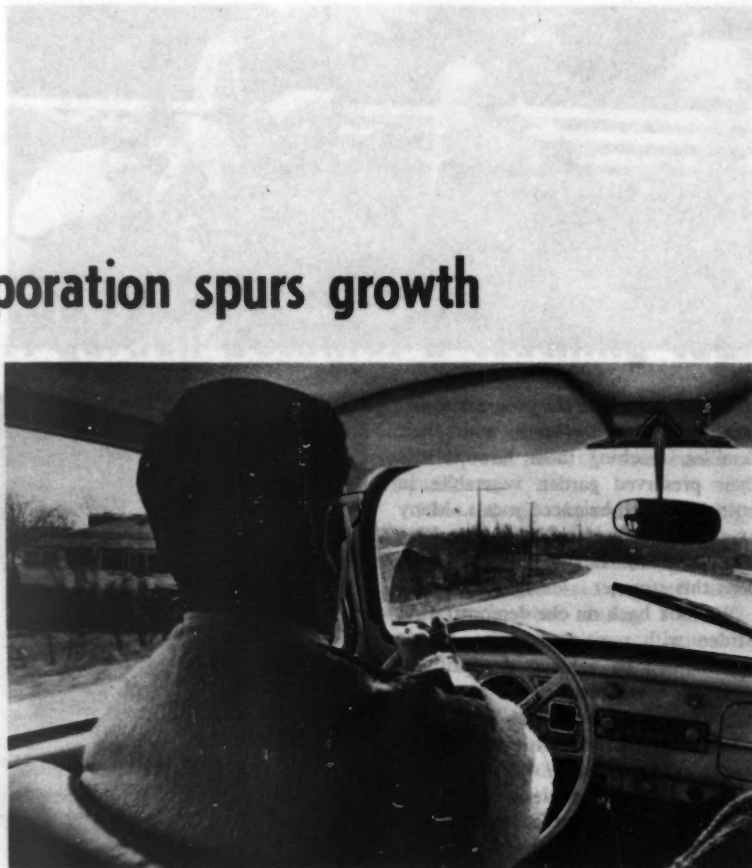
by
Gerald Conner
Extension Communications Specialist
University of Illinois

"Extreme southern Illinois is economically depressed and exhibits many of the characteristics of Appalachia. Jobs are simply no longer there, and people are leaving. Many of those who remain are uneducated and unskilled. The loss to southern Illinois, in terms of wasted human resources, is immeasurable."

—1972 Illinois Annual Poverty Report

Against this backdrop, a not-for-profit corporation has emerged to stop the downward spiral of economic and social decline and give hope to this troubled area.

The Pulaski-Alexander Development Corporation (PADCO), representing the State's two southernmost counties, has a practical goal—to help establish industry, business, and jobs.



Much of the two counties served by PADCO consists of depressed rural area. Community Resource Development Adviser O. Thomas Booker, above, played a large role in forming the development organization, and he travels the county roads often to provide assistance.

Operating behind the scenes and beyond the headlines, as Extension workers usually do, Community Resource Development Adviser O. Thomas Booker makes regular contributions to PADCO, the organization he played a large role in forming.

In the 4 years it has been in existence, PADCO has attracted several new industries and helped establish more small business that creates new jobs.

And the new jobs certainly are needed. Unemployment in the two counties

hovers around 10 percent, occasionally going higher; the rate for blacks is two or three times higher than the total. Median incomes are less than \$3,000, and 30 percent of the total population is on public welfare rolls.

The median education level is 8.2 years, the lowest in Illinois, and the rate of high school dropouts is two to five times higher than in other parts of the State. Infant mortality rates are also the highest in the State.

The two counties rank one and two in population loss during the past dec-

ade with decreases of more than one quarter of their population. Cairo, the largest town in the two counties, lost more than one-third of its total population.

It was to this area that Booker came in 1962 as associate county Extension adviser for community development. Picking up where his predecessor left off, he started his work with the Bi-County Resource Development Organization.

This organization, founded in 1960, brought together people, both black and white, of various interests and backgrounds in a loose coalition to work for economic improvement of their rapidly declining area.

Cairo and the two counties once had been a booming area, but with the decline of railroads, river travel, and cotton, economic decline had set in.

During the 1950's, with the creation of Federal rural development programs, the University of Illinois Extension Service became involved in the struggle for economic survival. And Les Broom, Booker's predecessor, made important contributions in the formation of the Bi-County Resource Development Organization.

Between 1960 and 1968, the organization had some success. A wood-chipping mill was established, creating 75 jobs. A junior college was opened which now hosts a business principles course conducted by PADCO for aspiring small business owners.

As the Bi-County Organization took small steps forward, the massive economic deterioration of the region caused massive slides backward. And in 1968 Booker and the organization's president, Methodist minister Earl Black, decided another approach was needed.

The organization required no membership dues and thus had no funds to work with. Apathy ran high and Booker spent much of his time stirring up interest and trying to create community involvement. And he provided what Extension services and resources were available, including duplicating and mailing facilities.

In the spring of 1968, Booker, Black, and the organization's active membership decided on a new structure—a corporation.

Booker, an early advocate for organizing along corporation lines, said, "We knew if we were incorporated we would be eligible for grants and be able to process business loan applications from individuals to the Small Business Administration.

"And we knew that to make the organization really strong, we had to have funds."

In April 1968 the Bi-County Organization voted itself out of existence and PADCO was created.

Membership dues were established—\$10 per year or \$25 for 3 years.

"If members commit themselves financially to an organization, no matter how small the dues," Booker said, "they will tend to follow their money."

Rev. Black came up with the name PADCO and Booker thought of the slogan—"Working Together for Better Living." Booker also wrote the constitution, patching together the ideas of area residents and the charters of 4-H Clubs and other organizations he had worked with.

In the 4 years since incorporation, PADCO has changed some of those small steps forward into large strides. Through PADCO's direct or indirect efforts, the following things have been accomplished:

—A \$250,000 shelter-care home in Cairo providing 20 jobs is operational.

—A PADCO-negotiated \$275,000 loan from the Small Business Administration has been used to start a business forms company in Cairo, which will provide 20 jobs over the next 3 years.

—A lumber yard in Tamms soon will be in operation and eventually will provide 50 jobs. A \$584,000 loan was obtained to finance the construction, largely through PADCO efforts.

The list of accomplishments is longer; many of the proposals are still pending. The question is—how can PADCO accomplish these things when the Bi-County Organization

couldn't? Largely through hard work, a full-time staff, and a growing, viable organization.

The PADCO constitution provides for a board of directors of 22 members, representing a cross section of the two counties. The current board is composed of 11 whites and 11 blacks. Booker holds one position as ex officio member.

Two years ago, PADCO received a \$40,000 grant as a Technical Assistance Project and hired a full-time executive director. Nolan Jones, who first came to the two-county area as a representative of the Illinois Department of Business and Economic Development shortly after the Cairo racial problems erupted, was persuaded to accept the position.

Jones and his assistant, Richard Grigsby, now handle PADCO on a day-to-day basis, and Booker's time with the organization has decreased from about 50 percent to 10 percent. But he is still active—holding the job of coordinator of PADCO's Tourism and Recreation Committee.

One of his pet projects, the saving of a historic courthouse at Thebes, continues to get much of his attention. If a grant is obtained from Governmental sources to restore the building, PADCO will administer the funds.

Largely through efforts of Jones, Grigsby, Booker, and other PADCO members, a five-county regional planning unit will be established in southern Illinois.

Booker also is involved in organizing groups throughout the two counties to form a park district. But the work is slow, and Extension's involvement, while quite intense, is seldom visible.

"My job means helping people get together and get done whatever they want to do," Booker said. "And I know the people want to reverse the trend of economic decay. So I do what I can."

Nolan Jones, Richard Grigsby, and the members of PADCO agree. So they're going about doing what has to be done. Extension is there—serving every way it can. □

W. Va agents enthusiastic about cable television

Extension agents in three West Virginia counties have discovered that cable television (CATV) offers them a unique way to reach the public.

Take Allison Deem and Linda Widney. Both are 4-H nutrition agents, Miss Deem in Harrison County and Mrs. Widney in neighboring Marion County. Last summer they talked about developing a television program to present 4-H youth nutrition information. They approached a local commercial TV station, but were not able to work out arrangements for the program.

So they took their idea to the cable television company in Clarksburg and discussed it with John Peters, programming manager for Channel 3, the company's outlet for locally-produced cable programs.

"I really was looking for a woman's program at the time Allison came in," Peters recalls. "But after she explained what they had in mind, we decided to go with it."

The result is a continuing series called "Groovy Foods," which is seen in Clarksburg each Thursday at 7:15 p.m. In addition, plans are being made to duplicate videotapes for broadcast on the company's cable systems in Fairmont (Marion County) and Morgantown (Monongalia County.)



Edgar Hooper, above left, Ohio County Extension agent, moderates one of his public affairs cable TV programs, while the cable company program manager takes calls from viewers. At right, 4-H youth nutrition agents Linda Widney, left, and Allison Deem present a segment of their cable TV series, "Groovy Foods."

In their weekly programs, Miss Deem and Mrs. Widney strive to promote 4-H nutrition by making interesting dishes, and by explaining what ingredients are used and how they are blended.

The show is designed to appeal to 4-H nutrition clubs, regular 4-H members, and, particularly, to youth who might develop an interest in 4-H after watching the program. The agents report that the series has stirred interest in 4-H in both their counties.

Each program is planned to be different, fun, and interesting. Not long ago, several 4-H nutrition club members were involved in a series of programs, and Extension specialists often make guest appearances.

Miss Deem and Mrs. Widney admit the program takes a lot of time. "Each month we meet for a day to plan what we're going to do, and then we spend another day taping four programs to be used in the coming month. But this represents just a fraction of the time we spend planning, researching, and brainstorming," Miss Deem says.

The only thing that really bothers both agents is their faceless audience. As Mrs. Widney explains it, "You don't know if you're talking to anyone."

But John Peters doesn't doubt that there is an audience. He notes that the Clarksburg area alone has 15,000 cable subscribers, with an average of more than three viewers for each connection.

In Wheeling, about 120 miles northwest of Clarksburg, Edgar Hooper, Ohio County Extension agent, has been using cable TV to present an entirely different message in a completely different way. His program is called "Legislative Public Affairs", and this past March marked the completion of its third year on the air.

This program came about, Hooper says, "because I thought it was high time we got into some new types of Extension programming. In addition, we were looking for new ways to reach as many people as we could in the most effective way possible. Through this cable program, we think we're doing just that."

In previous years, he relates, his

by
Merideth Robb
Extension Information Specialist
Appalachian Center
West Virginia University



office had sponsored public meetings while the State legislature was in session. Via telecture set up in a public building, citizens could gather and discuss issues with their legislators in Charleston.

It was a good idea, but what disturbed Hooper was that "people just don't show up for public meetings of this type." This is particularly true in January, February, and March, when the West Virginia legislature is in session and the weather is at its annual worst.

So Hooper decided the next best thing to do was bring the program to the people—in the comfort of their own living rooms. He consulted with representatives of the cable company and with members of the Ohio County legislative delegation. All agreed a legislative program on cable TV had great potential. As a result, the program went on the air in 1970. It's been going great guns ever since.

To organize the program each year, here's what Hooper and his staff do:
—Legislators, cable officials, and Extension workers attend a dinner

meeting in November to make final arrangements for the upcoming programs.

—In early January, letters are mailed to all persons on the Ohio County Extension mailing list. These letters outline the format of the programs and list viewing times. News articles describing the programs are sent to local media.

—Four or five programs are usually held while the legislature is in session. The first program consists of a viewers' self-test on State government, and a resume of what the legislators believe could be the key issues facing them during the legislative session.

—Remaining programs consist primarily of dialogue between the legislators and the viewers, often with Hooper or another Extension worker acting as moderator.

Technically, this program is quite unusual. It combines telephone, telecture, and television. Here's how it works.

The moderator presents a few opening remarks, and then invites viewers to call the studio with questions for the legislators. The called-in questions are transcribed and handed to the moderator.

Using a telecture unit in the studio that is connected by long distance line to another telecture unit in the State capitol, the moderator poses the questions to the legislators. Their responses, as well as the voice of the moderator, are broadcast live via the local cable channel.

Thus, without leaving their homes, viewers are able to keep abreast of the legislative session and get immediate response to questions they pose to their legislators. And the viewers are taking advantage of the opportunity. More than once the program has run past its hour-long format because there was a backlog of calls.

Hooper is sold on cable TV as a way to communicate with the public. "We are reaching more people by this medium than by using a public meeting," he says. "On the local level, it is our best source of mass communica-

tion to reach the public. Cable TV has unlimited potential, particularly in urban areas like Ohio County."

Everyone connected with these two very different programs seems equally pleased.

John Peters is quite happy with the work Allison Deem and Linda Widney are doing in Clarksburg. In fact, he'd like more Extension programs.

"We're looking for informative programs that will benefit the community," he explains. "I'd like to have other programs involving Extension specialists. They know their areas and have a great deal to tell the public."

Don Levenson, who owns the Wheeling cable company, is equally interested in public affairs programming and is happy that the Extension Service has been producing the legislative series.

"In fact," he says, "if Extension gave this program up, we'd do it on our own." And Mel Truax, Levenson's program director, adds, "I don't see why every cable company in the State doesn't do this."

The Extension experience with cable TV in West Virginia reveals that the medium has both strong points and weaknesses. For example, agents have learned that:

—cable TV is new, unique, and has great potential,

—it does have an audience,

—it can offer "prime time" programming, and

—it can provide an outlet for many types of Extension programs.

At the same time, they have discovered that:

—cable TV production is still, for the most part, technically primitive, much as commercial television was in the late 1940's,

—its audience is limited, and

—viewer habits for locally produced cable TV programs are not known.

But pro and con aside, there can be little question that cable TV does have tremendous potential—potential that Extension agents everywhere should be aware of. □

don't reach the public. Cable TV has
collected potential participants in
the area like Ohio County.
Everyone connected with these two
very different programs seems equally
pleased.
John Paine is quite happy with the
work Allison Deans and Linda Widney
are doing in Clarkburg. In fact, he's
the only Extension program.

While looking for alternative pro-
grams for the com-
munity, the Extension
program has been

Classes attack racial barriers

Monmouth County, New Jersey, home of racially torn Asbury Park and Freehold and just 2 years past the 1967 riot in Newark, was struggling with the frustrations of discrimination, poor housing, and poor education.

Groups of concerned citizens were making little headway in improving the situation; whites and blacks didn't trust each other. A lot of people were talking, but not too many were listening or even trying to understand each other.

It seemed like an ideal time for the Extension home economist to offer an educational program aimed at changing attitudes, and that's how the series of classes called "The Black Citizen in America Today" came into being.

As a member of a white ethnic minority group, I was perhaps especially sensitive to a lot of discrimination toward blacks which escaped the notice of many others. In addition, I had learned much from personal contacts, conversations, and study while I was assigned to the Rutgers University Labor Education Center for 6 months to seek ways of bringing the resources of the Extension Service to trade unionists and their families.

It was my observation that most whites do not have the knowledge or experience to discuss a situation or share an idea with blacks. A way must be found in a discussion group to prevent whites from "turning off" blacks and causing them to hide their true feelings and views.

by
Sylvia Griffin
*Extension Home Economist
Monmouth County, New Jersey*

To this end, the "Black Citizen in America" series used a film, selected books, taped speeches, and a terminology quiz to bring the participants to the point where they could discuss the real problems of the community with actual black grassroots community leaders at the last session of the course.

The goal of the program was to increase knowledge and change attitudes concerning the needs of the black cit-

izen, in order to help him in his struggle for a meaningful family and community life.

The prospect of leading discussions on black-white problems, myths, truths, and stereotypes was so frightening to me that I think I would have given up if the need hadn't been so great. My black advisory council members encouraged me.

I enlisted the aid of the Monmouth County Library, whose dignity and academic stature helped reinforce the ideals of my program. They gave me a meeting room, paid for the rental of the film, provided a room for child care, and had the children's librarian do a "story time" during each of our morning sessions. I provided juice and crackers for the little ones and hired the sitters whom the mothers paid at a small cost per child.

Announcement of the seven-session course was made by newspaper, newsletter, radio, and a flyer distributed at the library. Preregistration was required, and a reading list (all paper-



A typical discussion group, above, examines one of the books on the reading list. A few found the language of some of the books offensive at first, but came to accept it as a realistic portrayal of the situation they were studying. At right, Mrs. Griffin checks the availability of the recommended books in the county library.

backs) was mailed to registrants so they could be prepared for the discussion at each meeting.

The suggested reading assignment in preparation for session one was the "Report of the National Advisory Commission on Civil Disorders," which is still timely today.

Other teaching materials used were:

—Session 1: a terminology quiz (25 multiple choice questions using words and terms more familiar to black than white communities to prove to whites that, just like a poor black man applying for a job, they may have intelligence without specific knowledge; and a film, "Nothing but a Man" (the story of a black family man's struggle to keep his manhood).

—Session 2: "Crisis in Black and White," by Charles Silberman. (Recognition and description of today's problems).

—Session 3: "Manchild in the Promised Land," by Claude Brown. (Brown's autobiography, describing the sights, sounds, and rhythms of the

street in Harlem where he grew up and what it means to grow up black).

—Session 4: "Black Rage," by William H. Grier and Price M. Cobbs (Two black psychiatrists tell of the desperation, the conflicts, and the anger of the black man's life in America today).

—Session 5: "Autobiography of Malcolm X" written with Alex Haley, and a tape of his "Grass Roots Speech" in Malcolm's own voice.

—Session 6: "Soul on Ice", by Eldridge Cleaver.

—Session 7: Local problems of Monmouth County discussed by a panel of black local community leaders who could tell what was really happening.

To strengthen my own understanding of the situation and to be a better teacher, I joined and became active in a citizens organization in my home town. Their activities brought me to public attention, and generated complaints to my senior agent and letters to my Director. I am happy to report that we all survived.

And what were the results of the series?

—The original course was taught to 26 homemakers.

—Eleven volunteer leaders taught five series of classes to more than 70 people.

—I organized local leaders and developed special discussion materials for them which were pertinent to the Martin Luther King Observance in January 1971. This reached an audience of 107.

—At Red Bank High School (a racially troubled school) I taught the course to 24 history and English teachers at the request of the superintendent.

—The Council of Girl Scouts used the materials and format, and with a trained leader taught the course titled "Black, White, and Green" to 20 troop leaders on their own.

—A group called the Revitalization Corps of Red Bank is teaching the course on a continuing basis independent of assistance.

Helping people become aware of

racism and its implications is extremely difficult, because attitudes and viewpoints are ingrained in people's environment and are often so subtle as not to be recognized. Black people have stereotypes about white people too, and this was brought out and dealt with in the mixed group discussions.

Class members said they appreciated the opportunity for such a unique experience. Those who were reticent at first became more at ease as the sessions continued. Soon they were discussing the most controversial black-white subjects. Each person's opinion and degree of understanding was respected by the others.

"Before people change, they need a self-appraisal," said Willie J. Hamm, president of Asbury-Neptune Concerned Citizens. "The project 'The Black Citizen in America Today' energized people to consider themselves as an indigenous part of the total process. A correlation was made between the reading experience and real life experiences. The 'have nots' are working with the 'haves', and the result is changing conditions in the community."

"The program had a great impact, as it opened the eyes of many people," reported John W. Davis, president of Concerned Citizens of Freehold. "In turn, these people were interested in doing work that would benefit the community as a whole. People involved in the program had available many resources that they shared with others."

Was it all worth it? Clinton C. Crocker, dean of cultural affairs, Brookdale Community College, pointed out that "Wide representation of leaders, both black and white, have sought Mrs. Griffin's aid and assistance for continuation of responsible attention to the needs of black people."

It took courage to initiate a program dealing with controversial issues, but I think the results proved again that the needs of the people can really be served through Extension Service ideals. □





Farm safety—a year-round concern

President Nixon has proclaimed the week beginning July 25, 1972, as National Farm Safety Week. Presidents have been doing this for many years to support the many hundreds of groups across the country working under the leadership of the National Safety Council to reduce farm accidents.

Many have complained through the years that a 1-week intensive effort was not sufficient to cope with the magnitude of the problem. Their complaints have not been without base. Agriculture has the third highest death rate from work-related accidents of all occupations.

Fatalities per 100,000 workers increased 16 percent from 1960 to 1970. The rate for the second most hazardous occupation, construction, increased only 4 percent in the same period. Mining, the most hazardous occupation, reduced its accident rate.

One could reasonably assume that nonfatal accidents follow the same pattern among the high-accident occupations, although statistics are less reliable for such accidents. Accidents causing injuries, and especially minor injuries, in agriculture are less likely to be reported than in other occupations. Two major reasons for failure to report agricultural accidents are the large percentage of farm work that is performed by family members who are not subject to workmen's compensation and relative isolation of farm families from emergency medical services as compared to the industrial worker.

That the accident rate in agriculture increased should not cause surprise. The educational effort aimed at farm safety has been relatively constant for several years. During the same years mechanization not only increased, but the machines became more complex, calling for much additional skill to assure a safe operation. To have held the accident rate constant or reduced it in this period of 1960 to 1970 would have required increased training and consciousness of the need for safety.

The foregoing summary of the situation is more than adequate justification for additional effort to reverse the

accident trend in farming. And the U.S. Department of Agriculture and the National Safety Council have jointly assumed leadership in a year-round program dealing with 12 hazardous aspects of farm living and farm work.

Each monthly effort will focus on one of the 12 areas. The program was kicked off in March and featured agricultural chemicals. Other monthly features to run consecutively and corresponding to the calendar months are tractor safety, transport safety, water safety, personal protective equipment (selected for July to correspond to National Farm Safety Week emphasis), vacation and camping, back to school, harvest safety, chore time safety, home and holiday safety, livestock safety, and shop and tool safety.

Various agencies of the Department have been asked to assume leadership for one or more of the monthly campaigns. Even though leadership is being shared, each agency has been asked to support each monthly emphasis to the maximum extent feasible.

Significant progress in the reduction of farm work-related accidents calls for tremendous educational inputs to develop awareness of hazardous situations and operations, and to motivate workers of all ages to follow practices and procedures that will eliminate so-called accidents that are not accidents at all, but rather results of carelessness. That moment saved by ignoring a step to provide safety may cost a visit to the doctor's office; a week, month, or year in the hospital; lifetime disability; and at the extreme, death.

We often hear people lament about the economic losses suffered by farmers due to uncontrollable events of nature. At the same time, an obvious cause of economic loss, accidents that in large measure can be prevented, is ignored. The economic loss to the agricultural industry through time lost and medical expenses is greater than the loss caused by uncontrollable events of nature that are visited upon farmers. All of this is in addition to the human suffering that inevitably accompanies the economic loss.—WJW

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EXTENSION SERVICE

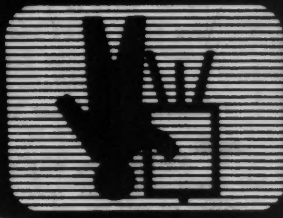
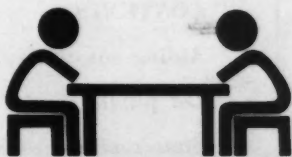
REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JULY 1972

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TECHNOLOGY & SCIENCE



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STAFF MEETING
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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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
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EXTENSION SERVICE

REVIEW

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Reflected honor

Illinois Expanded Food and Nutrition Program aides received recognition recently which not only honors them, but also reflects the esteem with which the EFNEP effort is being viewed nationwide. The 250 aides received the 1972 Award of the Year from the Chicago Dietetic Association, an award that recognizes significant contributions to the goals of the profession of dietetics.

We should think twice about the implications of referring to Extension aides as the "nonprofessional" segment of our staff. Using their own special talents, together with techniques and subject-matter they learn from Extension home economists, they indeed serve in a very professional way. As the number of nutrition aides grows and the impact of their work reaches more and more low-income families, their importance becomes increasingly obvious. Simultaneously, the practice of using aides has been increasing in other areas of Extension, too—agriculture, rural development, and 4-H.

Recognition within Extension for the excellent performance of the aides has been an integral part of the program from the beginning. On-campus awards programs and local recognition days are common occurrences. The Chicago Dietetic Association award, and other recognition from outside groups around the country, is evidence that others, too, regard Extension aides as a vital link with a segment of the population that many previous attempts had largely failed to reach.—MAW



Ruth Scarlett, right, Extension home economist, discusses her training program for retail store personnel with the personnel manager of a cooperating firm.

Aiding consumers by training sales staffs

by
Thayne Cozart
Extension Information Specialist
Washington State University

Only one thing changes as fast as men's and women's fashions in Yakima County, Washington. That's the Extension educational programs concerning clothing and fabrics.

Mrs. Ruth Scarlett, Extension home economics agent in Yakima County, is concerned that consumers spend a good share of their budget on clothing and other fabric items and never give a second thought about learning all they can about the material, construction, and care of their new purchase.

She's convinced that training sales personnel in department stores is an excellent way to benefit consumers.

"The consumer depends heavily upon the sales person for advice and information. Yet, too often, the sales person is uninformed about the very products he or she is selling."

Mrs. Scarlett launched her program by meeting with the Yakima Retail Merchant Association. She explained her educational program and offered her services.

Some department stores immediately accepted. She has worked in short-term programs with 45 sales persons from two department stores and a drug store. She also conducted "in-store" educational programs for consumers in two department stores.

These initial successes brought her to her present ambitious venture with the sales personnel from the local unit of a large department store chain.

Working closely with the personnel manager for the company's large store in a new shopping center, Mrs. Scarlett is conducting a series of approximately 20 training sessions with store personnel.

The 1-hour sessions are held twice a month with 8 to 12 people attending each session.

Sales personnel from the fabric, fashion, sportswear, girls' wear, infant, men's, and boys' wear departments are participating in the program.

Mrs. Scarlett is discussing rules and regulations on labeling clothing, interpreting label notations and instructions, natural and synthetic fibers used in clothing, the advantages and disadvantages of various types of fibers, and care and maintenance of fibers.

Also included are clothing construction details, fiber and fabric terms, pattern selection, differences in woven and spun polyesters, advantages and disadvantages of fabric finishes, and the comfort and feel of various fabrics.

If time permits, she also may include some sessions on leadership training and personal conduct and in-store educational demonstrations.

The personnel manager is convinced that the training will be beneficial.

"It's difficult for our sales associates to keep up with product changes in their departments. The fabric and clothing industry changes very rapidly.

"If our sales people can answer questions or even volunteer useful information, our customers will be able to make more astute decisions about their purchases." □

Let public service ads help tell your story

In planning the newspaper part of an informational campaign, one part of the print medium is sometimes overlooked—the display advertising section. Ignoring it means missing a possible additional exposure vehicle which could supplement other publicity efforts.

When dealing with large daily newspapers, use of display ads usually is difficult to obtain unless space is paid for. Louisiana newspapers have been generous in giving space for stories and pictures—even for material that stretched the criterion of newsworthiness. But the daily newspapers balked at putting in free dis-

play ads, although many times their staffs would help line up sponsors for a public service type ad.

Weekly newspapers, on the other hand, are not so rigid in their policies toward display ads. In fact, most editors of small weeklies appreciate having small, one-column ads handy to use as fillers when pasting up.

Weeklies have long been using as fillers such things as recruitment messages from the military, Smokey Bear pleas, and ads urging us to "Buy U.S. Savings Bonds."

This fact was pointed out to me by a weekly editor I visited while promoting media cooperation in an educational campaign. Using his suggestions, I developed a series of display ads for a publicity project encouraging use of milk production records among Louisiana dairymen. I also have used the idea with other projects and am now developing a new series of institutional type ads telling about LSU Cooperative Extension and its varied services.

The art and layout for the ads were done by the Extension art department. They were printed by a commercial

printing firm on good quality, slick paper. Blocks containing several different ads were sent out periodically to editors of weeklies and farm editors of dailies which had special weekly farm sections. A form cover letter was included with each block of ads asking editors to use our ads as fillers whenever practical.

The ads were used. Frequency of use depended on the need for fillers at each paper. Most papers used one ad per issue.

From my experience, I offer several comments and suggestions concerning use of display ads in Extension publicity.

The ads should supplement other publicity efforts. They cannot be depended upon as a major information tool, because they will not get sufficient use unless editors agree to step up use in some special project. It is best to develop the ads after the publicity plan has been completed. They should emphasize certain pertinent points presented in other media efforts.

The primary objective of the ads should be to affect attitudes rather than to present information. A single thought designed to hit a positive emotional key among members of the target audience should be the aim of the message and art. I made the mistake of trying to give detailed information in some of my display ad messages. This resulted in cluttered ads with no emotional appeal.

by
Thomas C. Boyd
Assistant Specialist (Editorial)
Louisiana Extension Service

500,000 Acres . . .

once good cotton land in MEXICO



**They controlled the Weevil . . .
but the BUDWORM got them!**

**See your County Agent about
Boll weevil DIAPAUSE Control**

Above and at right are examples of the public service advertisements which Louisiana weekly newspaper editors have shown willingness to use regularly to help Extension disseminate information in its educational campaign on diapause control of the boll weevil.

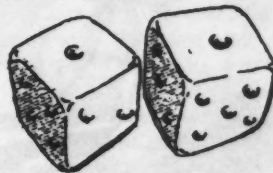
The size of the messages should be one column in width, with varying heights. In pasting up a page, editors usually can arrange copy and ads so that only part of one column is left empty. I now try to provide the editor with one-column ads in heights from 1 to 6 inches. This fits the needs of most editors, and the convenient size makes it more likely that the ads will be used.

Offset papers use the ads more than letterpress papers do, because of the cost of making engravings.

The county agent or someone from the editorial staff should hand deliver the first set of ads to the newspapers. A personal request for assistance and an explanation of how the ads fit into an overall publicity campaign can help gain the editor's cooperation. A note of appreciation when material is used is helpful in keeping his support.

The same messages and art can be made into handbills, posters, or mailers. They also can be used as inserts in business advertisements, particular-

Don't Gamble!



**on our
Cotton's Future**

**Talk to your
County Agent about
Boll Weevil
DIAPAUSE
Programs**

ly those selling farm equipment or supplies.

Results from including display ads in an educational campaign are not spectacular, nor is the idea unique among public service agencies. However, the use of display ads is practical, not too costly, and it may give an opportunity to use another avenue of exposure.

People do read newspaper advertisements. Including messages in this medium could strengthen the chances of reaching the target audience during an educational campaign. □

State staff meetings — electronically



A group of Utah State University staff members, above, participate in one of the monthly electronic staff meetings via television and teleconference telephone facilities.

by
Arthur L. Higbee
Manager
Statewide Radio-TV Programs
Utah State University

The critics said the idea wouldn't work, but Utah Extension's program of electronic staff meetings has been going strong since February 1971, and promises to be one of the best things that has happened to the State's Extension effort.

Utah's monthly Extension staff meetings were attended previously by on-campus personnel only, and information from these meetings was carried to field personnel by means of newsletter and periodic visits by the on-campus staff.

Now, the entire complement of Utah's field and on-campus staff participates collectively in these same meetings by means of the State's educational television hookup and telephone leased-line service, with virtually no operating cost to Extension.

A half-hour television presentation on a topic of special significance to Utahns is broadcast from Utah State University and viewed there and in seven area centers by the on-campus and field staff. After the presentation,

all staff members take part in a 45-minute teleconference based on the information just received. In this way, both on-campus and field personnel are included in a monthly exchange of information and suggestions impossible to duplicate by any other method.

A spectacular case in point is the State's first special staff meeting, in March 1971, which dealt with the halogeton sheep deaths in Utah. At the time of the first electronic staff meeting, in February, about 1,200 sheep were dead in Antelope Valley, Utah, from what proved to be poisoning from halogeton, a toxic plant widely distributed in Utah and the mountain West.

Karl Parker, Extension range specialist, approached the originators of the electronic meetings, Wes Maughan, Extension staff development leader, and Art Higbee, manager of statewide television, to see what could be done to ease the crisis through use of the new medium.

The three of them immediately set to work on an extra staff meeting to be held 2 weeks later—the first of three "specials" that have been produced so far on urgent problems affecting the State.

Extension area coordinators gathered sheep ranchers from all corners of Utah to view with the staff a special presentation on the halogeton crisis. Movies and stills were shown of dead and dying sheep, the site of the recent deaths, the physiological process of the poisoning, and the plant itself, along with commentary by a panel of experts on poisonous plants,

animal nutrition, and range management.

Parker, who was a member of the panel, reports that during the 45-minute discussion after the TV presentation, participating ranchers and staff members brought up many relevant problems which became the basis for later research.

Feedback from the participants indicate that the halogeton meeting not only brought badly needed expertise quickly into the field, but also calmed what might have developed into a panic situation.

Speed was particularly important. Using more traditional Extension methods, it would have taken the range specialist 2 or 3 weeks of extensive travel throughout Utah to contact only a third of the people who were brought together electronically in one night.

And in terms of expense, the cost of the teleconference was considerably less than the cost of sending one carload of people from Logan to Cedar City, without considering the cost of meals and lodging or the extra time of the specialists involved.

The interchange of information and problems during the halogeton crisis illustrates well the philosophy behind the electronic staff meeting, that of Utah's "total university approach" to Extension. Here, the Extension staff acts as a liaison group between the State and the university, informing Utahns in their areas of services and facilities available at the university. In turn, they search out current State problems for the university's study and research efforts.

Most important in the total university approach is the fact that all eight colleges of Utah State University are involved in Extension, allowing for a broad spectrum of concentration on specific State problems.

Drawing personnel for the panels from all the colleges enables the meetings to focus on interdisciplinary topics. A recent meeting on recreation and tourism in Utah involved personnel from several departments in

both the College of Natural Resources and the College of Business.

Since Utah's population is becoming more and more varied and the problems connected with contemporary life more complex, new areas into which the university can bring needed information and education via the electronic staff meetings are constantly being searched out.

One of the first staff efforts in this direction involved the College of Education in a presentation on the use of teacher aides in the classroom. The purpose of the meeting was to get the local people to recognize the need and potential for teacher aides in the learning process. Interest in this topic—one outside Extension's ordinary province—was surprisingly high and continues so throughout the State.

The State's expanded food and nutrition program has received tremendous impetus from electronic promotion. It has been the subject of two staff meetings so far. Panel members focusing their various areas of specialization on this one problem area have been drawn from the faculties of three colleges of the university.

An exposure this broad for Utah's 120-some Extension staff members is possible only through the electronic staff meeting.

Technical production of the half-hour broadcasts is simplified since:

—Utah's two major universities have recently combined their educational television efforts into a single educational television broadcast station—KUED, a microwave link connecting the two campuses, and a system of translators which blanket the State with an identical program format, and

—the televised portion of the meeting is taped in advance.

The use of open broadcasting (rather than closed circuit) for these timely presentations enables many interested Utahns outside the Extension staff to benefit from them by just tuning in to KUED.

Teleconference connections go through smoothly. The staff meetings begin at 11:45 a.m. with the taped,

televised half-hour formal presentation. Before the presentation is over, all area center teleconference connections are established and the panel in Logan is prepared and waiting for the discussion period.

Participants throughout Utah both speak and listen through speaker phones installed in each area center. Scheduling the teleconference portion of the meeting during the noon hour when telephone traffic on the statewide telephone system is at a minimum helps considerably in arranging the eight connections.

Best of all, the staff meetings use existing facilities, which means there are no further operating costs for the great value derived from complete staff involvement.

Attendance at the meetings has been excellent. Traveling staff members who would ordinarily miss regular staff meetings can now attend the statewide, electronic meeting at the area center nearest them.

One of the most important results of the new program is the feeling of unity experienced by Utah's Extension staff. In a meeting on Utah's newly passed Noxious Weed Law, for example, staff members located in isolated areas of the State recognized more fully that noxious weed problems are essentially the same in different areas of the State and that the law affects them all equally.

Utah's electronic staff meetings were made possible by an initial outlay of less than \$1,000 for eight television sets, antenna installations, and conference telephone facilities in the State's area centers. The result has been a unified and well-informed Extension staff. □

by
Stephen Brynes
Publication Associate in Communications
New Jersey Cooperative Extension Service

Agent tailors 4-H to meet urban needs

"Whatever the interest, we can devise a 4-H program to satisfy it."

That's the philosophy of Romando (Ray) James, 4-H agent in New Jersey's Union County.

With a population of around 550,000, Union County encompasses both the inner city and highly affluent suburbs. "Our programs run the gamut from the traditional to those improvised on the spot to fill a specific need," James says.

Some of the latter include rock bands, drama groups, and a sewing center.

"I've found that one way to reach boys with inner city backgrounds is through music," James says.

Underground Funk . . . The Cautions . . . The Young Souls . . . The DebTones—these aren't street gangs—they're the names of some of Union County's 4-H music clubs.

James first became acquainted with many of these musical groups after he organized "Your Musical City." This was a caravan of bands in inner-city areas which played engagements, mostly on a volunteer basis, in Jersey City, Newark, Plainfield, Bayonne, and Elizabeth.

By inducing these music groups to join the 4-H program, James has helped the kids continue their fun and gain more exposure, too.

The Underground Funk, a seven-member band led by a volunteer 4-H leader from Plainfield, won first place in a 4-H competition, the Union County Multi-Service Festival.

"This gives the kids self-expression, to say nothing of motivation—because

they know others have made it through music," James says. "They are really concerned about music, and they practice all the time."

Besides building the reputation of the music group, the 4-H activities are good for individuals in the group, too, as they mingle with other kids.

An even greater degree of self-expression is possible through drama. The 4-H Playmakers Guild, directed by paraprofessional Lee Marvel, has entertained more than 8,000 people in performances throughout the county with two original plays—"A Little Bit of Heaven and a Lot of Hell," on the dangers of venereal disease, and "The Last Time Around," about a young man in the ghetto. James' undergraduate degree in drama has come in handy here.

The 20 guys and gals in the cast write all their own material and produce it for community groups. They performed "A Little Bit" last fall, for example, during Senior Member Camp at the Rutgers 4-H Youth Center for Outdoor Education in Stokes State Forest.

Other plays have been done on narcotics and equally pertinent topics.

Sewing is, of course, a traditional 4-H activity, but even here the Union County program has branched off in a new direction with the 4-H Opportunity Sewing Center in Elizabeth.

"Our purpose was to establish a place where people can come in off the street and make a garment," James says. "It's a self-help project available to the community."

A volunteer 4-H Club leader has



helped train other neighborhood women in traditional 4-H sewing club leadership and clothing skills so they can staff the center.

The Center is open weekday evenings to teach anyone with a desire to learn how to sew, and for parents who come in and sew for their children. In addition, more than 100 youngsters weekly participate in the traditional 4-H sewing clubs after school. Even a few boys have shown interest in sewing.

"It's the most productive project I've ever been connected with," James says.

Much of what made the sewing center a success is due to James, who confesses that he can't sew a stitch himself.

When the volunteer leaders mentioned that 13 sewing machines at a local school were no longer needed, James proposed making them centrally accessible to the residents of Elizabethport.

After the right building for the Sewing Center was found and rented, James got help from a sewing ma-

At left, Ray James, Union County 4-H agent, examines the sewing project that a 4-H'er is working on at the 4-H Opportunity Sewing Center in Elizabeth. Below, James helps a new 4-H Club get organized in Union County.



chine company to renovate the machines.

He works through Union County's home economists to get donated sewing materials and supplies.

"We're teaching more than sewing here," James says. "By the time the 4-H'ers make a dress and press it as they go along, they know how to iron. By helping keep the place clean, the kids learn housekeeping practices.

"And by modeling what they've made in fashion shows for their parents and the community, they learn about good posture and good grooming."

The kids involved in the 4-H Sewing Center have taken field trips as part of the program. One of the clubs won a second place ribbon for their display at the 4-H Multi-Service Festival.

A pooling of talent that will draw on programs in sewing, clothing design, theater, art, and music is planned for a forthcoming "4-H Showcase for Fashion."

The objectives are to promote 4-H and improved social relations among different racial and ethnic groups, as well as giving young people an opportunity to learn more about fashion, modeling, and merchandising. Funds

raised will send youngsters to 4-H camp.

"All high schools and junior high schools in Union County will be invited to send four representatives—two white and two nonwhite," James says. "This approximates the racial composition of the 4-H program in the county.

"A contest like this could possibly create unhealthy rivalries that might harm the program. We emphasize both the traditional and the nontraditional, and that different groups have different values and standards."

In the athletic programs, golf and basketball predominate. James has developed a golf league to which the pro shops have donated clubs and balls. The Union County Park Commission has waived playing fees on the days when the league plays.

"We emphasize that golf is any man's game, not just a rich man's game," he says. "First the kids play nine holes, scores are kept and categories established. In this way, competition can be set up among those of less than tournament caliber.

Another unusual program is the Railroad Club, so called because it moves from place to place each week. After the group lost its regular meeting place, the more than 20 boys in the club decided to meet at a new location each week to take field trips and participate in sports.

At the last State 4-H Presentation Day at Rutgers University, Union County won more silver bowls than any other county in New Jersey. Other honors included creation of six winning posters for National 4-H Week, one of which was nationally recognized; election of the chairman and the treasurer for the New Jersey Youth Conference; and two Club Congress winners.

"All our programs try to give the individual pride in himself and pride in his community," James says. "In leadership training, especially, we try to emphasize both these aspects. Let individuals accomplish basically what they want to do—what helps them as human beings and helps others—that's what 4-H is all about." □

An open-minded approach to public affairs education by Extension economists at Washington State University has helped bring about an equitable, workable open space taxation system in Washington State.

Drs. James Barron and Bruce Florea launched their educational effort in 1968, soon after the citizens of Washington had voted in favor of a constitutional amendment allowing legislative action for preferential tax assessment of open spaces in the State.

Passage of the amendment indicated that Washington voters—particularly those living in or near urban centers—wanted to preserve open spaces near their communities. Furthermore, they were willing to let their elected representatives provide a method of preserving these areas through tax incentives to landowners.

At the time, thousands of acres of open spaces in more heavily populated western Washington were being gobbled up annually by urban sprawl. The exact acreage loss is nearly impossible to determine.

As the cities grew, the speculative value of the surrounding land rose and taxes were assessed on the basis of market value, not on the ability of the land to produce income. Consequently, tax pressures encouraged

more landowners to sell to urban developers.

It was a cycle that could be slowed to a more rational pace only by setting aside open space areas for fixed time periods. The legislature was faced with the task of finding a workable system of reaching this goal.

The mandate of the people was clear, but the means of achieving it were not. Florea and Barron saw a

need for a concerted Extension educational effort.

"We knew that tax reform was a complex, little-understood, and emotion-charged issue and we were aware of problems encountered in other States that had passed tax reform measures," Florea explains.

"We reasoned that a clear understanding of the facts of the issue by as many people as possible—both in the general public and within special

Visual aids of many sorts, including simple blackboard presentations, were used by Dr. Bruce Florea, Washington State University Extension economist, during educational meetings about open space taxation.



by
Thayne Cozart
Extension Information Specialist
Washington State University

Tackling a sensitive public affairs issue

groups that would be working with the problem—was the foundation from which responsible decisions and judgments could be made.

One need stood out clearly: an educational program that explained the various preferential property tax measures that could be enacted by the legislature.

The economists spent several months analyzing the benefits and shortcomings of several alternative plans. They finalized a comprehensive open space taxation education plan.

During 1969, the specialists met with county Extension workers, citizen groups, commodity and special interest groups in local, county, or regional meetings, to explain the alternative taxation plans. They also used the mass media to explain the legislative options available.

Florea notes that he and Barron were careful to present both sides of the issue. Proponents and opponents of tax reform attended nearly every meeting. Both factions expressed appreciation for enlightenment about the issue.

"We wanted persons attending to be able to express knowledgeable opinions to their legislators or to their legislative representatives in the case of commodity or special interest groups," he explains.

The Washington legislature took no action on the matter in 1969, but passed the Open Space Taxation Act in February 1970.

The act allows three categories of land—zoned open space, agricultural land, and timber land—to be considered for preferential tax treatment. It defines each of the categories and outlines the procedures for qualifying for the lower taxes.

After passage of the legislation, Florea and Barron switched their effort. Instead of explaining alternative proposals, they worked to educate landowners, county assessors, county commissioners, and city officials about how the new act could affect them.

Providing assistance to landowners

posed a thorny problem, because assessment values and tax rates for similar types of land varied from location to location within the State. Consequently, a universal formula for figuring tax savings under the new plan would not work.

To reflect these variances in assessment and tax rate, the specialists turned to a computer program. They asked county Extension agents to submit up to a half-dozen examples of typical land values and tax rates for major soil groups in their counties.

With this information, the economists used the computer to figure localized examples which could more realistically help landowners decide whether to participate in the program.

They also published two manuals: "Open Space Taxation—a Description and Explanation," and "Open Space Taxation—How To Calculate Its Benefits and Costs." Both received wide use by county agents and by government officials.

The two specialists worked closely with the Washington State Department of Revenue in developing sound methods of implementing the legislation. The two agencies cooperated to provide training for county Extension agents, county commissioners, and county assessors regarding details of the procedural and administrative workings of the legislation.

During the meetings with Extension agents, the agents were given a package of educational materials to use in local meetings. The major educational aid was a slide set, accompanied by a taped narrative. The set described the reasons for open space taxation, gave details of the new act, and cited examples the audience could identify with.

Also included in the package were a fact sheet on Open Space Taxation, a property tax quiz, reproduced copies of sample printouts from the computer program, and a general news release.

County agents kept 12 copies of the slide set in constant circulation during the final months of 1970 and early months of 1971.

Again the mass media was used for reaching the general public. In October 1970, Barron and George Swartout, director of the Department of Revenue, held a news conference in Seattle about the new taxation program. The Extension Information Office at WSU issued releases to State newspapers. Barron was featured in a series of five 5-minute television programs in the Seattle area. Radio programs were used in many ways to support the effort.

Early in 1971, Barron and Florea wrote a third manual: "Open Space Taxation—Guidelines for Assessing Open Space Property Values." The Department of Revenue relied heavily upon this publication.

For their efforts in taxation education, Florea and Barron received the Western Agricultural Economics Association's 1971 award for the outstanding Extension program in agricultural economics.

The ultimate rewards, however, are more far-reaching. Washington Extension Director John Miller cites the following benefits:

—landowners better understand the entire issue of open space taxation and how it can affect them if they choose to participate in the program,

—local government officials better understand the program and have in general taken a positive approach toward integrating the new tax measure with other land-use planning tools,

—the general public is more aware of the results of open space preservation upon the economy, environment, and long range planning in their communities,

—the role of Extension in public affairs education was legitimized, and that in turn helped open the door for expanded programing in similar areas,

—the image of Extension in the eyes of State and local government officials and the general public was given a boost, and

—State and county Extension staffs have renewed confidence in their ability to handle sensitive public affairs issues. □

Aspiration — aide to professional

Ann Stuart has resigned as an Expanded Nutrition and Family Program Aide—and everyone in Michigan is so pleased!

Ann is going back to college. She'll enter Michigan State University's College of Human Ecology this fall to major in community services. And she hopes to rejoin the Extension Service as a professional home economist when she completes her degree.

Ann was the first ENFP supervisory aide hired in Michigan, in January 1969. She also was the first to resign to go on to college.

As Ann explains, "I hadn't really been employed before ENFP came along. I had worked as a sort of volunteer swim instructor at the YWCA, and helped my husband in counseling through his ministry.

"But supervising people for ENFP taught me a lot. Now I feel I've outgrown the opportunities and responsibility. But I'm undereducated for my aspirations."

Ann decided to continue her schooling almost 2 years ago. She's been quietly working toward entering MSU ever since.

She had studied music at a small Iowa school nearly 20 years ago. She interrupted her education to marry.

by
Judith Turk
Family Living Editor
Department of Information Services
Michigan State University



And, as she says, five children kept on interrupting it.

When she decided to re-enroll in college, Ann discovered that a home economics major would require different undergraduate basics than her music studies provided. Since she hoped to enter MSU as an upperclassman, she enrolled at Jackson Community College to pick up what she'd missed. One term she carried 10 credit hours in addition to being full-time Extension aide, wife, and mother.

Ann's educational aspirations have rubbed off on her coworkers. Every ENFP aide in Jackson County has enrolled for some type of course—high school, community college, or adult education. One term all five aides took a class together. In one

case, Ann helped persuade administrators to waive enrollment education requirements so an aide without a high school diploma could take a class which they thought might help her with her job.

Ann's husband, Marvin, pastor of Jackson's Central Wesleyan Church, likes being married to a "school girl." And studying sometimes becomes a family affair for Ann and her children, who range from 6 to 16 years old.

With her enthusiasm for additional formal education, Ann wishes there could be some academic credit offered for the on-the-job training the aides receive.

"Of course, it would be difficult because the aides have such varied educational background," Ann admits.



Ann Stuart, above, put to use both her practical knowledge of food and her skills with children to teach youngsters better nutrition at a day camp for mothers and children. At left, having resigned as a supervising aide, she checks on MSU pre-enrollment information.

But she recalls taking a junior college class with a sliding credit scale. Credit in high school, junior college, or advanced degree depended on the individual, and assignments varied accordingly. But class discussion was open to all—and better for it, Ann feels.

Ann sees her major contribution to ENFP not as a direct effect on families as a teacher, but as a planner and organizer. Her knowledge of community resources began through her duties as a minister's wife. Being a minister's wife, and mother of five, also gave her the practical knowledge of living on a limited income.

"We've always had to practice thrift," Ann says. "At our first

church we were getting only \$60 a week, and we already had three children."

She credits her early years in 4-H and her mother's home demonstration work as sources of much knowledge which she uses at home and as an aide.

As Ann sees it, one of the growing strengths of ENFP is that aides are now more able to help families find ways to use their own resources. Early in the program, she felt, they were so eager to help that they ended up doing many things for families, rather than teaching them to do for themselves.

She feels that one of the most successful class projects in Jackson County was a canning class last summer. It had all the elements of the successful early Extension teaching programs, Ann believes.

Ruth Beale, Jackson Extension home economist, recalls:

"We had a group of low-income women who wanted to learn to can. So Ann found a group of Extension study group women to do the teaching. They also supplied some of the jars, and other equipment.

"Ann got a glass company to donate the other jars they needed. She contacted a local community garden group and bought the needed fruits and vegetables at a very good price.

"While you can argue for days about whether canning is economically sound, you can't argue about the benefits the way Ann organized this project," Ruth continues. "After 2 days of strenuous work, two groups of women who might never have met parted friends. And they had many containers of low-cost food to boot."

In addition to Ann's organizational ability, Ruth sees her as a very creative thinker.

"Ann wanted to involve children, and teach them nutrition, too. She'd heard about other States' use of puppets, and wrote for information. She used some of their ideas, but felt it could be even more effective with real people instead of puppets.

"So she came up with the idea of

our Nutrition Education Theater. A group of 10 teenagers, all from welfare families, formed a group they called the "Food Dudes." Ann insisted that she needed someone young—and with a knowledge of drama—to work with them.

They found such a summer worker in Linda Gallagher, a home economics graduate from Western Michigan. She had worked with theater groups in college.

While Linda trained the "Dudes" in drama, presentation, and content, Ann located costumes and persuaded the city to provide a grant so Linda and the youngsters could be paid for their time. Ann wrote letters to camps, church schools, the fair board, and others, drumming up business.

Then she coordinated the nearly 90 appearances of the "Dudes" during the summer. When she found that the Jackson Headstart Project had buses and drivers that weren't being used, she persuaded them to provide the group with transportation.

So the Nutrition Education Theater hit the road. During the summer they reached over 4,000 youngsters and adults with their message—"Eat Right and You'll Feel Right." Their record was 49 performances during the 7 days of the Jackson County Fair. They operated as strolling players, wandering among the people until they could summon a crowd.

Then, with music, bits of song, and short original plays such as "King Kerchoo and the Viruses," they went to work telling about vitamins, minerals, and the rest of the nutrition story.

They won rave notices from their audiences—it was educational, but fun, too. And Ann saw another benefit. The 10 youngsters earned as much as \$30 a week. And over the summer, their ability to manage money—and nutrition—improved noticeably.

Ann Stuart's leadership will be missed in the Jackson County ENFP. But she is an excellent example of how work as an Extension aide can be the first rung of a career ladder. □

by
Leland C. Smith
*Extension Horticulture Agent
Kenosha County, Wisconsin*

Agents cooperate for environmental impact

A greater community impact can be made by a county Extension office when the whole staff gives emphasis to one program. In Kenosha County, Wisconsin, three agents worked together on a study of environmental problems to create a greater community understanding.

The Extension Planning Committee named pollution as a major problem in Kenosha County in 1963. The first effort to study the problem was by the homemaker clubs in 1966 when they studied land use. Pollution of streams was very evident in that study when the homemakers toured examples of various kinds of land use.

Both Homemakers and 4-H leaders decided to study the water pollution problem in 1969. Mrs. Phyllis Northway, home economist; Gerald Gast, 4-H youth agent; and Leland Smith, horticulture agent, worked together to develop leader training meetings.

They developed a leaders' packet of materials which included bulletins on pollution, a quiz on pollution to

be used as an "interest getter", and a listing of films and printed material available from various agencies. Leaders received three bulletins on pollution for each member in their clubs.

The leader training session included a film on water pollution and discussions by a panel of experts from the Department of Natural Resources, the City Health Department, and the City Water Department. The same program was used in a general public meeting conducted at the University of Wisconsin-Parkside by the Extension staff.

A slide set and script on water pollution were developed for use by leaders of the Homemaker and 4-H groups in the Kenosha area. The slides were used by the Extension staff when giving talks to church, PTA, school, and other groups. This slide-illustrated talk has been given 85 times in the last 2 years.

Water pollution was studied at 4-H camp in 1970. The study was called "pond probe", which meant that the youth divided into groups of six to collect samples of water, animal life, and plants from the nearby polluted lake. The samples were observed under magnifying glasses and microscopes. The young people attempted to identify the organisms and to find out why they lived in this environment.

The Kenosha County Homemakers conducted a bus tour to view pollution problems. They saw sewage treatment plants, illegal septic systems, sewer outfall into Lake Michigan, and polluted streams.

In 1970 the horticulture agent was appointed chairman of Project SOAR (Save Our American Resources) for the Kenosha County Boy Scout Council. Working with a committee, he helped develop a leader training program for 150 leaders. This included a leaders' packet and a seminar on environmental problems.

Seven agencies working with the environment helped with the seminar, and leaders of all local youth groups were invited to attend. Twenty-two scout troops carried out year-long environmental projects.

The horticulture agent conducted a four-meeting series for adults at a local Methodist Church on "Stewardship of the Environment," with emphasis on the Christian responsibility.

With help from the City Health Department, the agents trained the Homemaker leaders on the problems of air pollution in 1971. Again, a leaders' packet was developed with leaflets on air pollution, respiratory diseases, an air pollution quiz, and a list of resource materials.

One public meeting was conducted on air pollution and its relationship to health.

The theme for the 1971 4-H camp was ecology. The main emphasis was the interdependency of soil, plants, and animals. The campers learned about food chains and how man can affect the environment. The learning project was the building of terrariums with small plants found in the woodlot.

Other activities by 4-H Clubs were a cemetery cleanup; county fair floats, booths, and exhibits on pollution;



Leland Smith, horticulture agent, teaches the making of terrariums during the mini-ecology study at the 1971 4-H camp. Coordination among the county Extension staff has brought the environment to the attention of both adult and youth groups throughout the county.

planting and caring for flower beds on the fairgrounds; and inviting speakers on pollution to club meetings. Nine 4-H Clubs with their 10 leaders and 80 members planted and cared for flowers in the 70 tree planters in the business district of Kenosha.

The Homemaker leaders who came to the training meetings conducted their own informational meetings on

air and water pollution. This reached about 400 members in the 30 clubs.

Comments by homemakers on their yearly programs indicated the pollution studies to be one of greatest interest.

Some remarks were: "Made me more aware of pollution and that I must do something about it"; "Timely and an eye-opener"; "The meetings on pollution helped me to be a bet-

ter member of the community"; "Changed some laundry practices"; and "Really got me moving".

A number of the homemaker and 4-H Clubs started their own glass, tin can, and paper recycling projects.

These experiences show that Extension personnel can be more effective when using a coordinated effort with a broader spectrum of clientele. □



Three keys to mass communication

It's AAACE meeting time again. For those uninitiated in today's sea of alphabet soup, AAACE is the American Association of Agricultural College Editors. The emphasis of the 1972 meeting focuses on audiences—just one of the critical elements in a communications effort, regardless of the level at which Extension workers' responsibilities lie.

Communications is the heart of successful Extension programs. Our job is to impart new developments in science and technology that help people to live better and make a better living. How else can this information be conveyed except through effective communications? Effective communications takes on many forms, just one of which is the mass media—the part that we will deal with here.

The amount of attention mass media can give to any institution, organization, cause, or issue is limited by the intense competition in mass communications. Therefore, it obligates those of us in Extension to make the most effective use of the limited attention we can muster. This takes planning—the same kind of intensive planning that goes into other forms of communications. We can't live up to our obligations through the W. C. Fields approach to communications: "I don't care what they say about me as long as they spell my name right."

There are three critical elements in planning mass media communications. They are the message or purpose, the channel, and the audience. Let's look briefly at each one separately.

The message? What will it be this day or this week? The item on wheat varieties which arrived in the morning's mail may be the most convenient and easiest to prepare. But is it consistent with the high priority problems and issues that you, with your program planning committee, decided to emphasize? Is it the most immediate problem faced by your audience today? Somewhere in your planned program are high priority problems, issues, and projects which are being emphasized. Mass media space or time

should not be squandered on minutiae until the high priority needs are treated.

The channel? Which of the major mass media—news-papers, magazines, radio, television, or newsletters—will carry the message most effectively? Is the message a reminder of a meeting, workshop, tour, or demonstration for which only one or two bits of information are essential to enable a person to participate? Does the message carry detailed recommendations that the audience should be able to store and retrieve? Are drawings and diagrams helpful or essential to transmit the message? Does the audience need to see the act performed as in a demonstration? Obviously these types of questions oversimplify. But they should get the idea across that not all media are suitable for all messages, and messages are most effective when channeled through the medium that best plants the idea in minds of the audience as it was visualized by the sender.

The audience? The most obvious consideration here is that the intended audience of the message have access to the selected medium. The second most obvious consideration is that the message must be worded and interpreted at a level comprehensible for the intended audience, whether they are grade school dropouts or college graduates. It also must be interpreted to show how the audience can benefit from the program and that it is economically feasible to carry out the recommendations or follow the directions imparted.

This perhaps is just a long way of saying that we should take the effort to plan our mass media communications to insure that they represent a balance in our priorities and that they are most meaningful to our clientele. In doing this we not only serve the best interests of our clientele, we also assist the media in meeting their obligations to their audience. Thereby we serve the mutual interests of Extension, our clientele, and the media that serve our clientele.—WJW

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EXTENSION SERVICE

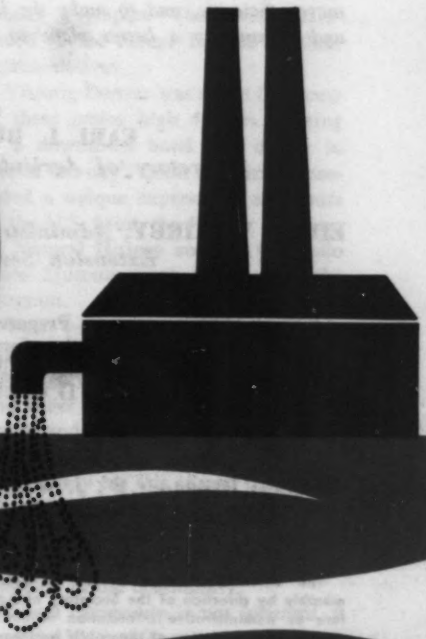
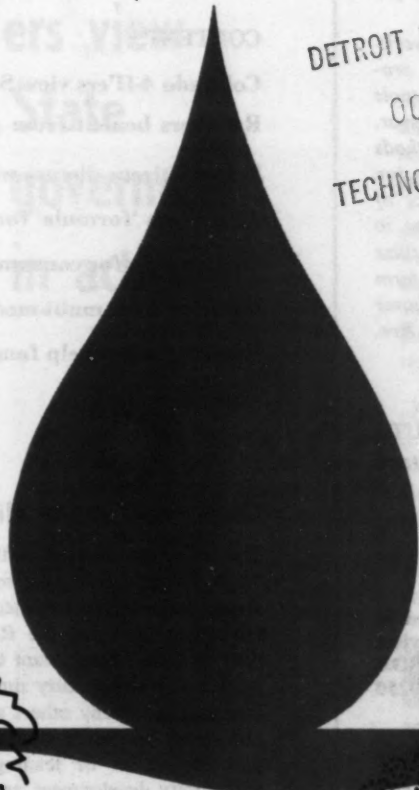
REVIEW

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

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

EARL L. BUTZ
Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

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Share and share alike

The article on page 16 of this month's Review pays tribute to our "right hands"—Extension secretaries. The members of the Virginia secretaries' association, mentioned in that article, have expressed interest in receiving the Review, as have other secretaries from time to time. Some want to know what's happening in Extension work across the country simply in order to do a better job in their own offices. Many others spend their off-duty hours doing volunteer work in the nutrition program, leading 4-H groups, and participating in or leading Extension homemaker activities or community development groups. They, like you, are interested in picking up new program ideas from the Review.

These essential members of the Extension team cannot, under present law, however, receive their own copies of the Extension Service Review. Free distribution is limited to professional employees who are on cooperative Extension appointments. And even if it could legally be done, adding all Extension secretaries to the mailing list could easily increase the circulation—and therefore the cost—by a third. A much simpler and more economical solution, it seems, would be to institute a policy of sharing the magazine between professional and secretarial staffs—if you're not doing so already.

So if you generally file away—or throw away—your Review after you've read it, why not share it with your secretary instead? The Extension organization just might be a little stronger as a result.—MAW

Colorado 4-H'ers view

One of the first and greatest problems every society must face is the gathering and organizing of enough knowledge for its self-government. Each age must make or keep its own government and determine its own future.

Seeing the State government in action was an exciting experience for 28 junior high 4-H boys and girls from the four counties in western Colorado's Tri River Area.

The State Citizenship Shortcourse emphasized three things:

—seeing the State legislature in action,

—visiting personally with local legislators, and

—involving the local community in helping provide a means for youth to become more knowledgeable citizens.

The Tri River Area State 4-H Citizenship Shortcourse idea evolved from member discussions in the Sub-District 4-H Council, and from area school administrators and area legislators. The program was aimed at junior high school 4-H boys and girls who do not participate in many other 4-H trips and State events.

The young people were exceptionally interested. Their opportunity to see State government in action had been very limited, since they live about 250 miles from the State capital, Denver.

As the program developed, it was evident that the members wanted more than just a guided tour of the capital and seeing the supreme court chambers and the governor's office. The 4-H'ers and area legislators emphasized the need to see government in action and to visit the legislators in their working environment.

State government in action

by
Arthur B. Carlson
and
Milan A. Rewerts
Area Extension Agents (Youth)
Grand Junction, Colorado

Several civic groups responded enthusiastically to requests for financial support. Within 2 weeks, more than \$1,000 was committed to the program and most sponsors asked to participate annually.

The first stop in the tour was at the State capitol, where the members viewed a film on the legislative process, toured the capitol, and were received by the lieutenant governor.

Every 4-H'er met and visited in-

formally with each legislator representing the Tri River Area. They also had an interesting meeting with two prominent lobbyists.

On the second day, the 4-H'ers observed the legislature in action and were impressed by the spirited discussion on the floor about the 1976 Winter Olympics. They were introduced to the House by one of their representatives.

Visiting Denver was a first for many of these junior high 4-H'ers. Staying in a downtown hotel and dining in one of the city's finest restaurants provided a unique experience, and tours of the U.S. Mint, the Denver Museum of Natural History and the Colorado State Museum were included in the program.

Each 4-H'er reported his citizenship experiences to his sponsor and was also highly sought after by his school and other local community groups to speak and to lead discussions on citizenship.

Not only did this spread the knowledge of this particular citizenship program, but it also served to broaden the understanding of 4-H and its function in the community.

Good citizenship is not inherent, it must be learned. It means understanding, appreciating, and doing things which make life better for all concerned. As youth agents, it is our responsibility to help guide 4-H members to be good citizens, concerned to act in an intelligent way to help others as well as themselves. In the Tri River Area, the Citizenship Shortcourse proved to be a good means to this end. □

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Ranchers benefit from preconditioned calves

by

Thayne Cozart

Extension Information Specialist
Washington State University



Tom Baker, right, shows County Extension Agent Ray Morris the creep feeder he uses in his calf program. Baker is one of eight county ranchers who pre-conditioned his feeder calves last year.

When the December 9 sale at the Omak Livestock Auction ended last year, six Okanogan County, Washington, ranchers knew that "preconditioning" their feeder calves had "post-conditioned" their bank accounts.

The 426 calves the ranchers sold were Washington Certified Feeders. The calves had earned their credentials by going through a rigid set of standards which preconditioned them for the stress of transportation and adjustment to the feedlot.

Ray Morris, Washington State University county Extension agent assigned to the Colville Indian Reservation, launched the calf preconditioning program—with approval of the Tribal Council—in an effort to boost the profitability of Colville Indian cow-calf operations. Ranchers leasing Colville Indian land also participated in the program.

Morris contacted cattlemen by newsletter in September 1971, explaining the preconditioning program and offering to assist anyone desiring to participate.

Eight families responded, six of which sold calves in the December sale. The other two families preconditioned their calves but sold in October.

"To be a Washington Certified Feeder, a calf must be weaned at least 21 days, know how to eat hay and grain in a dry lot, have a numbered ear tag, and be vaccinated for malignant edema, blackleg, and shipping fever (PI₃ vaccine), be healed from dehorning and castration, and be treated with a pour-on insecticide for grub control," Morris reports.

"We actually went beyond the minimum requirements by weaning our calves 30-40 days before the sale. The hay and grain amounts fed varied between ranchers, and some made additional vaccinations."

Morris helped the ranchers weigh and handle their calves going on and off the preconditioning period. "We had to know how much our calves gained so we could evaluate the program," he reports.

Calves that were certified included Hereford-Charolais crosses, Angus-Charolais crosses, Hereford-Angus crosses, Hereford-Shorthorn crosses, Angus-Shorthorn crosses, straightbred Herefords, and straightbred Angus.

Morris figured that in order for the preconditioned calves to bring a premium price, they would have to sell in large enough lots to make them attractive to large feedlots buying full pens of uniform calves.

He contacted Alan Stookey, owner and operator of the Omak Livestock Auction, about the possibility of selling most of the Colville preconditioned calves in one sale. Stookey was highly cooperative and he and Morris set the sale date for December 9.

They gave the sale good publicity. Stookey ran advertisements in several daily newspapers and livestock market papers, and both men made personal contacts with cattle buyers.

The result of all their efforts was what Stookey termed "the best single sale I've ever had."

"The market was good anyway, and the addition of the preconditioned calves to our regular consignments really sent prices high," Stookey reports. "The sale price of 220 preconditioned steers averaged \$41.86 a hundred with a high of \$43.23 and a low of \$37.90. More than 200 preconditioned heifers averaged \$36.78 with a high of \$37.60 and a low of just \$35.90."

"The calves went all over the country," Morris remarks, "and we had a hard time keeping track of where they went and how they performed after they were sold. A lot of them went to Iowa cattle feeders."

However, one large bunch of the calves went to Stewart Pomeroy of Warden, Washington. He bought 87 steers representing five of the six Okanogan ranches. He also bought 12 non-preconditioned calves.

He is managing all 99 as one unit. At the end of May, the 34 heaviest calves weighed approximately 700 pounds. The 65 lightest calves averaged a few pounds more than 600 pounds. The calves weighed 400 pounds when Pomeroy bought them and he paid an average of \$42.80 per hundred.

Pomeroy reports that he lost no calves and had only one poor-doer. "The thing I liked about these preconditioned calves is having no disease problems and eliminating the need to handle them right after the stress of selling and hauling them."

He suggested that it would be helpful for the buyer of preconditioned calves to know exactly how the previous owner was feeding them prior to sale. "Then the buyer could keep them going right on the same ration," he says.

Morris's records on the 426 calves indicate that preconditioning would have been profitable even if the calves hadn't sold for a premium price.

"They gained enough that the extra gain more than paid for the cost of preconditioning," he says.

The per head cost of grub control and vaccinations for the 426 calves ranged from 70 cents to \$1.15, hay costs ranged from \$2.50 to \$4.50, and grain costs ranged from \$1 to \$3.75.

The entire preconditioning costs ranged from a low of \$5.25 to a high of \$8.25.

The steers gained from 1.9 to 1.0 pounds per day. The heifers gained from 1.78 to .75 pounds per day.

The most important statistic of all was net return per head. Based upon the selling price per pound and gain during the preconditioning period, the calves netted between a high of \$12.03 above preconditioning costs to a low of \$3.60 per head.

Morris recalls that none of the ranchers had elaborate facilities. "They had a dry lot, some bunks, and a water tank. That's all it took besides the determination to make the effort to certify their calves."

The Okanogan County ranchers who preconditioned last year all plan to continue the program again this year. Others have indicated they'll join the program, too.

"When a rancher continues a preconditioning program, he builds a reputation for quality calves," Morris says. "That should help sell his calves in the future. Another side benefit of preconditioning is that the rancher usually improves the management of his cow herd and the quality of his replacement heifers."

Morris cites the Okanogan preconditioning program as an excellent example of the results of cooperative effort. County and State Extension workers, individual ranchers, the Colville Tribal Council, the Bureau of Indian Affairs, the Omak Livestock Auction, and feedlot operators all played an important role in the program.

"This cooperative effort has not only boosted the income of the participating ranchers, but also reinforced the Okanogan region's reputation as an excellent source of high quality feeder calves," he concludes. □

by
Mary Ellen Lavenberg
Extension Home Economist
and
James T. Williams
Regional Community Resource Development Agent
Middlesex County, Massachusetts

Urban citizens discuss water crisis

"Water Crisis Now: Gone in 1980?" That's the title of a new series organized by the community resource development and home economics staffs of the Middlesex County, Massachusetts, Extension Service.

It is meeting the educational needs of community leaders, organizations, and consumer-taxpayers, as well as promoting good communications among them.

Middlesex County has a population of 1.4 million and is a predominately urban county composed of 54 cities and towns. The total county is facing many pressing environmental problems.

Lowell was selected as the location for this educational program in water quality because it is one of the largest communities on the Merrimack River. And the advanced state of pollution of the Merrimack is one of the area's major environmental problems.

Lowell, with its 92,000 residents, uses more than 10 million gallons of the river's water per day, and soon many other towns in the greater Lowell area will look to the Merrimack as a source of drinking water.

The first series of environmental improvement seminars on water quality took place in January and February of 1972. The county staff was supported in the pilot project by State Extension home economics and community resource development staffs and the Technical Guidance Center for Environmental Quality at the University of Massachusetts.

The meetings were a cooperative effort involving the Lowell League of Women Voters, Massachusetts Association of Conservation Commissions, Merrimack River Watershed Association, Northern Middlesex Area Planning Commission, Shawsheen River Watershed Association, and the Middlesex County Women's Advisory Council.

The planning for the series began after State Extension leaders introduced to county personnel the services available from the university in the field of environmental quality.

A key to planning the program was bringing homemakers and community decisionmakers together to interact. This helped to broaden the view of both audiences, as well as to open communications.

The planning also brought together the viewpoints of two groups—one, the home economists, the homemaker advisory council, the homemaker clientele, and the League of Women Voters; and the other, the community resource development agent and agency representatives from the Technical Guidance Center, Conservation Commission, Area Planning Commission, Army Corps of Engineers, and State Water Resources Commission.

The community resource development segment of the planning group supplied the expertise, and the home economics group brought a new audience into contact with these decisionmakers at a community level.

The four-part series was planned and carried out with relative ease because of the teamwork between the two disciplines. An added bonus was that agencies and individuals involved in the program became more aware of the broad scope of Extension's services.

Each of the four meetings in the series was on a different aspect of the water quality problem in relationship to Lowell and the Merrimack River.

The first session was a panel presentation which looked at "The Merrimack River, an Asset in Your Community." Slides set the scene by illustrating the content of the river in its present state.

The Army Corps of Engineers presented "Designs for a Clean River: a Study of the Merrimack River," which outlined several feasible methods of water treatment to insure future improvement of the river.

Finally, a representative of a State regulatory agency described the mandatory schedules for water pollution control facilities to be operating within the next 5 years, dependent upon Federal funding.

The moderator for the panel was a representative of a private environmental planning and consulting firm.

The second session was titled "Your Community Can Protect Its Water Supply." It dealt with possibilities for action on the part of agencies in the local community. The highlight of this session was a film about the local water treatment plant. This "home movie," produced and narrated by the head chemist of the facility, was a real eye-opener for the public.

Other topics included flood plain zoning and protection, one community's solution to contamination of well fields by road salt, and the role of a regional planning commission. The moderator was the president of the State Association of Conservation Commissions.

Session three, "The Taxpayer Can Show His Concern for His Water Supply to the Changemakers," fea-

tured speakers representing local officials and citizens' groups.

The president of the League of Women Voters described legislative action through group participation. Massachusetts provides a unique opportunity in this respect, since every bill before the legislature must have a public hearing at which any citizen or group may express his viewpoint.

A housewife who has achieved national recognition for her knowledge of the problems of highway salting showed what can be achieved by an individual through research and study.

Also discussed were the efforts of a local watershed association and a waste treatment facility at a manu-

facturing plant located on the Merrimack River. The manufacturing plant employs 10,000 and is a model for other industries and communities. The waste treatment plant is unique because the water it returns to the river is greatly improved.

The focal point of the final meeting was a water management game called "Dirty Water", developed by a private corporation. By playing the game, the audience became involved in the decisionmaking aspects which community leaders face.

"Dirty Water" is a board game similar to "Monopoly." Each player assumes the role of a water pollution control official who is responsible for stocking his lake. He does so by collecting appropriate organisms as he moves around the game board, confronting the problems of water pollution each time he lands on a "pollution" triangle.

Throughout the game he must learn to anticipate possible pollution of his lake, attempt to avoid the problem of overpopulation, manage his finances efficiently, and consider the problem

of possible pollution coming from upstream. A player wins the game by controlling water pollution successfully and thereby being the first to completely stock his lake.

The regional community resource development agent developed a series of cardboard figures representing the various forms of plants and animals found in a river or pond, to explain the delicate balance of an ecological chain. These were used prior to playing the game, and also are an effective tool to help any group understand these systems.

The water quality meetings were publicized through local newspapers and radio. We prepared special releases featuring the speakers for use in their local weekly newspapers.

Publicity was sent to people on the home economics and community resource development mailing lists, and cooperation from other groups and agencies helped us to reach people not on our regular mailing lists. About 50 people attended all four of the sessions.

Evaluation by participants in the series was most favorable. Many indicated that they would be willing to serve on a planning committee for future programs of this kind. The Extension home economist, as a result of the seminars, developed a leader training program on this subject for home-maker study groups.

The City of Lowell now has before its city council a proposal for a flood plain zoning bylaw that would make Federal flood insurance available to the community. Also, there is now a movement in this area for regionalization of water supply and waste treatment facilities.

The Extension staff hopes to do another seminar just before town meetings next winter, focusing on solid waste disposal.

The Extension Service hopes that through programs like "Water Crisis Now: Gone in 1980?" communities will be more aware of the necessity to protect their resources, and taxpayers and community leaders will have a better understanding of the issues. □

Pretending to be water pollution control commissioners, two participants in the water quality seminars try to bring their ponds into ecological balance as they play "Dirty Water."



by
L. J. Strickland*
Former Leader, Resource Development
Tennessee Extension Service
and
Donald L. Nelson
Program Leader
Rural Development Information
Extension Service, USDA

There's no 'formula' for community development

There's no one way to community development. In Tennessee, Extension approaches the problem in different ways, according to the attitudes, desires, and needs of the people.

Ward Draper, an implement dealer and community leader in Jackson County, says, "About 10 years ago, we woke up. We started to take inventory. We found we had lost most of our people. The decline started about 1940. Most of the people were gone by 1960. We began asking, 'What can we do to bring people back?'"

Knowing that the Cordell Hull Reservoir would have a big impact on the area, county leaders began providing facilities needed for this water-based economy (the reservoir is scheduled for completion this year).

Draper and other community leaders sought the help and counsel of State, regional, and county agencies and organizations, including Extension. The result is improved or new water and sewer systems, schools, hospital, jail, and library. And they are working to improve access to the area and create new jobs.

"We realize we're not going to attract heavy industry, and possibly it's better if we don't," Draper said. He

thinks the small (population 8,000) county's best bet is to work on trade, services, and tourism before worrying about business and industry.

Through organized community efforts, however, the county has attracted enough jobs so that Draper thinks they have "turned the corner" in their 10-year-old development effort. A staunch supporter of "Small Town USA," he thinks per capita income and population will rise in this county, which formerly had the lowest per-person income in the State and was losing population faster than any of Tennessee's other 94 counties.

Do he and other community leaders ever get discouraged? Yes, he said. But then someone from a regional or State group comes by and notices progress being made, encourages the leaders, and offers help.

"We've got the organization it takes," Draper said. "We didn't at one time. When we get funding for a project, the problem is solved."

Are the rules and regulations of Government programs too stringent? "No," answered Draper. "We realize that there must be regulations. We understand that. But we do want a voice in policy, want to make our own decisions." The local development committees serve this function.

It took nearby Pickett County leaders a little longer to "wake up" to their dilemma. This still-smaller county (population 3,500) had a local development committee, but it wasn't accomplishing much.



An Extension leadership school was begun in 1969. County Extension Leader Lyle Donaldson said, "We got about 50 county government officials, community leaders, and businessmen together. We took a critical look at ourselves. We decided what direction to go. We didn't just sit and think about the problems. We started making studies, getting the facts."

By organizing into development committees, the local leaders have accomplished several things. The industrial committee, armed with a scientific labor survey, paved the way for the location of two new industries in Byrdstown, county seat and only town in the county. The new plants, both garment industries opening this year, will employ 600 people.

Donaldson said the industries were impressed with the quality of the labor force available and with the testing program offered through the county

*Mr. Strickland retired from the Extension Service on June 30, 1972, after 39 years of service.



A metal fabricating plant in central Tennessee produced the huge pipe (above) for a steam plant. The rural industry employs local people in skilled jobs and has made a filtering system for the Saturn rocket program. At left, L. J. Strickland (right) and Lyle Donaldson, Pickett County Extension leader, look over the Cordell Hull Birthplace Museum. County Extension home economics clubs have helped restore and operate the memorial.

consolidated school system. As another example, the health committee attracted two doctors to the county (formerly there were none) and spearheaded construction of a community health clinic.

"People now wear a smile," Donaldson said. "We're beginning to show signs of growth. We can attribute this to a lot of hard work by local leadership."

And no wonder they smile! About a third of the population was on welfare at one time—700 families on Food Stamps. Opportunities for these proud, hard-working hill folk are now opening up, signaling the possible end to a long decline in jobs and resulting out-migration.

The industrial development, health clinic, a community center, 116 new homes built last year, and a new sewer system are just a few of the accomplishments which bring smiles to the courthouse square.

Responding to community need and interest, Donaldson now spends about 30 percent of his time on community development education. This has increased from practically nil only a few years ago.

Two other central Tennessee counties go about community development in still a little different way.

In Warren and Franklin Counties, relatively more prosperous than Jackson and Pickett, community clubs organized by Extension years ago have evolved into effective community development vehicles.

In Warren County, city-county cooperation seems to be the key to improvements. A high level of cooperative participation (electric, phone, and water co-ops, for example) demonstrates this.

The community clubs helped get rural water systems, which in turn have helped attract industry and provide jobs for rural residents. This has

helped stop out-migration, which accelerated when the coal and lumber industries moved out.

Warren Extension Leader C. L. Ayers said, "We exploit leadership." By this he means that Extension stays in the background, but provides educational guidance—and maybe even a little push—whenever it can to urge on the knowledgeable, skilled community leaders.

In Franklin County, T. L. Mayes, county agent from 1935 to 1967, first helped organize community clubs in 1940. A countywide community council was organized from the 19 community clubs in the county. It has now been incorporated as the Franklin County Resource Development Association.

Expanded to bring in other groups, the FCRDA is in the midst of its first big community venture. With Farmers Home Administration assistance, a housing project is underway for the elderly.

These four Tennessee counties, then, are a vivid illustration that there is no one "formula" for community development. The goals, and the techniques for reaching them, might be ideal for one county, but completely wrong for the one adjacent to it.

Extension's job, these Tennessee Extension workers believe, is to help people decide what they want and need, let them know how Extension and other resource people can help, and then encourage community leadership to accept the responsibility for action—with the assurance that Extension is there for support and guidance whenever it's needed. □

A fabric company representative, below, emphasizes a point during his presentation to consumers at one of the educational programs which Extension co-sponsored with the manufacturer and retail stores in six Pennsylvania areas. At right, two Philadelphia homemakers model clothing and home furnishings made from coordinated fabrics.



Cooperation for consumer education

by
Helen T. Puskar
Home Furnishings Specialist
and
Ruth Ann Wilson
Clothing Specialist
The Pennsylvania State University



A cooperative effort by the Pennsylvania Cooperative Extension Service, a fabric company, and six retail stores in Pennsylvania has reached more than 5,000 women with an educational event called "Looking at You in Your Home."

Sites of the programs, which took place during March and April 1972, were Scranton, Allentown, Camp Hill, Erie, Philadelphia, and Pittsburgh.

The objectives of this educational pilot program were:

- to provide up-to-date information about new fabrics, their fiber content, finishes, care, and use,

- to outline the wide variety of considerations consumers must know about as they select fabrics for garments, window treatments, and wall or furniture coverings,

- to stimulate interest in the home environment, and to help people recognize its importance to mental and physical health, and

- to focus community attention on creative and worthwhile programs in Cooperative Extension through cooperation with manufacturers and retailers.

As the project began, the Extension clothing and home furnishings specialists worked closely with Rudolph Alperin, the vice president of the fabric company, to set up program content and format.

Then they contacted the six stores to see if they were interested in this joint effort to meet the interests and needs of women in the surrounding area.

The Extension coordinator, a county home economist, and personnel from each store worked with them to plan details of the presentations. These varied from store to store, but several things were common to all.

Home economists chose six to 12 models to make and model clothing made from fabrics donated by the local stores and the fabric company. Stage settings varied from simple to elegant. In most cases, notions and patterns also were donated by participating stores.

Models ranged from 5-year-olds to grandmothers, with many 4-H members represented. These models wore their garments during the program to illustrate coordination of clothing and home furnishings. The fabric company representative gave an illustrated lecture stressing art, consumer, and design principles.

From the time the idea was first proposed by Helen Wright, then clothing specialist at The Pennsylvania State University, it was eagerly accepted by the fabric manufacturer, the retail stores, county home economists, and homemakers.

The large number of homemakers who attended shows clearly that there is great interest in improving the home environment and that women are looking for sources of information to help them to do this.

They were enthusiastic about seeing and hearing about what is new in color, design, texture, and decorating

trends. It was an educational program from beginning to end, with a minimum of advertising.

Each participant made an important contribution to the success of the program. The local stores provided the room settings, which varied from a simple stage to detailed elaborate vignettes. One store moved out rolls of other fabrics to a truck for the day to make room for more women to be seated in their limited auditorium space.

The number of shows varied from two to four a day. Extra presentations were added at the overwhelming request of local homemakers who wanted to attend.

No newspaper publicity was given to the programs. Attendance was recruited by county home economists, who informed their adult and 4-H groups of the event.

The coordinator, a home economist from the area, helped plan the program, assigned models, and sent letters to agents in surrounding counties telling them the time and date of the presentations and the seating capacity.

Each county home economist, in turn, informed her of the number of tickets or space needed by the homemakers from her area. Many counties arranged for a bus to transport interested people. The specialist acted as a coordinator between the manufacturer, local coordinator, and participating store.

The manufacturer provided the fabrics which were used to illustrate the talk and presented the programs in a way which was well-received by the audiences. The homemakers enjoyed a learning situation which was visually pleasing and stimulating.

Keeping consumers up-to-date is a vitally important but almost overwhelming responsibility. In terms of time and availability of materials, no one person or group would be able to do this without the help of others. But when Extension is able to cooperate with local businesses and manufacturers, the results are satisfying. □

Missouri tries multi-media team teaching

Mass education programs based on face-to-face teaching methods are becoming impractical, and almost impossible in today's expanding urbanized society. To communicate effectively, it is becoming more and more obvious that a team effort in teaching is feasible and can be a successful solution to certain education problems.

The University of Missouri Extension Division, with an entire State as its campus, has begun experimenting with multimedia team teaching to bring new information to Missourians in remote areas of the State.

A noncredit, 5-week course in practical horsemanship was given simultaneously this spring in 14 locations. The course used an amplified telephone system, which actually isn't anything new to Extension. But establishing simultaneous communications between 14 locations, not just two, is a newer concept.

The basic instructional tools for each weekly lesson consisted of a packet containing a set of about sixty 2-inch by 2-inch color slides, a professionally narrated audio tape or a cassette, and a printed guide which rein-

forced the material the slide-tape presented. This packet was produced by several information specialists in the University's Extension Information Office.

The actual instruction involved many Extension people. During the first phase of the weekly sessions a local area Extension specialist spent about 40 minutes presenting the slide-tape lesson and distributing the guide sheet.

A coffee break followed which gave the students time to formulate questions and gave the local instructor a chance to read through the questions and select several that represented the most interest.

Contact with the Columbia moderator, Dr. Melvin Bradley, State Extension livestock specialist at the University, and the author for the week's lesson, was then made by amplified telephone.

Bradley accepted questions from various classrooms and guided the conversations with the horseman who served as instructor for that particular session. The amplified telephone hookup made it possible for all 14 class-

rooms to be able to simultaneously ask the instructor questions, hear the moderator pass the questions on, and hear the instructor's reply. About an hour was allowed for this type of discussion between students and teachers.

If the students did not get all of their questions answered in the telephone session, the local instructor mailed in the remaining questions to Bradley. He recorded the answers and mailed them back to the local center,

by
Ann MacFarlane
Extension Information Specialist
University of Missouri



where the tape was played at the next class session.

Lesson topics and the horsemen who instructed were:

—practical horse psychology, Bradley, Extension horse specialist,

—pre-bit hackamore training, B. F. Yeates, Extension horse specialist at Texas A&M University,

—training by driving, William Slemp, manager of the University's College of Agriculture horse herd and a professional trainer,

—equitation, Jim Kiser, in charge of Iowa State University horses and an active judge, and

—horseshoeing, Jack Kreider, professional horseshoer and coach of the University's collegiate livestock judging team.

Through this type of team approach the Missouri Extension Division was able to reach more than 800 people 1 evening a week for 5 continuous weeks. Forty percent of these students were under 19 years of age.

More than 300 of them had not had any previous contact with Extension or its services, and 86 percent indicated they would take another horse course through amplified telephone. The possibilities for new Extension programs with audiences such as these are obvious.

This technique provided students with subject-matter experts who probably would not have been available otherwise.

Conducting a similar course in conventional teacher-classroom situations would have been prohibitive in terms of expense and time. Individual students paid only \$5 for the entire 5-week course, and families paid only \$10.

"Perhaps the greatest effect we may see from this program is the 'educational fallout,'" said Dr. Bradley. "Slide-tapes are being reused and shown to new audiences, the handouts will be included in the UMC Agriculture and Technology Guide series, and

the question and answer sessions are going into use as radio tapes."

Bradley cited teaching appraisal as an added advantage to this type of course. "You may feel you should review your teaching methods a bit after an editor, a photographer, and an audio specialist from the Extension Information Office have gone over your materials with a red pencil," he said.

It was made clear to the instructors through written comments on the course evaluation that audiences aren't anxious to hear a dry, prepared speech.

"Courses that use old overhead projector transparencies, slides, and hurried-up preparation are not received well," said Bradley. "The compact presentation of the information in the time allowed for each weekly session seemed to be an advantage to both teacher and student."

Other course advantages the instructors noted were the ability to reach a large audience and the good interaction between the 14 local audiences.

This type of sophisticated use of media in teaching seems, at present, to be almost unlimited. Many audiences throughout Missouri could be easily accessible through amplified telephone and have shown an interest in courses that are more in depth than those usually available locally. Courses possibly could even be expanded to include college and high school credit programs.

Amplified telephone is not the final answer to our educational process. The media teaching team can never fully replace the personal learning situation between teacher and pupil.

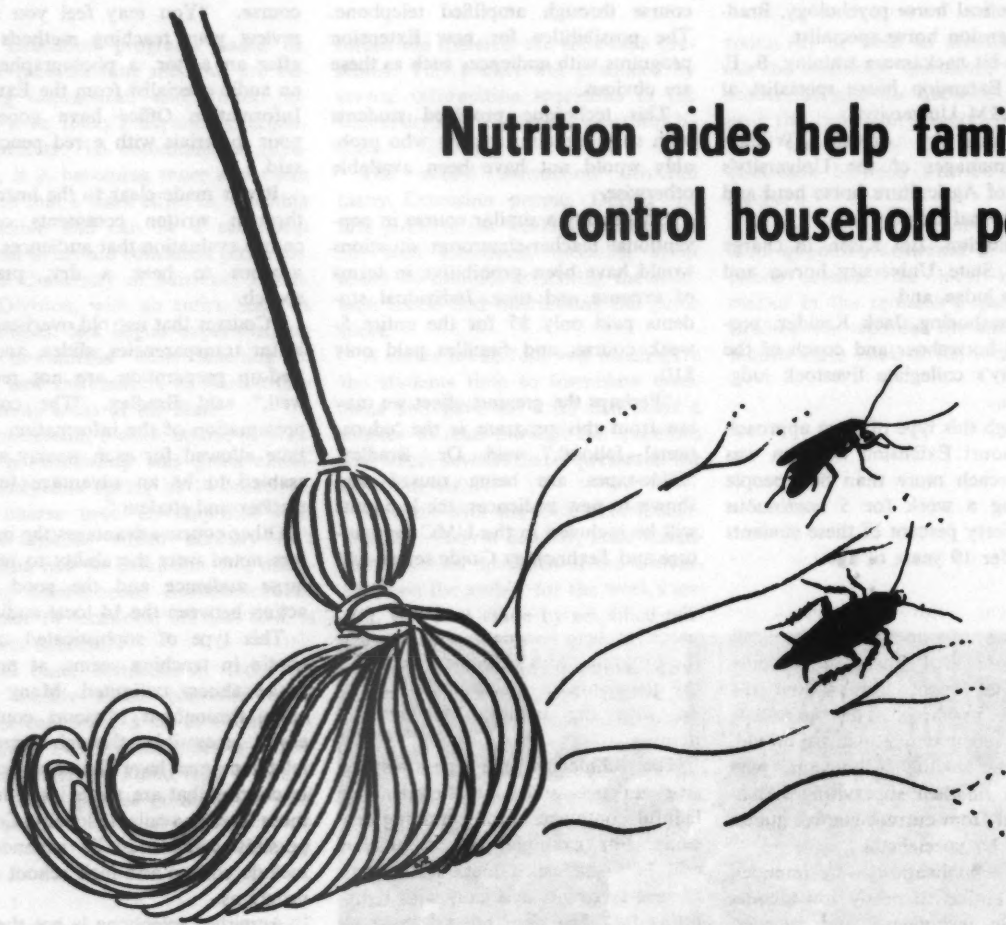
But with the right situation and materials, it can uncover a wealth of potential students who for reasons of age, income, locations, and time would not consider a return to the conventional classroom.

In Missouri it has offered the team of educator, communicator, and subject experts the opportunity to share their knowledge and experience with more varied groups of students than ever before. □



An area Extension livestock specialist, above, presents a slide-tape lesson during the horse short course. At left, Melvin Bradley, moderator, and Don Mitchell, director of educational services at the university, receive questions from the 14 classrooms and relay them to that week's expert for his reply.

Nutrition aides help families control household pests



by
William H Robinson
*Assistant Professor and
Extension Specialist, Entomology
Virginia Polytechnic Institute and
State University*

Extension technicians (program aides) in Virginia have been asked to add household insect control information to their already full Expanded Food and Nutrition Education Program.

They have accepted the challenge of this new subject matter, and are busy teaching low- and moderate-income families how to control insects that may be creating unsanitary conditions in their homes and food supply.

Cockroaches, house flies, flour and grain beetles do not discriminate on the basis of income or housing, of

course. But the people with the least of necessities often suffer the most hardship from these and other household or stored-food pests.

And in many instances low-income people are not reached through the standard Extension programs or publications. To keep these people from being overlooked, new methods were needed to provide them with the information and help.

Here are some of the ways the Virginia Cooperative Extension Service is dealing with this problem:

The biggest problem to be solved was finding a means of distributing information to low-income families. The Extension technicians working with the EFNEP seemed to be a logical link with this clientele. They were hired especially to work with needy families, were distributed throughout Virginia in both city and rural areas, and had already established some rapport with the very people I wanted to reach. The technicians could distribute publications and provide help during their regular visits and meetings.

Since the existing Virginia Extension publications did not seem applicable to low-income clientele, new ones had to be prepared. I wrote and illustrated two publications specifically for low-income people: "Get Rid of Cockroaches," and "Get Rid of Kitchen Pests."

They are brief—just four pages; they require little or no reading—10-14 simple drawings carry the message; and they emphasize a thorough cleanup program.

Chemical control techniques are shown also, but no specific chemicals are recommended. This gives the publications a longer life without the need for updating. The up-to-date chemical recommendations are provided by the visiting technicians, who get them via their supervising Extension agent from current control guides prepared by specialists.

The two publications were intended for distribution to needy low-income families by technicians, and designed to be nearly self-explanatory, except for the chemical recommendations.

Certainly, the technicians could not be expected to take on this new subject matter without some training. They needed the opportunity to become more knowledgeable, so they in turn would be confident and more help to the families. I designed a short (2-hour) training program which included about 40 color slides, and a 10-page training and resource manual for each technician.

The color slides depict areas around the home to be included in a thorough cleanup program, some food products

likely to become infested with insects, and immature and adult stages of many household insects.

The manual provided to each technician includes:

- important facts about the habits, life-history, and sources of reinfestation of household insects,

- a brief illustration of a cockroach life cycle,

- suggestions on household cleanup and insect control,

- space to write in current chemical control recommendations,

- safety information, and

- colored pictures of household insect pests.

The training was conducted throughout Virginia. Agents helped to bring together technicians from adjacent counties for the sessions. In fact, the agents shouldered nearly all the planning and organizing duties. This involved finding meeting places, providing projection equipment, and perhaps arranging for a coffee break.

A brief questionnaire, to be completed by the technicians, was prepared to help evaluate and improve the program. The technicians received the questionnaire after they had worked with the material for several months.

The technicians have been a responsive audience, and have offered many helpful comments during training sessions. For example, one technician told how she asked local restaurants to save large jars and cans with tight-fitting lids. She then offered these to families lacking insect-proof containers to store such things as flour, dry milk, and meal. Another technician suggested using a small amount of vinegar in a dish to help repel house flies from the kitchen.

An accurate measure of the success of the program may be some time off yet. But first reports from both technicians and agents are favorable.

Extension Agent Ann Sanderson says, "The technicians in Buckingham and Cumberland Counties have used the publications with homemakers during working visits in the homes. Because of the simplicity in design of

this educational material, it is most usable with all low-income clientele.

"The manual is quite helpful for reference. The technicians keep this in their notebooks to answer questions from homemakers."

Technicians working with Ms. Sanderson on the EFNEP report:

"I have used the training manual and publications in talking with my families, and many have said they were useful."

"Most of my families are interested in controlling insects in their home and are glad to have me leave the publications with them."

"I try to explain to my families that we all can have bugs in our homes. Then they don't feel so bad and try to control the bugs in their homes."

Cockroaches, house flies, mealworms, and flour beetles invade households with the best of incomes, as well as those with the least of incomes; they can infest the best of neighborhoods as well as the worst of neighborhoods. Extension programs should follow the pests and also reach all segments of the population.

Other specialists who feel their household insect program and publications are perhaps not reaching low- and middle-income families might consider asking the help of EFNEP program aides. □



Welcome!

It is a pleasure to use this space to welcome the Southwest (Virginia) District Extension Secretarial Association to the family of Extension employee associations. That the group is both new and small does not dampen the members' enthusiasm. President Nancy Catron says plans already are being drawn, with the help of Director Skelton, to go statewide to form the Virginia Association of Extension Secretaries.

Organization of this association is just one more manifestation of Extension staff dedication—a characteristic of Extension workers that plays a major role in Extension effectiveness. As with other Extension staff associations, the basic purpose is professional improvement. Workers, both active and retired, who have devoted their entire careers to Extension, number in the thousands. Secretaries are no exception.

Specific purposes of the Association as stated by President Catron are to:

—establish and maintain a permanent professional organization of District and Unit Extension secretaries of the Extension Division, Virginia Polytechnic Institute and State University,

—promote professional improvement by encouraging members to avail themselves of educational benefits provided through the Extension Division,

—encourage, promote, and maintain high professional standards among Extension personnel, and

—provide opportunities for recognition of service to Extension.

This association is a long overdue recognition of the secretaries' roles. They perform a function that would be virtually impossible for agents, specialists, and administrative staffs to perform. They are the ones who maintain continuity and efficiency in the day-to-day office operations. They are the ones who handle routine calls and correspondence by the thousands. They are the ones who handle the myriad of details surrounding such things as Extension meetings, short courses, seminars, and tours. They are the ones who provide most Extension clientele with that all-important initial glimpse of Extension, its functions, and its programs.

Detail, yes! But the secretaries don't let that bother them. They tackle all that detail with the same marks of professionalism—enthusiasm, dedication, and skills suited to the task—that others of us bring to our duties. That this group saw fit to form an organization with the objectives stated above is just one more demonstration of a professional approach to a most important job.

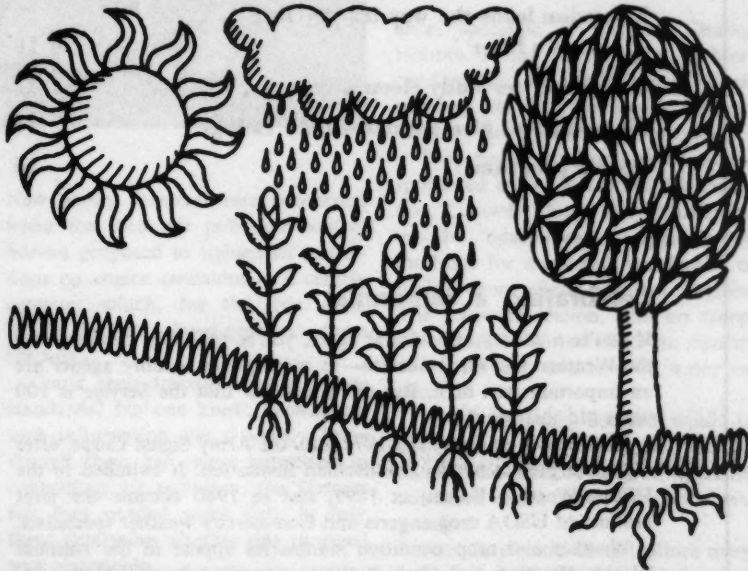
We congratulate all who contributed to the organization of this association.—WJW

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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * SEPTEMBER 1972



Weather & Crop Service Centennial P-2

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TECHNOLOGY & SCIENCE

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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
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EXTENSION SERVICE

REVIEW

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Celebrating a centennial

If you're a county agricultural agent, you're probably familiar with the Weather and Crop Service—in most places, county agents are an important part of it. But did you know that the Service is 100 years old this year?

The Service originated in 1872 with the Army Signal Corps, after a pioneer project by the Smithsonian Institution. It switched to the USDA Weather Bureau in 1891, and in 1940 became the joint product of USDA crop experts and Commerce's weather specialists.

Weather and crop condition summaries appear in the national Weekly Weather and Crop Bulletin—compiled from reports supplied by SRS crop reporters, county Extension agents, and weather observers with Commerce's National Oceanic and Atmospheric Administration.

A highlight of the centennial observance will be a special ceremony at the Smithsonian Institution in Washington this month to open an exhibit about the Weather and Crop Service. Awards will be presented to a volunteer weather observer, a volunteer crop reporter, and an Extension worker.

James Robinson, area specialist in Presque Isle, Maine, will receive Extension's award. Although he is the one who will accept the award, however, every Extension worker who cooperates with the Weather and Crop Service should feel equally honored. This is a fine recognition of Extension's efforts to help provide the Nation's farmers, marketers, and consumers current and reliable information on weather's effect on our food and fiber supply.—MAW

by
Franklin B. Flower
Charles M. Holmes
Andrew Bara*

Tests help set air pollution law



Franklin Flower, associate Extension specialist, uses the opacity meter to measure the density of smoke coming from a diesel tractor exhaust.

ences specialist at Rutgers; Charles Holmes, senior county agent in Mercer County; and Andrew Bara, principal engineer for the State's Department of Environmental Protection.

They began by attending a seminar sponsored by the Bureau of Air Pollution Control. There, they learned to use the "opacity meter" approved by the State for measuring the density of smoke from diesel-powered engines. The proposed section, with no exceptions, limited emissions to an opacity of 40 percent, exclusive of water vapor.

A field test, they decided, would be the best way to determine whether diesel farm tractors in good operating condition could comply with the proposal.

A county board of agriculture member arranged for the use of five tractors of four different makes to perform normal plowing at a farm field in Hamilton Township. All five were in good operating condition.

Each pulled its normal gang plow consisting of five to seven bottoms. All five began operation with a cool engine and continued running until the engine had reached normal operating temperatures.

The opacity meter was attached in turn to each of the tractor exhausts, and exhaust densities were noted during the normal operating cycle. Most of the engines produced emission of greater density when operating under

cold conditions than under normal operating temperatures. Once the engines reached operating temperatures, the density ranged from 3 percent to 18 percent opacity.

With a cold engine under load, however, the emission density ranged as high as 40 percent opacity. And puffs of smoke at various times—particularly at start-up, during changing load conditions, and rapid acceleration after idle—ranged from 40 to 80 percent opacity. They were generated during what would be a normal farm tractor operating cycle, and lasted for only a few seconds.

The tests indicated, then, that the modern diesel farm tractor in good operating condition can meet the proposed 40 percent opacity limit during most of its operation. But the occasional puffs of a higher density, also a normal facet of the diesel tractor operation, would not have been allowed under the "no exception" regulation.

So it was recommended to the Bureau of Air Pollution Control that they revise the proposed code to permit emissions of smoke greater than 40 percent opacity from on-the-road mobile sources (which included farm diesel tractors) for brief periods of time.

The final version of the code, as adopted, says, "No person shall cause, suffer, allow, or permit smoke the shade or appearance of which is darker than #2 on the Ringelmann smoke chart or greater than 40 percent opacity, exclusive of water vapor, to be emitted into the outdoor air from the combustion of fuel in any mobile source for a period of more than 10 consecutive seconds."

Through this cooperative effort of New Jersey farmers, the Bureau of Air Pollution Control, and the Cooperative Extension Service, standards were set which meet the requirements of reducing the air pollution in the State, as well as enabling farmers operating diesel-powered tractors to live within these standards when the tractor is maintained in good operating condition. □

New Jersey farmers were concerned when the State air pollution control bureau proposed to tighten its restrictions on engine emissions in a vehicle category which, for the first time, would include diesel-powered farm tractors.

Could their tractors meet the new standards? No one knew, because no such information was available. Even though they, too, were interested in controlling air pollution, the farmers felt they needed some data to help them determine whether this proposal was reasonable.

Their concern prompted the Cooperative Extension Service and the air pollution control bureau to cooperate in tests to determine the practicality of the proposed code. Working together on the project were Franklin Flower, Extension environmental sci-

*Franklin Flower is Rutgers Extension specialist in environmental sciences; Charles Holmes is senior county agent in Mercer County; and Andrew Bara is principal engineer, New Jersey Department of Environmental Protection.

Demonstrations prove value of good forage



Steers standing belly deep in tall fescue attest to the value of Craig County's pasture improvement.

by
Jack Drummond
Associate Extension Editor
Oklahoma State University

Vernon Haggerton chewed thoughtfully on the stem of tall fescue he had pulled from a 60-acre field where 89 steer calves were grazing contentedly.

"I fed them some grain, but no hay!" he emphasized. "We're allergic to that stuff around here!"

Haggerton is one of four Craig County, Oklahoma, farmers and ranchers cooperating in an educational demonstration program aimed at producing more forage, and thus more beef, on the soils of the county.

"It all got started a year or so ago when our county forage council decided something should be done," said Craig County Extension Director O'Neal Teague.

"We had a brainstorming session and made up our minds to improve our pasture situation."

The council called in help from the agronomy and animal science departments of Oklahoma State University. The university folks, led by Loren Rommann, Extension range, pasture, and forage specialist, worked with

the local committee in developing plans to improve the fertility of the county soils and produce the maximum amount of forage economically possible.

The Tennessee Valley Authority cooperated by underwriting part of the expenses of the demonstrations.

This done, the county forage council selected the cooperators and went into action. Several attacks were planned in attempting to increase the net return for each unit of land.

These were outlined by Gale Thompson, Extension area livestock specialist, Claremore, as:

—seeking more fertile cattle: "We know some are more fertile than others",

—crossbreeding for better livestock, and

—stocking at high enough rates to use the forage produced.

"You can make all kinds of forage, but you have to use it in the right way to profit," Thompson said. "Also, we

wanted to reduce both winter feed costs and hay handling."

Tall fescue grass was selected as one of the major factors in the program, because it is a cool season plant that does well in a relatively high rainfall area like Craig County.

O. L. Epperson drilled in about 25 pounds of the fescue seed per acre on his place last September on both existing Greenfield bermuda pasture and cleared land.

He applied 200 pounds of 10-20-20 fertilizer at planting and 300 pounds of 12-24-24 on every acre this spring. He began grazing 130 head of cattle on 60 acres of the bermuda-fescue mixture on April 15 and they grazed on the green fescue as the bermuda began to green up and produce forage.

Epperson's is a cow-calf operation involving quality Angus cows and Charolais bulls. As he put it, they were doing "exceptionally well" on the pasture in mid-May.

He plans to leave them on the mixture until late September, pull them off to allow the fescue to come back in, then start grazing it again about mid-November.

He has another 20-acre plot of solid fescue on thinner land which he will use for winter grazing at the rate of a cow to every $\frac{3}{4}$ acre "with very little hay supplement."

Coy Stanley, another cooperator, has about 700 acres of mixed pasture, 90 acres of which is on the demonstration program. The 90 acres is a mixture of some bermuda, vetch, elbon rye, and lespedeza, all fertilized according to recommendation.

He carried 60 grown cows on the 90 acres from last August until February of this year after cutting off 3 tons of hay per acre in June.

He now has 66 Holstein steers on the acreage, and the fertility of the soil is shown as the cattle graze belly-deep in grass.

Asked if he felt he could carry an animal per acre, Stanley said he probably could, "but I don't like to push it that hard.

"Pasture like this gives me at least 10 months of grazing, sometimes 12," he said, adding that he usually also gets a cutting of hay.

Those 60 grown cows he wintered last year on the 90 acres were fed hay for only 2 weeks, he said, "and that was when the weather was bad and they couldn't get to the grass."

Lowell Hatcher has two demonstrations involving tall fescue. One is a 50-acre field which he drilled in late last October. He planted 2 bushels of wheat and 15 pounds of fescue per acre and broadcast 100 pounds of 10-20-12 fertilizer. He added 15 pounds of lespedeza seed this spring and 300 pounds of 12-24-24 per acre.

"We didn't get much grazing during the winter because of the late planting," he said. "But we had 40 steers on the 50 acres in May."

He planned to keep the steers on until late summer, then remove them and let the fescue come back for next winter's grazing.

His second demonstration involved native pasture overseeded with wheat. "We got a lot of grazing off that," he said. "The 75 fall calving cows on it would stay about 2 days, then go to

other fescue or native pastures. They had green in front of them almost all the time."

Haggerton, the one who claimed to be allergic to hay, was running 89 yearling steers on a 10-year-old 60-acre fescue field adjoined by some native grass. His last fertilizer application was 75 pounds of actual nitrogen last October.

The yearlings were put on the 60 acres last November at an average of 300 pounds and were estimated to average more than 650 pounds in mid-May when the county council made a tour of the demonstrations.

"That fescue is good," Epperson said. "I had some test out at 19 percent protein when it was green in November and it was still 9 percent when it was brown after our severe weather in January."

"We're getting a good look at what a good fertility program and using a cool season grass like fescue can do for us," Teague said. "Our next step is to learn more about the sort of cattle operations that will fit best with the forage program and more about the stocking rates of what we have.

"The forage production on our demonstrations has been a real eye-catcher. Our job now is to turn that forage into the maximum amount of beef for market."

An open-to-the-public tour of the demonstrations is planned for late fall when the fescue has some growth, Teague said, adding that he expects to see some eyes opened when the visitors see what fescue and fertilizer, combined with good management, can do. □

Leaders look at land use needs

At first glance, Pennsylvania's 28.8 million acres of land would seem to be sufficient to satisfy any future needs. But a closer look reveals that this will not be the case at the present rate of unorderly urban growth. Improved understanding of this situation is essential so that steps can be taken to ensure adequate resources for future generations.

But how do you promote better understanding of a subject that people generally have not yet even recognized as a problem? And with limited time and resources, can you effectively motivate the general public, or should you concentrate on some specific groups?

In southeast Pennsylvania—Berks, Chester, Dauphin, Lancaster, and Lebanon Counties—we chose to begin by directing our educational program to two groups: community leaders and local government officials. The county Extension staffs in these counties cooperated from January 1971 to May 1972 to conduct a program to help these two groups better understand the importance of judicious land use management.

It seems paradoxical that people often are willing to create urban open

space at tremendous cost, while continuing to allow carelessly planned urban growth to expand into rural open space areas. In response to this kind of concern, I presented about 40 lecture-discussion programs to service clubs and civic organizations.

Post-event coverage of these programs through television and newspaper articles increased their effectiveness considerably. Also, two special television programs were presented on "preserving open spaces."

Evidence that improved understanding did occur was noted in increased requests for educational literature, for information on relevant laws and legislative proposals, and for Extension assistance with other problems.

Two countywide forums on preserving agricultural land drew attendance of about 250. Planned for the two primary audiences—community leaders and local government officials—these events were sponsored by the Berks County Cooperative Extension Service and the Berks County Soil Conservation District.

Following these events, a citizens' group was formed in Berks County, dedicated to open space preservation. One of the forum participants emphasized, "We are sitting on a powder keg and don't know it, because the loss of open space land is a sleeping issue. We need more events like this to make the public aware—especially the urban public."

After the forums, seven civic organizations asked for help in preparing resolutions to be submitted to the Pennsylvania Department of Agriculture. Many of these formal resolutions advocated preferential assessment of agricultural land.

The futures of urban centers and their surrounding rural areas are closely linked. To create more awareness of this interdependence, a 20-member local committee (composed of representatives of USDA agencies) planned and conducted a 2-day bus tour of Berks, Chester, and Lancaster Counties in October 1971.

This highly regarded educational event was sponsored by the Pennsylvania Rural Development Committee. It was planned for government officials and the public, and about 50 people participated.

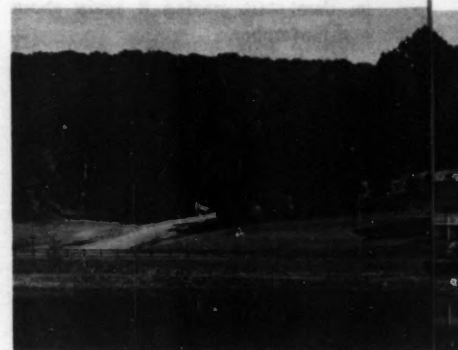
The tour theme was "Agricultural Progress and Urban Development: Values in Conflict." Sites visited included such diverse subjects as:

- a multiple use recreation project,
- the effects of urban pressures on the family farm,
- a new rural concept in family vacationing, and
- the development of an environmental education center.

Considerable use was made of the mass media, particularly a local television station, to publicize the tour and for coverage of the event itself.

An urban resident participating in the tour said, "Everyone loses, including urban people, whenever our comprehensive plans and zoning ordinances fail to place sufficient emphasis on the needs of our rural government." She added, "We should use more methods of this kind to improve communications between rural and urban citizens."

by
Donald A. Harter
Area Resource Development Agent
Pennsylvania
Cooperative Extension Service



Are there basic differences between rural and urban planning? Is agricultural zoning an effective tool to halt the indiscriminate use of open space land for urban development? To answer questions of this kind, four planning and zoning seminars, attended by about 125 local government officials and the public, were held during March and October 1971.

The seminars were sponsored by Cooperative Extension, the Dauphin-

Lebanon County Boroughs and Township Supervisors' Associations, and the County Commissioners and City-County Planning Department of Lebanon County. Again, program effectiveness was enhanced by television, newspaper, and radio coverage.

Although several zoning ordinances have been adopted since, we cannot be sure that they were a direct result of the seminars. Participants indicated that the seminars did serve important needs, however. One township super-

visor said, for example, "The seminars were very enlightening. Since we can't stop progress, we will have to make it work to our advantage. They also made me realize that a zoning ordinance is more of a policy instrument than a technical tool."

Here are some things we learned from our experience in southeast Pennsylvania:

—In situations where Extension has not clearly established its expertise, joint sponsorship with organizations having a long-established competence can help to ensure program success.

—The total audience reached can be vastly expanded by innovative use of the mass media for post-event reporting.

—Creating a congenial climate is important, especially when discussing controversial issues. An informal setting for a meeting can be helpful in this regard.

—Direct mail was not found to be effective in persuading urban leaders to attend the 2-day rural development tour. Extensive use of telephone calls and personal contacts probably would be more fruitful, since an activity of this kind requires a generous commitment of time.

—Audience reaction to presentations on preserving open spaces indicates that followup programming is needed on pro and con aspects of preferential assessment of farmland, and on land use compacts. Programs should be planned for both rural and urban groups, with emphasis on civic organizations and service clubs. □



The scene above, in southeast Pennsylvania, illustrates the theme of the rural development tour: agricultural progress and urban development. One site visited on the tour, left, is a vacation area where woodland cabins and recreation facilities have been built with ecology as a dominant concern.



Nutrition 'learn-ins' in Rhode Island

In 1969, during the era of Love-Ins and Sit-Ins, Rhode Island began another kind of "In"—a Nutrition Learn-In.

"Learn-In" actually was just a catchy name tacked on to a program started by a subcommittee of Rhode Island's Food Stamp Nutrition Committee. The committee's objective was "to improve the nutrition of the largest possible number of people of the lower income bracket with no increase in cost to them."

The six members of the health and welfare subcommittee developed a more specific set of objectives:

—to increase the utilization of food stamps in low-income families by educating members of the subcommittee and by educating members of health and welfare agencies, and

—to improve the nutrition of food stamp families by teaching principles of such things as nutrition, food budgeting, and menu planning.

The subcommittee was composed of two Extension home economists, one public utility home economist, one district nurse nutritionist, and one maternal and infant care project



Small-group discussions gave learn-in participants a chance to find out about each others' jobs and to see how they could work together better to serve the families in their community.

by
Betsey Perra
Home Economist
**Rhode Island Department of Social
and Rehabilitative Services**

nutritionist. In addition, Betsey Perra, Extension home economist working under contract with the welfare department, was chairman of the group.

After much discussion, the members of the subcommittee decided that they could reach more low-income families by working through professionals who already had established networks in low-income communities.

They knew that many people working in this area knew each other by agency name only. In many cases, they did not know what services the other agencies provided.

In an effort to promote cooperation among agencies, the subcommittee planned some "get acquainted" sessions, and the idea for the learn-in was born.

The subcommittee was especially interested in getting people who work directly with low-income families to participate in the learn-ins. However, some directors and supervisors of welfare agencies were included.

Individual letters of invitation were sent to people whose names were received from a number of organizations—the Visiting Nurses' Association, the school departments, various groups associated with the Office of Economic Opportunity, the Technical Action Panel Committee, and the State Department of Social Welfare (now known as the Department of Social and Rehabilitative Services).

The agencies cooperated by recommending names of selected staff as participants or by encouraging all staff members to attend the learn-ins.

The clergy from area churches, Extension staff, and nutrition aides also were to be included. The subcommittee's objective was for all those who might be working with the same families to get to know each other.

The subcommittee then organized the learn-ins with the following goals in mind:

- to promote the use of food stamps,
- to increase the participants' (welfare agency staff members) knowledge of nutrition,
- to help the people from various

agencies get to know each other, and —to help promote better inter-agency cooperation.

To achieve the first objective, promoting the use of food stamps, two speakers were invited to the learn-ins. They were the officer in charge of the Rhode Island branch of USDA's Food and Nutrition Service, and the supervisor of the State food stamp program. Both men already were involved in a publicity campaign for food stamps and welcomed the chance to reach more people.

A film called "Food for Life" was selected for the learn-ins from a list released by the State division on health, education, and information. The film dealt with the "why" of various forms of malnutrition.

When the geographical perimeters for a meeting were chosen, many things were considered. These included Extension areas, town lines, and normal grouping areas.

Because of the small size of the State, most agencies are not limited by geographical boundaries. Town lines are the main boundaries for most of the agencies that have geographical limitations, but the inhabitants gather more by parish boundaries and shopping areas.

The learn-ins needed an ice-breaker to get started, so coffee and home baked cookies were served as a pre-opening.

The speakers were first on the program, followed by the film "Food for Life" and the introduction of the nutrition aides who work in the community where the meeting was held.

Participants were then divided into discussion groups of seven to 12 persons with at least one representative of each organization in each group. Members of the subcommittee were group leaders, and a recorder was chosen in each group.

Each person in the group gave a summary of his job, and then discussion was open to questions or comments. After 15 or 20 minutes, the leader introduced a case study for the group to work on. They were asked what contribution each could make to

help the family. It was pointed out that one person might not be able to provide for all the family's needs and that consultation with someone in another agency would be valuable in some instances.

The Extension aides took part in the discussions and by the end of the program were well aware of their role in the community.

Participants in the learn-in were asked to complete an evaluation of the program. They then returned to one large group for a report by each recorder. The moderator concluded the learn-in by summarizing the high points of the groups.

The moderator was chosen from members of the community where the meeting was held, if possible, so that he or she would know many of the people attending. In a few areas where no one who had a background in nutrition could be found, a member of the subcommittee was the moderator.

Revisions were made in the case study used and the system of evaluation during the series of 10 learn-ins. The case study was modified twice, because the group leaders felt they were getting stale using the same case again and again. The evaluation device was revised because it did not give sufficient information to improve the program.

Where the learn-ins were well attended by social work staff, good rapport has been established and referrals seem to flow quite easily. In one or two areas where the social workers did not attend in large numbers or where the turnover of staff has been great, referrals are very slow and communication is difficult.

The Extension nutrition aides have a good advantage in areas where the learn-ins really worked.

The Food Stamp Committee is pleased with the results of this series, but feels that because of the large turnover of staff a followup of some kind would be beneficial. They are now planning another type of meeting similar to the learn-in. The committee feels that a good beginning was made, but more can be done. □

"Why can't we recycle some of this litter?" said Waseca County, Wisconsin, 4-H'ers after one of their annual spring roadside litter pickups.

These events, publicized by radio, newspaper, and direct mail, have saved an estimated \$5,000 in county highway expense each year. But the young people wanted to go a step further and return some of this solid waste to usefulness.

Late in 1970, the county Extension agent presented information to the County Leaders Federation on glass collection and recycling. When three countywide drives in early 1971 brought in more than 35 tons of glass, the community began talking serious-

ly about setting up a recycling center.

The Extension agent contacted the manager of a recycling center in Minnesota for information. Then he visited with several community groups and called a planning meeting which included representatives from Boy Scouts, Girl Scouts, 4-H Clubs, Jaycees, a church youth group, the junior class of a local high school, elementary schools, and the county's activity center for the handicapped.

Their objectives in developing a recycling program were:

—to help youth and adults develop an awareness of the litter problem as one part of environmental understanding,

—to give youth an opportunity to participate in collecting and preparing cans, newspaper, and glass, as well as to learn more about how these materials are used again and again,

—to help people understand that "everything goes someplace" and to get them to think about the consequences of our rapid rate of growth and consumption of resources,

—to foster cooperation among different youth, civic, and church groups in the county on this and other community and educational programs, and

—to demonstrate that recycling is one possible solution to the solid waste problem.

As a result of their efforts, the county opened its recycling center in November 1971, with the county agent as manager of its activities. Each group takes a turn in operating the center, which is open from 9 a.m. until noon every Saturday at the 4-H building at the county fairground.

As manager of the recycling center, the Extension agent helps divide

Extension leads the way in recycling county's litter

by
Roger Wilkowske
Extension Agent
Waseca County, Minnesota



responsibilities among committee members. He contacts buyers of cans, glass, and paper for prices, delivery dates, and preparation instructions.

He also obtains barrels and makes local trucking arrangements, handles the checking account, insurance, and paying the truckers.

Collections to date total 15 tons of cans, 30 tons of newspaper, and 30 tons of glass.

The center receives \$20 per ton for glass, \$6 per ton for newspaper, and \$12.50 per ton for cans. The money remaining after trucking and other expenses will be used for a community environmental improvement project—perhaps a water testing and study project of two lakes bordering the city of Waseca.

It took some work to get the public involved in the recycling project. A news story, with a picture, was submitted to one daily and two weekly newspapers in Waseca County each week for a month before the center opened. The stories told people how to prepare cans, glass, and newspapers for the center. The rule for preparing cans, for example, was "Wash and Squash".

Each Monday for several weeks after the center opened, news articles noting the amount of material collected were sent to local newspapers and radio stations. News media were kept up to date on which organization was in charge each week.

Senior citizens who couldn't bring materials to the center were asked to call the county Extension office so that the organization in charge could pick it up.

Elementary school children have entered the recycling campaign with enthusiasm. Nearly every family is saving cans, and the total collected so far is more than 200,000.

Despite the "wash and squash" instructions, most cans arrived smashed, making it difficult to get a sufficient weight of cans on each truckload. So the committee staged a contest to see who could come up with the best idea for an inexpensive hand can smasher.

A senior citizen from Waseca built one for less than \$6 worth of materials and won a \$10 prize for his efforts. Since then, he has built four more of the smashers.

Those working at the center each week separate the glass by color into clear, green, and brown. Metal caps and rings are removed. 4-H'ers help to smash the glass in barrels in preparation for hauling it to outlets in Minnesota. A glass smasher has been developed from an old hammermill.

Paper is loaded onto a local salvage company truck, after which it is baled and hauled to St. Paul. All the cardboard boxes in which people deliver their bottles and cans are flattened and recycled, too.

About 800 elementary school children, from kindergarten through fourth grade, are saving cans and bringing them to school. This activity has been encouraged through newspaper, radio, and television publicity. Each of 29 classrooms, and the staff from two school cafeterias, are keeping a running total of their collections.

Since the recycling center opened, the students have collected more than 200,000 cans—about 85 percent of the center's total. A survey showed that 115 of 125 families with students in these elementary schools were saving cans.

In addition, 4-H'ers are saving cans, glass, and newspapers in their own families and collecting from neighbors in town and in the country. The Waseca Jaycees have begun picking up glass and cans weekly from five bars, restaurants, and bowling alleys.

Besides publicizing the program in the mass media, the Extension agent has encouraged participation by speaking to several groups, illustrating his

talks with slides and overhead transparencies. He has spoken, for example, to:

—several fifth and sixth grade classes,

—the Janesville Rotary Club (who opened a center in their own town a month later),

—adult 4-H leaders at four county project leader training meetings,

—a class at the University of Minnesota Technical College in Waseca,

—a district agricultural Extension conference on 4-H in the 70's,

—an environmental study class of elementary and secondary school teachers, and

—a Minnesota State conference on 4-H in the 70's.

The recycling center has been publicized through regular weekly radio programs and special interviews. A St. Paul educational television station featured two Waseca County Extension agents, three junior 4-H leaders, and an elementary school principal in a half hour program about the recycling center. Seven other stations later carried the same program.

The Extension agent writes a monthly newsletter for representatives of the nine organizations on the recycling center committee to keep them up to date on recycling news and the overall progress of the center. And the committee meets monthly to discuss ways to increase public interest in recycling.

They planned an "Ecology Day" in May, which included such events as slide presentations to elementary school children, a litter pickup at three schools, a downtown coffee hour featuring slides on glass recycling, and an illustrated talk by the director of a natural history museum.

The Waseca County recycling center can point to much success. Public interest has been high, and neighboring counties have requested information on the project. The next step, Extension hopes, is that a community group—such as the county's center for the handicapped—will eventually take over the responsibility for the operation of the center. □

by
Frances Fortenberry
J. W. James
John McVey
Thomas Wilkerson
*Mississippi State University**

Urban 4-H'ers study electricity



They came from rich families, poor families, and medium-income families. They came from black families, white families, and Spanish-speaking families. But they had one thing in common. They were youngsters 9 through 13 in a pilot 4-H electric program for nonrural youth in Jackson County, Mississippi.

They came, nearly 500 of them, and they learned, said Freddy Baylis, associate county agent for 4-H.

The pilot program, financed through a \$1,500 grant from the Westinghouse Electric Corporation, was designed to teach the fundamentals of electric use, with emphasis on safety. More broadly, it was intended as a way to study methods of involving youths and adults in urban areas in Extension youth activities.

The objectives, specifically, were to determine:

—an effective Extension organizational structure for implementing the

The president of the Jackson County Extension Homemakers Council, who volunteered as a teacher in the non-rural 4-H electric program, shows a group of 4-H'ers how to clean an electric can opener.

4-H electric program in nonrural areas,

—effective methods of recruiting and using volunteer leaders and other resource people,

—effective methods of recruiting program participants,

—the most effective method for teaching 4-H electric program subject matter, and

—the adequacy of subject matter materials currently available.

Most of Jackson County's 88,000 population is concentrated around Pascagoula, Moss Point, Ocean Springs, and at the county line near Biloxi. The area has about 5,000 boys and girls in the age group designated as the audience for the pilot program.

After Jackson County was chosen as one of two grant recipients, the program got underway under the leadership of the county 4-H staff—Freddy Baylis, Miss Ellen Fulton, and Mrs. Edith Wright.

Involving community leaders was the first step. The program was explained to power suppliers, civic organizations, school officials, city officials, and other resource people.

Members of the State 4-H staff, the housing and equipment specialist, the agricultural engineering specialist, the district and county Extension staffs, and representatives from the power companies met to develop detailed plans. They set up committees for publicity, leader recruitment, leader training, member enrollment, placement, and awards and recognition, plus an overall steering committee.

At a second meeting, lesson topics were selected. Since separate meetings were to be conducted for boys and girls, two sets of lessons were necessary. Available materials were reviewed to determine what could be used. The State 4-H electric specialists then developed lesson plans for the four 1-hour weekly sessions.

Teachers were given five boys' lessons and six girls' lessons from which to choose. Boys' lessons included, for example, such things as making a trouble light and building an electric motor, while the girls learned about personal care and kitchen appliances, good lighting, and electrical hazards.

The next step—the committee selec-

**Ms. Fortenberry is housing and equipment specialist; Mr. James is 4-H program leader; Mr. McVey is agricultural engineer; and Mr. Wilkerson is information specialist.*

tion process—is one of the most important factors for a successful program. County Extension staff discussed key people in the community who could be considered as potential committee members. The first concern was to find a conscientious person to serve as chairman of the steering committee. Committee members were selected on the basis of their interest in youth and civic affairs.

Committee members included business executives, school principals, a public relations director, home economists, engineers, bank managers, a vocational education director, and a newspaper editor.

The steering committee, which comprised the overall chairman plus the chairmen of all the other committees, met regularly to keep the program running smoothly, offer guidance, and keep the committees working as a unit.

The teacher recruitment committee had perhaps the most difficult task. The original goal was to recruit 30 volunteer instructors and to involve 300 youth in the classes. But because the youth response was so great, it was necessary to find an even larger number of teachers.

They were recruited through PTA's, civic clubs, industry, homemaker clubs, and personal contacts. Like the youngsters, they came from all walks of life. There were about 50 of them—professional people, top executives, homemakers, school teachers, blue collar workers, and Extension aides.

They, like the children, had at least one thing in common—a tremendous enthusiasm for getting the job done, Baylis said.

After teacher recruitment came two leader training meetings. One meeting, planned and carried out by the teacher training committee, consisted of background and technical information about electricity. The second meeting, handled by Extension, consisted of the "how" of teaching electricity to youth and using the lesson plans.

The leaders also got information about recording and reporting attendance, keeping records, testing, and general organizational instructions.

Members of the electric clubs were recruited through a signup program in local schools. The member enrollment committee, which had three school principals as cochairmen, made a presentation about the electric program to all the school PTA's in the area.

The committee sent a letter to the parents through the schools. Attached to the letter was an application form to be returned to the Extension office. About 750 forms were returned, and 500 of these youngsters actually participated—many more than the 300 that had been anticipated in the early planning. About half the enrollees were girls.

The member enrollment committee also arranged for three scout troops to use the electric lessons at a series of their meetings.

The short term 4-H activity was publicized through radio and newspapers, posters, and classroom announcements.

The placement committee, chaired by a power company engineer, found places for the groups to meet. Enough space was acquired through the schools, but many classes chose to meet elsewhere. The girls' classes often met in homes, since their lessons were not as conducive to classroom settings.

When all members had been recruited and places secured, the youngsters were grouped into classes on a neighborhood basis and assigned a teacher and a meeting place. Classes ranged mostly from seven to 15 youngsters, but one had more than 30 members.

A recognition program and exhibit concluded the 4-week course. Each member who attended at least three classes received a diploma. Each teacher and committee member also received a certificate.

Through an evaluation, the Extension staff has reached several conclusions about the pilot program.

The fact that the program operated in more than one urban area was a problem. If committee members all were from one city, for example, they

would be more familiar with the local people.

One month was devoted to recruiting committee members. More planning and preparation should have been involved in this phase, and more time was needed to get better acquainted with key people in the community.

Committee members generally agreed that a more detailed job description would have helped them do a better job. This especially hampered the leader recruitment committee. The effectiveness of this committee could have been improved by: more detailed planning, more time, a larger committee with subcommittees, more group contacts, more frequent meetings, and more information about teacher responsibilities.

The volunteer leaders said that training should have been limited to one meeting.

Recruitment of youth might be more effective if the committee concentrated on a smaller area—one school system at a time. Classroom presentation by committee members would stimulate more interest among the children.

For the most part, lesson plans were adequate. However, some were too long for the allotted time. The teachers said that interest was high enough to merit making the classes longer rather than shortening the lesson plans.

The awards program was one of the strong points. More emphasis could have been given to it from the beginning.

Assessing the overall program, Associate County Agent Baylis said, "Cooperation was great. Civic club leaders, bankers, newspaper editors, management of local radio stations, power company public relations people, home economists, and industry executives all went out of their way to help us with the electric program."

And O. J. Davis, a nuclear power engineer, summed up the feelings of the volunteer teachers. "This was great," he said. "When are you going to have something else like it for us to do?" □

TV audiences give specialist high ratings

by
Vernon Cliff Bice
Extension Radio-TV Editor
Auburn University

"I really have learned a lot from the information you present on Mid-Day each week. The one I enjoyed hearing the most was that hot dogs and bologna are nutritional. Now I don't worry so much about giving them to my 2-year-old occasionally."

"My husband always wants to hear each Friday 'What Dorothy will tell us today'. I've been buying and cooking for many years but I still learn something from you each time . . . wish you had your own program every day."

"Always try to listen to you each Friday, as you give so many helpful hints on how to select food and about the best time to buy. The food you show on your program is so tempting. I think your program is very informative. I never miss it if I can help it."

These excerpts were taken from the continuous, heavy flow of mail which Miss Dorothy Overbey, consumer education specialist, Auburn University Cooperative Extension Service, receives as a result of her weekly television program.

They show that she is well respected by central Alabama homemakers. And it's no wonder. Miss Overbey has been a regular Friday guest on Mid-Day, a popular daily program, for the past 9 years.

The show is produced and broadcast by WAPI-TV, Birmingham, one of the State's most powerful stations. The program has consistently rated among that station's most popular shows.

Surveys show that Miss Overbey visits, via television, with about 20,000 women viewers each Friday, giving them up-to-date information on the market angle of selecting and buying food. The station covers an area within a 75-mile radius of Birmingham, including many major population centers.

Feedback from the show in the form of telephone calls, letters, and personal contacts indicates that viewers, rich and poor, educated and uneducated, regularly look to Mid-Day and Miss Overbey for reliable consumer market information.

"Our original intent of the show when we began 9 years ago was to have a group of features," said Everett Holle, the station's program director. "But as we monitored the popularity of the various features, we made quite a few changes. The only guest remaining that we originally began with is Dorothy."

"We rarely preempt Dorothy's time. The President might preempt her," added Holle, "but if she isn't on, you can bet your bottom dollar we will get mail and phone calls saying, 'Okay, what happened to Dorothy?'"



At right, planning an upcoming Mid-Day show are, from left, Mrs. Rosemary Lucas, producer and hostess; Miss Dorothy Overbey, Extension consumer education specialist; and Everett Holle, station program director. Homemakers, like the one above, sometimes recognize Miss Overbey in supermarkets and ask her for first-hand advice.

"If she says this is the week to buy sweet potatoes, then people buy sweet potatoes. Our phone calls testify to that," Holle emphasized. "The way that people admire her, respect her, and pay attention to her shows that she is considered an expert."

Mrs. Rosemary Lucas, producer and hostess of Mid-Day, agrees with Holle's views regarding Miss Overbey's effectiveness.

"She's a great favorite with the audience, and we have received only good comments from her performance. She always gives information that is pertinent and needed, and it appeals to all segments of the audience regardless of their economic status," said Mrs. Lucas.

She added that Miss Overbey always does a fine job of choosing subject matter, is a delightful person to work with, and has a good selection of visuals to show what she is talking about.

"When you do a television show and don't use visual materials, you are losing a great percentage of the involvement of your audience and effectiveness," noted Holle.

Miss Overbey is still enthusiastic about the show after 9 years. "I try to give homemakers the type of information they can use on a day-to-day basis," Miss Overbey said. "And I guess I am doing that, because I get

many requests for all types of information and run into many people in grocery stores who recognize me and want more information.

"I offered a pickle recipe recently and got over 200 requests. This show is the only contact many people have with the Extension Service, and naturally I want their impression to be good," she added.

Miss Overbey listed these goals for her show:

—to give information on the food marketing situation in simple terms that homemakers understand,

—to give homemakers food buying information that will help them stretch their food dollars and meet the essential food needs,

—to try to use some foods each time that will help low-income homemakers feed their families better,

—to give tips on reading and understanding food labels,

—to help homemakers maintain quality of food until they get it home, and

—to help homemakers keep abreast of foods that are good buys and are available locally.

Miss Overbey does not discuss detailed information on cooking or recipes.

She makes the 116-mile trip to Birmingham every other week. While at the station, she presents one program live and tapes another for show-

ing the following week. She figures it takes about 2 days to prepare and present the two programs and that each trip costs Extension about \$38. That's not a bad figure, considering that the program is available to about a third of Alabama's population.

"This Mid-Day show proves that the Extension Service can provide people that have the ability to develop the necessary skills to effectively use television," stressed Holle. "Dorothy is a fine example of a good specialist who is using television to get her information to the masses of people."

Holle added that the close working relationship between Extension and his station dates back 30 or 40 years. But never has that relationship been closer.

WAPI-TV and many other stations in Alabama have given freely of their time and facilities to help Extension serve its clientele. Miss Overbey's resounding success with Mid-Day is proof that Extension can effectively use this medium if we plan, train, and execute correctly. □





People programs

Secretary of Agriculture Earl Butz appeared before the Senate Subcommittee on Migratory Labor recently to testify on "people programs" of the Department. The Secretary traced the history of the Department and its various agencies, including the evolutionary nature of their programs as they endeavored to be responsive to the changing needs of a dynamic society.

He stated, "There are few instances in which the application of research and education has produced such phenomenal results as in agriculture—such abundance for so many." He recognized the importance of this effort to those who earn their living through production of food and fiber, but described the consumers of agricultural and forestry products as equally important beneficiaries of this effort.

In describing the people programs that have evolved as the Department expanded its programs, the Secretary included several Extension programs. Specifically, he mentioned the Expanded Food and Nutrition Education Program; 4-H Youth programs; programs for the handicapped, disadvantaged, and minorities; rural development; and the emerging role of the 1890 land-grant colleges. Most of these have been recognized in this space—some more than once.

One of the programs emerging in recent years which was not mentioned in the Secretary's testimony and which has never been recognized here is Extension work on drug use and abuse. As a result, probably few Extension workers realize the total extent of this effort.

Responses by State Extension Services to a recent ES questionnaire show that 48 of the 53 States and territories

with Cooperative Extension programs are conducting on-going efforts in relation to drugs.

These States clearly identified 11 audiences for their programs. However, as one would logically conclude, audiences vary from place to place and no one State is serving all 11 audiences. Also, there is variation as to whether the program is conducted statewide or in selected counties or communities.

Forty-one States are serving three or more audiences. The range, of course, goes from none up to a maximum of eight. As one would expect, 4-H youth was mentioned as the audience most often—34 States. Twenty-eight States are conducting programs for Extension Homemaker Clubs; 20 are providing training for Extension workers; 19 listed other State officials as audiences; 17 listed local leaders as an audience; and 16 listed personnel of local agencies as audiences. In addition, many State Extension Services have developed educational materials and make them available to any groups wishing to pursue programs on drug abuse.

As with all Extension programs, the effort features educational and preventive measures. More specifically, efforts can be summarized by saying the programs give youth and parents information for making personal decisions about health and taking effective community action. Extension also fills an important role as coordinator, particularly among other groups involved in health education.

Descriptions of the variations in programs and projects on drug use and abuse among the States is impossible in this short space. But we believe this total effort is worthy of recognition, as it further shows Extension's response to people's needs and further demonstrates that "Our Concern Is People."—WJW

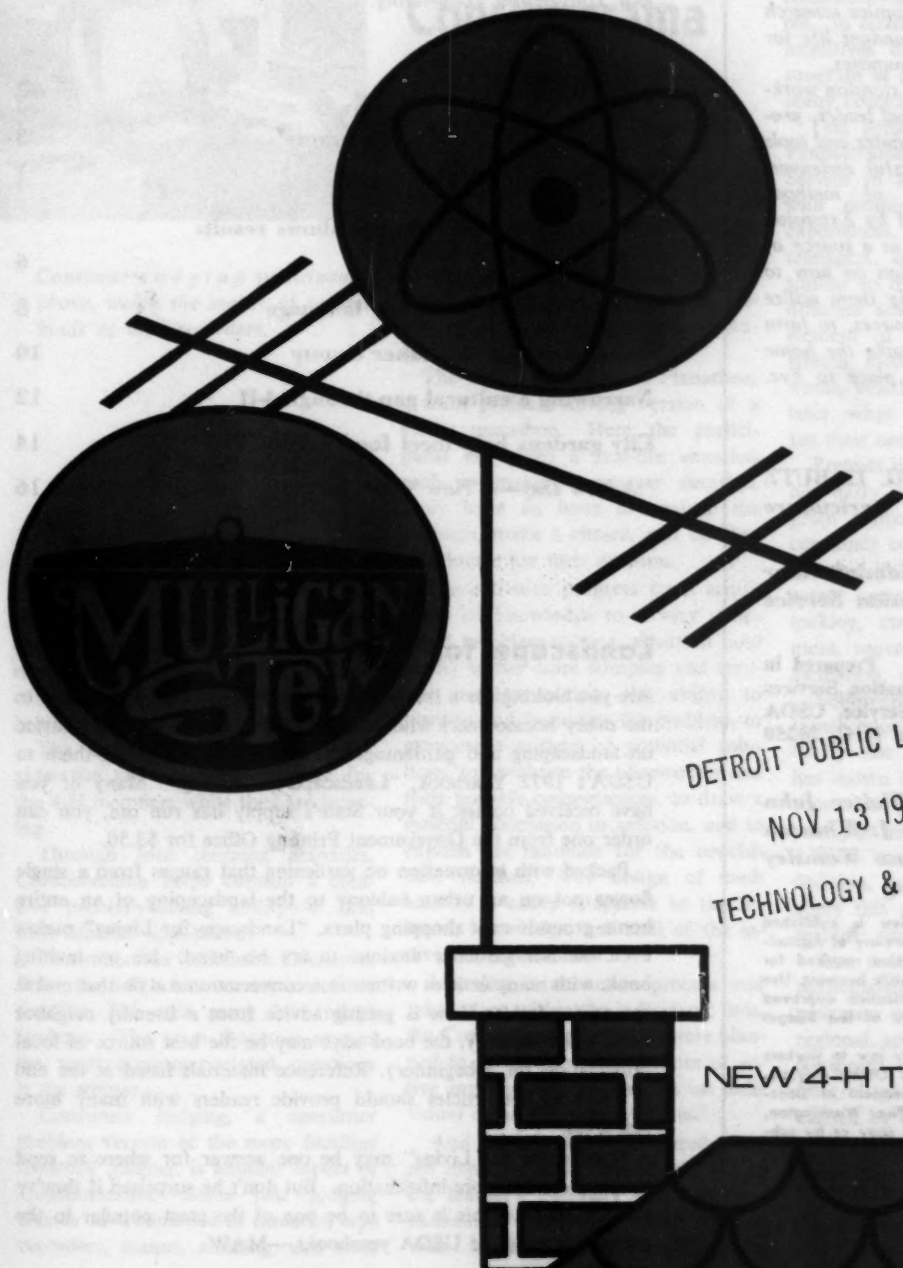
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EXTENSION SERVICE

REVIEW

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TECHNOLOGY & SCIENCE

NEW 4-H TV SERIES - page 16

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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
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EXTENSION SERVICE

REVIEW

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Landscape for Living

Are you looking for a fresh source of information to recommend to the many homeowners who call your office each month for advice on landscaping and gardening? You may want to guide them to USDA's 1972 Yearbook, "Landscape for Living." Many of you have received copies; if your State's supply has run out, you can order one from the Government Printing Office for \$3.50.

Packed with information on gardening that ranges from a single flower pot on an urban balcony to the landscaping of an entire home grounds or a shopping plaza, "Landscape for Living" makes even the non-gardener anxious to try his hand. It's an inviting book, with many articles written in a conversational style that makes the reader feel as if he is getting advice from a friendly neighbor (which, incidentally, the book says may be the best source of local information for a beginner). Reference materials listed at the end of most of the articles should provide readers with many more resources.

"Landscape for Living" may be one answer for where to send your callers for more information. But don't be surprised if they've already read it—this is sure to be one of the most popular in the continuing series of USDA yearbooks.—MAW



Consumer judging participants, above, weigh the merits of several kinds of tape recorders.

by

Robert B. Lewis

*Assistant State 4-H Leader
Pennsylvania Extension Service*

"Consumerama"—a relatively new, action-oriented learning experience—is sparking interest in consumer education among Pennsylvania 4-H members.

The Consumerama program provides fun and active involvement for the 4-H members while they are learning.

Through four learning activities, Consumerama helps develop a creative problem-solving ability—a skill with lifetime application.

Consumerama includes a Consumer Bowl, the 4-H consumer version of the familiar TV quiz game for college students. The team that can answer the most consumer-related questions is the winner.

Consumer Judging, a consumer problem version of the more familiar livestock judging, is another aspect of Consumerama. Some past judging classes have consisted of cameras, tape recorders, menus, clothing, and cars.

Teens learn from 'Consumerama'

Another feature of the program is the Consumer Education Presentation, which is a creative adaptation of the traditional 4-H demonstration. Role playing, puppets, skits, and other creative techniques are used to present consumer information to an audience.

The fourth aspect is the Planathon, a team problem-solving version of a sports marathon. Here the participants are given a real-life situation such as making a career decision. They have an hour to analyze the problem, make a choice, and develop a rationale for their decision.

The activities progress from acquisition of knowledge to a very structured problem-solving situation and finally to the more complex and creative problem-solving—the ability to identify and formulate the problem, to generate a variety of potential solutions, to evaluate the alternatives and their possible consequences, to draw a rational conclusion or solution, and to explain the rationale for the conclusion reached. The design of each activity is easily adaptable to the interest, knowledge, and skill of the individual 4-H member.

Learning is an active process and takes place within the individual; thus, the Consumerama activities were planned to provide for a maximum of active involvement, whether as an individual or as members of teams.

And since learning is fostered when the experiences are made relevant to the learner's everyday life, the Consumerama activities were planned with real-life teenage situations in

mind. These experiences have ranged from the everyday decisions of selecting a piece of wearing apparel to more complex problem-solving, such as making a career choice.

The intrinsic satisfaction of a well-thought-out decision is an important reinforcement of the learning process. In addition, a reward system and incentives have been built into the program at the State level and within many counties.

This program was started by the Pennsylvania Cooperative Extension Service in an effort to reach youth with meaningful consumer learning experiences. It was recognized that teenagers have consumer problems similar to their elders—perhaps on a different scale but with the common element of decisionmaking: how to stretch income to cover needs and wants, whether to use credit and pay later, what product features are best for their needs.

Pretests in pilot Pennsylvania counties early in the Consumerama program supported the need for more consumer education for youth. They revealed little knowledge of such consumer areas as the steps in decision-making, credit and money management, sources of reliable product information, or consumer protection.

Followup evaluation of the 4-H consumer education program, and specifically the Consumerama activities, has shown evidence of increased consumer competency on the part of the young participants. Not only did the 4-H'ers know the steps in making a decision, but they were also able to apply this decisionmaking process to real-life situations.

Last year, more than 10,000 youth participated in consumer education programs of some type at the county, regional, and State levels. In addition, consumer education is becoming an integral part of the 82,000 projects carried by 4-H'ers in the 67 counties.

The Consumerama participants' enthusiasm, individual initiative, and interest in learning is proof that learning can be fun and relevant to life's everyday problems. □

A nine-county area around Fort Dodge, Iowa, in the heart of the State's cash grain area, produces about 110 million bushels of corn a year and markets about 62 percent of that corn outside the area. Members of the Fort Dodge Extension area advisory committee on crop production expressed concern recently about corn quality and marketing.

Out of that expression of concern has grown an Extension education program that began by getting corn producers to identify some dimensions of the corn quality and marketing problem. It soon involved area specialists, State specialists, county Extension directors, and farmers themselves in gathering facts and data on the extent of the problem. And the end is nowhere in sight.

"In fact," says Clarence Babcock, area crop production specialist, "We'll soon be starting a similar educational program on soybean quality and marketing."

The corn quality and marketing program got off to a running start when Babcock involved corn producers in measuring one aspect of the corn quality problem *on their own farms.*

Babcock asked farmers to bring samples of corn from their own combines to agronomy meetings held in the area. Each sample was given

a number. Each farmer also gave some information about his combine. The first hour of the 4-hour meeting was spent on awareness—explaining the economic significance of improved grain quality.

Next, working in small groups, farmers analyzed the quality of the corn samples. First, they counted out 100 kernels and separated out the ones with obvious damage. The remaining kernels were put in a wire basket and soaked 3 minutes in a "fast green" solution. Then the corn was removed

and placed on a paper towel to absorb excess moisture.

The green dye penetrated hairline cracks and revealed breaks in the kernel coat that were previously invisible.

Then each group divided the kernels into categories of obvious damage, slight damage, and no damage.

Results were assembled on a blackboard to compare with research on corn quality from Iowa State University. This set the stage for questions and a lively discussion, Babcock reports. With problem awareness being



Iowa area studies corn quality

by
Leon E. Thompson
Associate Extension Editor
Iowa State University



successfully developed, the next stage was to find out more dimensions of the problem and possibly some answers. At this point, Babcock asked for help.

George Ayres and Dale Hull, ISU Extension agricultural engineers, helped develop a survey technique and data sheet for sampling the field performance of corn combines in the nine-county area. Each county Extension director in the area agreed to check the performance of 10 corn combines in his county.

The field survey went like this:

The survey team was made up of either Babcock, Ayres, or Hull and a county Extension director. The team headed down a county road, stopping whenever they saw a combine operating.

The survey was first explained to the combine operator (survey teams met 100 percent cooperation from farmers).

Two test areas of 1/100 acre were laid out in standing corn ahead of the combine. Dropped ears were gleaned, since each 12-ounce ear or equivalent represents a loss of 1 bushel per acre.

Weed infestation, stand, and lodging scores were assigned. Ground speed of the combine as it harvested the test areas was determined. And the test areas were gleaned again to determine machine ear loss.

Stalk roll shelling was determined by having the combine operator stop

Checking shelled corn loss from combine operation, above left, are Clarence Babcock, Fort Dodge area Extension crop production specialist; Joseph Narigon, Webster County Extension director; and Robert Condon, Webster County farmer. Below left, Babcock collects a sample of corn from a combine tank for later quality analysis.

the machine, disengage the header, and back the machine. An area of 10 square feet was sampled in each row, and 20 kernels represented a loss of 1 bushel per acre. Loose and unshelled kernels behind the combine were measured in the same way.

Finally, two samples of corn were taken from the combine tank or from the truck hauling the corn. Samples were sealed in a plastic bag for later quality analysis.

One corn sample was used to determine moisture content and U.S. grade. The other sample was analyzed for broken and cracked kernels, using visual examination and the "fast green" test.

The survey covered 84 combines. Machine loss averaged 3.7 bushels per acre with a range from 0.5 to 23 bushels. Pre-harvest dropped ears averaged 2.1 bushels per acre with a range from 0 to 10. Total loss averaged 5.8 bushels per acre with a range of 1.1 to 23.

Damage to corn averaged 34.4 percent and ranged from 16.4 to 79.4 percent.

Babcock, Ayres, and Hull came to several conclusions:

—Most operators in the nine-county area were doing an excellent job of combining.

—Many combine operators and dealers did not know how to check combine performance or how to make needed adjustments to correct poor performance. Extension staff and manufacturers need to increase educational efforts in this area.

—Stalk roll shelling was the most frequent problem area. Many operators had stripper bar spacing adjusted too wide.

—Loose kernel loss usually can be reduced to an acceptable level by reducing ground speed.

—Machine header row spacing should match row width to keep field losses low. About 20 percent of the combines had row spacings either 2 inches wider or narrower than the corn row.

—Custom operators generally understood their combines better and

operated them more carefully than did owner-operators.

—Contrary to expectations, field losses were lower for combines checked in the afternoon (4.7 bushels per acre) than for those checked in the morning (7.9 bushels per acre).

—Combine performance seemed best when corn was from 18 to 22 percent moisture.

—Field losses increased as lodging increased and were highest in extremely weedy fields.

This information was taken to corn producers in the Fort Dodge Extension area during the winter of 1971-72. More than 1,200 producers attended.

Using 35 mm slides, Babcock reported how the survey was made. He then asked producers in the audience questions that furnished a lead into the results of the survey. For instance, most operators thought combine losses would be little different whether combining was done in the morning or afternoon. Most were surprised to learn that morning losses exceeded afternoon losses by 70 percent.

Most producers agreed that most corn grades U.S. No. 1 in the field, and that they had not been careful enough in maintaining quality.

Finally, Babcock pointed out that the brand of the combine was not nearly as important to efficient harvesting as the man who runs the combine.

Babcock makes two points in summarizing this educational program on corn quality:

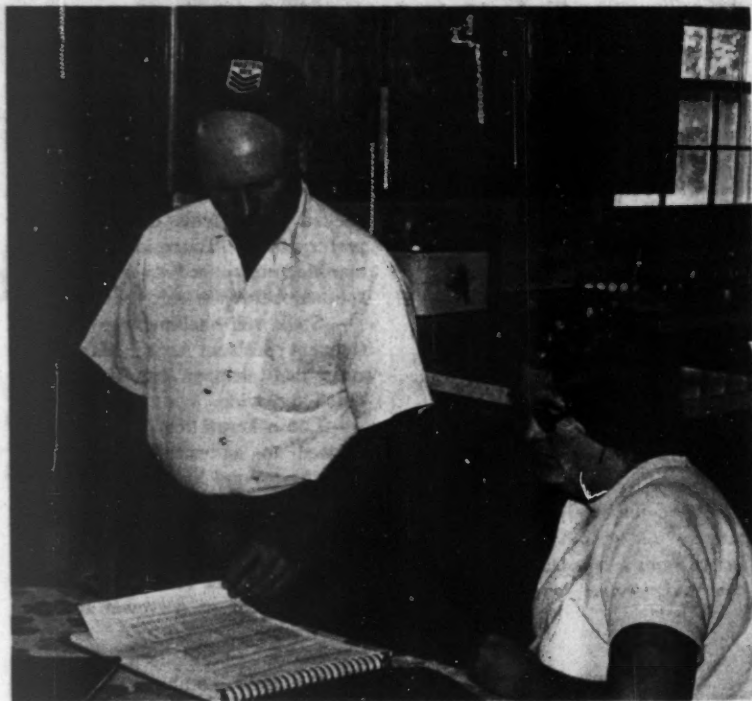
—He gives major credit to agricultural engineers George Ayres and Dale Hull for their design of the data sheet, their counsel, and their help with the survey. "This was a team effort," he says.

—Farmers have proved to be eager for this kind of harvesting and marketing help. Every farmer contacted in the survey cooperated during the busy harvest season. And Extension has been asked to conduct a similar educational program on soybean quality and marketing. □

Rapid adjustment concept shows results in Kentucky



Above, J. H. Branstetter (right) of Metcalfe County discusses the progress of his farming operation with Steve Allen (left), Extension farm management specialist, and Harlon Crenshaw, county Extension agent. Mr. and Mrs. Randall Basketi, at right, study records of their Monroe County dairy operation, in which a computer helps plan farm expansion.



Take a farm. Determine the maximum income potential for that farm. Set that income as a goal and set up a program to reach that income goal in as short a time as possible.

Rapid Adjustment is the name of this approach to farm management, and it's being practiced on several Kentucky farms with the help of the University of Kentucky Cooperative Extension Service.

Increasing feed production and expanding the livestock operation are the key factors in bringing a farm up to its income potential, according to Steve Allen, Extension farm management specialist.

"Rapid Adjustment is a coordinated program involving agricultural specialists in several fields. The specialists work together to come up with the best overall plan for an individual farm," Allen said.

The initial phase of Rapid Adjustment involves a detailed study of the land and how it can be used. "Land use is the most important part of planning a farm program," said Allen.

Agronomists analyze the potential of the farm for producing crops such as corn, hay, and pasture and determine how much fertilizer the farmer will need to use to reach this potential.

Then farm management and livestock specialists plan a livestock program to make the best use of the feed which the farm produces.

The crop and livestock information is programmed through a computer at the University. The computer uses the information to determine the income potential of the farm and what investments are needed to achieve this income level. The computer sets up a 4-year expansion program to reach this goal.

The Rapid Adjustment program was originally a joint effort of the University and the Tennessee Valley Authority. TVA supported Rapid Adjustment farms in a number of States. Kentucky's first Rapid Adjustment farms were located in the Purchase Extension Area and were also in the TVA area. TVA furnished fertilizer to Rapid Adjustment farms to help them in reaching their crop production potential.

However, the Rapid Adjustment concept has now moved out of the Purchase Area, and five Kentucky farms outside the area are currently involved in the program. Two of these are dairy farms in the Mammoth Cave area. Although they are outside the TVA area, they are receiving some help with their fertilizer programs from TVA.

One of these is the Randall Baskett farm located in Monroe County. Baskett owns 298 acres and rents another 140 acres. Altogether he has 122 acres of tillable land. He has a small tobacco allotment and raises alfalfa and corn silage to feed his cows. He must buy all the grain which he uses.

Baskett was milking 38 cows in 1968, the year before he went on the Rapid Adjustment program. He is now milking 63 cows, with 15 heifers due to become fresh late in August and another eight to calve in Decem-

ber. He hopes to reach his goal of 100 cows in January 1974.

by
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ber. He hopes to reach his goal of 100 cows in January 1974.

In 1970 Baskett constructed a 16-by 55-foot silo, and he plans to add a 20- by 70-foot structure in the near future to accommodate his expanded forage and corn silage production.

He also has built a new milkhouse and a modern loafing barn for his cows during the past 3 years. His investment in buildings and equipment was \$31,871 in 1968. At the beginning of 1972 his investment had increased to \$47,733.

One of the values of the Rapid Adjustment program, according to Allen, is that it makes it easier for the farmer to obtain the credit he needs to make necessary investments. "A farmer must have the proper facilities and equipment to get the most production out of his farm," said Allen.

"With his program down on paper and his plans for the future listed in detail, he has a much better chance of getting the needed credit."

Baskett's Holstein herd averaged just over 12,000 pounds of milk per cow last year. He hopes to raise his production average, but is giving top priority to building up his herd and getting maximum use of his facilities.

Data from Kentucky Farm Analysis records show that in 1969, in his first year on Rapid Adjustment, Baskett increased his cow herd to 52 cows and grossed \$24,671 from his farm production. In 1971 he was milking 63 cows and had a gross income of \$31,960. He also increased his corn silage yield from 16.7 tons per acre to 20 tons per acre during the same period.

The J. H. Branstetter farm in Metcalfe County also went on the Rapid Adjustment program in 1969. Branstetter owns 120 acres, of which 100 are tillable, and rents 1 acre of tobacco.

Kentucky Farm Analysis records show Branstetter increased his corn silage yield from 12 tons per acre in 1970 to 21 tons per acre last year.

He was milking 27 cows in 1970 and is now milking 38 cows, with a goal of 75 by the end of 1973. He has also switched from manufacturing milk to Grade A since he began his expansion program.

How are Rapid Adjustment farms selected? Allen said the farmer is the most important consideration. "We selected farms where we thought the farmer had the potential to do the kind of management necessary to reach the optimum level of development for his farm," he explained.

One of the goals of the Rapid Adjustment program is to demonstrate to other farmers the benefits of a programmed expansion program and careful management. It is also an educational program for professional farm advisors and for agribusiness agencies which are involved with farmers.

Allen said Rapid Adjustment is still in the development stage. But as the agricultural specialists involved in the program learn more about implementing the necessary investments and management techniques into farm operations, it may be possible to use the principles of Rapid Adjustment on many farms in the State of Kentucky. □

Never underestimate the power of a woman.

Marion County, Oregon, Extension homemakers are rewriting that old saying to read "never underestimate the power of women volunteers dedicated to highway safety" as they spread the gospel of Defensive Driving to new non-English-speaking audiences.

Because of their dedication and ability to involve a large number of community resources, the first Spanish language classes, using new materials developed locally, were offered this spring. The women expect to offer Russian language classes this fall for the first time anywhere.

It all goes back to 1969 when Mrs. Melvin Zwicker and Mrs. James Keefer first taught Defensive Driving classes to Extension study groups in the county.

In the process of becoming certified Defensive Driving instructors and then teaching others safe driving techniques, they became "hooked" on highway safety and its importance.

The two women serve as cochairmen of the Defensive Driving program for the Marion County Extension Homemakers Council. The Council has provided support and encouragement for their efforts, which now have gone far beyond original expectations, explains Mrs. Lois Preisz, Extension home economist who has worked with the committee.

Mrs. Preisz points out, however, that "from an Extension educator's view, the truly exciting part of this program is seeing the women them-

selves take the leadership in developing their ideas for expanding the program to new audiences. The Extension staff had almost nothing to do with it. The women themselves did it. We just encouraged them."

Over the years, the cochairmen have created a devoted corps of volunteers to teach Defensive Driving classes not only to Extension groups, but also to other organizations within the county.

Their efforts didn't stop at the county line, either. They have offered the program to anyone who asked for it within reasonable distance of their homes.

The expansion of the Defensive Driving education program to reach Spanish-American and Russian-speaking residents of the county was sparked by a student in one of Mrs. Keefer's classes who pointed out the difficulty non-English-speaking residents have in understanding traffic rules and regulations.

Upon further investigation, the volunteers found that surveys among both the Spanish- and Russian-speaking communities showed high interest in subjects relating to cars.

They also received encouragement from local law enforcement officers, who pointed out that many of the drivers needed help educationally to improve their driving habits.

Thus an odyssey began for the volunteer Extension teachers. It took them from the National Safety Council to police offices to State correctional institutions before they came up with a finished product which they

by
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Safety's the safe

felt would be effective and fulfill the community needs they had identified.

For more than a year, Mrs. Keefer and Mrs. Zwicker sought out and reviewed driving materials printed in Spanish. They got drivers' manuals from Puerto Rico and copies of the Spanish language Defensive Driving materials prepared by the National Safety Council. They sought help from local people.

In the end, they rejected all previous efforts in favor of locally produced materials that would be more easily understood by the local population.

The task was easier in deciding what to do for the area's Russian-speaking colony. The answer was to start from scratch, because Defensive Driving lessons have never before been presented in Russian.

The Mid-Willamette Council of Governments supported the project with the money necessary to pay printing costs and to prepare flip charts in both Spanish and Russian.

The Marion County Sheriff's office helped prepare the video tapes and a Spanish-speaking detective did the narrations. The community relations staff of the Woodburn City police department actively assisted with the Russian translations.

Inmates of the Oregon Correctional Institution translated the Oregon Driver's Manual into Spanish. Student materials were translated into Spanish by the Chicano Cultural Club at the Oregon State Penitentiary.

The Cultural Center at Woodburn was instrumental in translating the

same—in any language

materials into Russian. Henry Braun, a 70-year-old Russian, did most of the actual translating. The Mid-Wilamette Council of Governments printed the materials.

Another Extension volunteer and certified Defensive Driving teacher, Mrs. Toby Haag, handlettered the flip charts.

All this was done with the blessings of the Oregon Traffic Safety Commission and the National Safety Council, both of which were very supportive.

Explaining the use of Spanish- and Russian-language flip charts in teaching defensive driving is Hector Gutierrez, a State driver's license examiner. He heads up the volunteer bilingual team of teachers.

A Spanish-speaking Oregon driver's license examiner is now heading up a staff of bilingual teachers, trained by Mrs. Zwicker and Mrs. Keefer, who have started the crusade for highway safety in Spanish. More than 120 students were enrolled in the first series of classes. The first Russian language class was scheduled for September.

Extension volunteers, plus representatives of the many agencies involved, previewed the new highway safety effort for the governor last

spring. He had high praise for their efforts and noted that the State's continuing highway death toll coupled with an ever-increasing number of cars on the highways made such efforts imperative.

Del Wilde, regional representative of the National Safety Council, also praised their work. He noted that more than 3½ million people in the United States have now graduated from Defensive Driving classes.

Although the Extension volunteers already are bringing one new dimension to highway safety education in Oregon, their efforts haven't stopped there. Mrs. Zwicker is the author of a new section on alcohol which will be inserted into the Defensive Driving teacher's manual. It has been approved by the Oregon Traffic Safety Commission and the National Safety Council.

The Defensive Driving project is a good illustration of what volunteers can accomplish when properly motivated, points out Mrs. Preisz, and it is an outstanding example of leadership development at work. □



by
Duane B. Rosenkrans, Jr.
Extension Editor
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Education—for a cleaner county

Extension leadership in securing sanitary landfills for the disposal of solid waste in rural areas is an old story. But coupling it with an extensive educational program to change the habits of the public in regard to litter is another matter.

It appears that significant desirable changes in the behavior of thousands of persons, as well as needed physical improvements, have been accom-



County Agent John Killebrew, above, displays one of the several signs along the major highways and roads in Montgomery County, Mississippi, that direct people to the sanitary landfills. Volunteer beat leaders and Soil Conservation Service personnel, at left, cooperated with the Extension Service in getting easements signed for landfill sites.

The scene at right is a familiar one at Montgomery County's well-managed landfills. Bulldozers regularly flatten solid waste and cover it with soil.



plished through the leadership of County Agent John A. Killebrew in Montgomery County, Mississippi.

As recently as early 1972, heaps of cans, bottles, old stoves and washing machines, dead animals—almost everything imaginable—lay piled at frequent intervals along every road in the county.

Many otherwise pretty rural scenes were spoiled by these dumps. The water and the air were being seriously polluted. Rats and flies were a problem. This situation had grown steadily worse since about 1965.

Today, these roadsides are clean and attractive. Most people are using the 24 landfills constructed and maintained by the Montgomery County Board of Supervisors and cooperating agencies.

These landfills are clearly marked by heavy metal signs. Well-graveled roads with plenty of parking and turning space lead to each landfill. Waste dumped into these fills is regularly crushed beneath bulldozer treads and covered with earth.

The future of this program seems bright, because nearly all of the 12,918 residents of Montgomery County have been personally involved in some way. Virtually every public agency and private organization played an active role. Everyone knows about the project and is proud of it.

Here's how County Agent Killebrew planned and conducted the program.

He was inspired to action by the USDA booklet, "Environmental Thrust," received through the State Director of the Cooperative Extension Service. He began to informally survey the interest of local leaders.

In October 1971 the county agent mailed a questionnaire about solid waste disposal to 660 landowners. Thirty-five percent replied, giving him much useful information.

During that same month, the Agricultural Coordinating Council and County Task Force Committee, representing all agricultural agencies in the county, endorsed the Montgomery County Solid Waste Disposal System

plan prepared and presented by County Agent Killebrew.

These leaders asked him to discuss it with the Montgomery County Chamber of Commerce board of directors, Farm Bureau directors, Montgomery County Board of Supervisors, and Montgomery County Soil and Water Conservation District. He readily secured this additional approval.

The plan had three phases—education, sanitary landfills, and a cleanup campaign.

The action campaign was scheduled for February 15 through April 30, 1972. But before that, the educational phase was started. One method was a set of color slides with script prepared by the county agent. These slides were shown to 17 groups or a total of 324 people.

The county agent also prepared articles and photographs about the program. These appeared regularly in the local weekly newspaper, usually on the front page. He also used radio spot announcements and interviews.

Mass media was of prime importance in this effort. Besides informing the public about the program, it recognized at various times the many groups and individuals who did the work.

A county kickoff meeting was held February 17 with 65 leaders present. Each received a packet giving working details of the Montgomery County Solid Waste Disposal System. Each signed a pledge to support the effort.

Coordinating the action phase was the Montgomery County Chamber of Commerce and an Advisory Committee. The county chairman, whose name was used in many of the news stories, was a druggist and mayor of a small town about 11 miles from the county seat.

Other key people were beat chairmen whose help included securing easements from landowners for the landfill sites.

The County Board of Supervisors contributed the use of heavy equipment, gravel, and other materials to actually construct the 24 landfills. The

work unit conservationist of the Soil Conservation Service and his aide helped to locate these landfills where pollution of streams and wells would not occur. As a result, farmers find these landfills the best way to dispose of the containers in which traces of concentrated pesticides remain.

Local personnel of the Mississippi Forestry Commission constructed fire lanes around the landfills and assist with controlled burning at regular intervals. The County Health Department agreed to supervise insect and rodent control at the landfills.

Today, 90 percent of the rural residents of Montgomery County are within 3 miles of a sanitary landfill and none is more than 5 miles from one.

The cleanup phase involved even more people and agencies. The sheriff stepped up the enforcement of laws about litter and the disposal of dead animals, and warning signs were posted. The supervisors, again using heavy equipment, pushed away and buried the worst dumps along county roads.

Volunteer community groups, 4-H Clubs, Boy Scouts, school groups, and State Highway Department personnel picked up literally tons of litter.

Four banks gave automobile litter bags to their customers. A food store gave plastic garbage bags to its customers for a week. The local savings and loan association sponsored 35 litter barrels which 4-H Club members painted. The Women's Committee of the Montgomery County Farm Bureau sponsored a litter poster contest which 158 school children entered.

The educational phase is being continued through mass media and other reminders.

Although much of the success of the program is evident, the county agent plans additional evaluation.

"We believe that activation and continuation of a county solid waste disposal system will result in added dollar value to the properties of our county," County Agent Killebrew said. □

Narrowing a cultural gap through 4-H

by
Pat Bean
*Writer, Information Services
Utah State University*

"Getting to know you, getting to know all about you . . . getting to like you, getting to hope you like me . . ." So go the words of a well-known song.

This theme has been put into practice in Utah by about 50 students from two high schools as they participated in a 4-H Leadership Training Program.

The students represent two cultures—Box Elder High School students, who are caucasian with typical city backgrounds; and Intermountain Indian School students, who are Navajo Indians from southern Utah, Arizona, and New Mexico.

The purpose of the leadership training program was to teach the teenagers how to go into the community and teach others.

"But first we discovered we needed to know more about each other," commented Harold Lindsay, Utah State University Extension agent. He served as director of the program and feels it has been a success in helping involve the Indian students more in the community.

"Many of the Indians who joined in the program had spent their lives on reservations, having little outside contact," Lindsay explained.

But just as important as the Indians' need to expand their narrow



world was the opportunity to expand the Box Elder students' outlook.

They had very little conception of the Indian culture.

"The program was a chance for both cultures to gain new experiences," Lindsay stated.

In one of the meetings, the group spent the entire time learning about each other. They put markers on a large map denoting their homes, and then paired up for a one-to-one discussion session.

The climax of the discussions was that each student had to tell the group, not about himself, but about his or her partner.

The students learned they had many things in common—favorite television shows, gripes about school work, and food likes and dislikes.

One of the best opportunities for the students to get to know each other was an exchange program. With the cooperation of both schools, the Indians spent a day in class with the



At left and below, Navajo and white 4-Hers learn to know each other better through informal chats. At far left, two students place markers on an area map to show others where they are from.



Box Elder students, and then the Box Elder students spent a day at Intermountain attending classes.

The Indians also spent a day and night in the homes of the Box Elder students, who in return spent a night in the dorms at Intermountain.

Six sessions had been planned for the training program originally, but the enthusiasm of the students kept the program going for 12. And another program is scheduled for this winter.

The group made a trip to Ogden, where they met with blacks and Spanish-Americans. "It turned into a very frank discussion on racial problems and gave all concerned an insight into the feelings of other cultures," Lindsay reports.

But the group meetings weren't all serious. There were water fights, roller skating outings, and even a beauti-

fication project that involved 86 Indians into the white community.

As a result, two Indian students, as well as two Box Elder students, are now on the Brigham City beautification committee.

"When we first started meeting, there seemed to be much difference between everyone. Many of the Indians were shy and felt out of place. But the program succeeded in destroying these differences, and the group came to feel like one body and not Indians and whites meeting together," Lindsay commented.

Lindsay has strong feelings about 4-H. He believes it is more than just teaching skills; it's learning how to work with people—all people.

And if good leadership qualities can be developed in young people like the ones in this program, then they in turn can spread the spirit behind 4-H.

City gardens
help families
meet food needs

Can Lindsay measure the success of the program?

"There are tangible results, of course, such as the Indians becoming involved," he says. "But perhaps the best way to measure its success is to tabulate friendships among the participants or the understanding gained by learning of other cultures. This you can add up because it's easy to see in the students' actions and eyes." □

Narrowing a cultural gap

City gardens help families meet food needs

You don't have to live in the country or have a "green thumb" to grow tasty, nutritious foods to supplement your family's diet.

The Washtenaw County, Michigan, Cooperative Extension Service is doing its share to carry this good word about gardening to all the people.

Through the expanded nutrition program, which Michigan calls the Expanded Nutrition and Family Program, the Washtenaw County Cooperative Extension Service has been putting special emphasis on meeting the nutrition needs of low-income city families. Gardening is one of the many programs that have been tailored to attract the city people.

During the spring of 1972, Washtenaw County Agriculture Agent Bill Ames and Russ Beeman, horticulture assistant, met with low-income homemakers in a local community center and reached out in a very personal way to excite people about starting their own vegetable plots.

No piece of land was too small; no piece of land was too poor. And for those without even a 1-foot strip, the "mini-garden" (or garden in a bushel basket) was a possible alternative.

Reaching a new audience, people who haven't grown up with Extension, was the first stumbling block to sharing gardening ideas. While newspaper notices seem to draw in a middle-income population, the traditional techniques for publicizing gardening activities do not seem to work as effectively with the city poor.

Often the target population does not have an initial enthusiasm for the project; frequently they don't have transportation to get to a local community center. The cost of a local paper may be so prohibitive that the low-income homemaker may not read about the scheduled program.

Word-of-mouth was the answer in Washtenaw County. The nutrition aides, who visit with individual low-income families or groups of low-income families, had the ear of the community.

The relationships that had devel-

A young gardener gets a helping hand as she makes her first exploration into the mystery of how things grow.

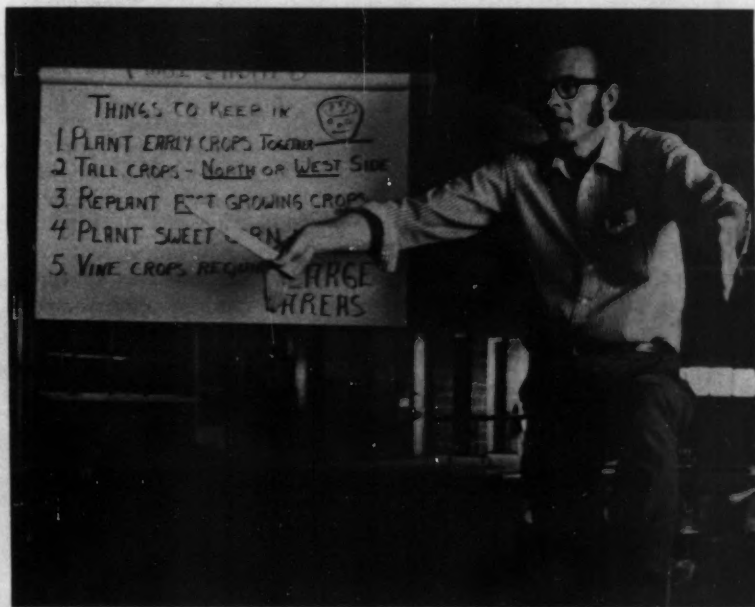


oped between the aides and the homemakers helped lure hesitant, sometimes not too enthusiastic homemakers to the gardening meetings.

In some cases the school principals or public health nurses helped Extension reach the inner-city population. But the word-of-mouth, friend-to-friend approach was the one that had the greatest success.

The agricultural agent sensed, as he planned his gardening program, the

by
Beverly Chethik
Supervisor Aide
Washtenaw County, Michigan



Joseph W. (Bill) Ames, Extension agriculture agent, above, explains in simple terms the basics of growing a garden. At left, Ames (left) and Urban Horticulture Agent Russell Beeman help a homemaker start her plants.



kinds of slides he should select from his collection. It certainly would not be enough, he knew, to lecture to the audience about weeds and weed killers. More to the point were slides of people with whom the audience was familiar, people from their own culture who were gardening enthusiastically.

Vegetables were chosen on the

premise that the audience would more likely be inspired to grow those foods they include naturally in their own diets. Frequently the supermarkets do not stock "cultural" favorites like greens and collards, okra, and red hot peppers. An enterprising homemaker could grow her own crop and please both relatives and friends during a long summer.

Demonstrations—not just words—were the tool of the day. But only

demonstrations accompanied by audience participation really worked. The audience that's given the time to scoop soil into small pots, and to read the seed packages and debate: "What shall I plant, radishes or lettuce—or both?" becomes the involved audience.

The homemaker who measures down one-quarter inch and plants and covers the seeds often leaves feeling as though gardening may be just her thing.

As the on-the-spot, take-home gardens were planted (in a bushel basket or a plastic container), there was time for the agent to introduce the simple information that makes gardening successful. Sun, drainage, necessary tools, spacing of plants and seeds, fertilizing, and weeding were covered informally.

All the words fell into place. And a joke now and then didn't hurt the demonstrations. As Washtenaw County Agriculture Agent Bill Ames said, "Use the Santa Claus method to control weeds—'hoe, hoe, hoe'."

The Expanded Nutrition and Family Program gardening get-together made an impression. Several newcomers to Extension went beyond nodding their heads in agreement and asking to take home the extra potting soil. They asked the agriculture agent for his phone number and said they'd like to call him when they had a problem with their garden—if that was okay with him.

And that's just what the agent wanted all along—to share his gardening know-how with the low income urban community in Washtenaw County. □



"A New Day—a New Way" . . .

. . . was the theme of the National 4-H Week observance just completed. But it could just as well be a quick way of explaining the use of television in the conduct of 4-H programs.

There's nothing new about Extension using television for teaching. Specialists and agents have been using it for years. It is, so far, our best tool for giving method demonstrations to mass audiences for activities that can be carried into the studio. But for the most part in the past we have not fully exploited its potential as a teaching tool.

That began to change a few years ago. The TV Action series gave a good indication of the value of TV series for handling subjects of national interest. It also showed the effectiveness of treating several aspects of a single subject—in this case, rural civil defense—and the economics of producing series that were usable nationwide.

Extension is now releasing two additional series of six half-hour programs each. "Living in a Nuclear Age" and "Mulligan Stew" are the titles.

"Living in a Nuclear Age" is available for scheduling now. "Mulligan Stew" is expected to be ready for scheduling early in 1973. Both treat subjects that are vital to everyday living and will become even more vital. Both subjects are of intense national concern.

The term "atomic energy" was seldom heard outside the scientific circle until 1945. With the atomic bombs which ended World War II, atomic energy became a household word conjuring up disasters in our minds that struck fear in our hearts. Consequently, we have not developed the respect for the benefits atomic energy can provide. It will no doubt become with time a major energy source.

It's important, therefore, that people, especially young people, understand the role of the atom in the structure of the universe, how it can be harnessed, its potential for improving the welfare of all people, and how to cope with disaster created through its misuse. Those are precisely the objectives of "Living in a Nuclear Age."

Malnutrition generally has been associated with poverty.

But we also know that ignorance and affluence contribute to the level of malnutrition in this country. Ignorance plays a role in that people with marginal incomes who subscribe to the thought that "you get only what you pay for" could raise nutritional levels to acceptable standards by substituting more economical foods for the more expensive ones they buy. Affluence plays a role in that it gives people a choice. When given a choice, many will choose what they like rather than what contributes to a nutritionally adequate diet.

This is what "Mulligan Stew" is all about—helping young people understand the need for adequate nutrition and what constitutes an adequate diet. It aims to reach the youth in years when they're forming dietary habits that will largely prevail throughout their lives.

Success of these series in achieving stated objectives depends on two things—the effectiveness of the series in getting the message across, and mass participation. The latter depends on Extension workers at all levels.

Promotion at the county level to assure maximum participation is a major and important role. Promotional kits with ideas, copy, and suggested activities are being made available. Also, leaders' guides and member manuals supporting the series are an integral part of the effort. They are essential if youth are to get maximum benefit from the series, and they offer another means of promoting participation. Strong promotional efforts can also pay dividends in helping you reach new audiences for the other ongoing 4-H efforts, and helping those in other 4-H activities expand their own interests by encouraging them to participate in the series.

These series represent nationwide efforts, that, true to Extension tradition, are being implemented on a State-by-State and county-by-county basis. We all have an important role and an important stake in assuring their success in treating major national concerns that affect to some degree and exist to some extent in each community of the Nation.—WJW

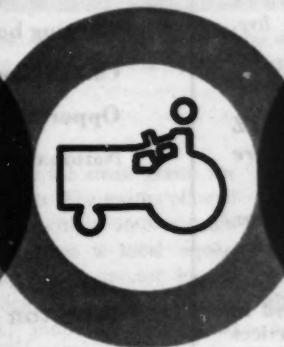
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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * NOVEMBER 1972



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TECHNOLOGY & SCIENCE

FARM CITY WEEK
page 16

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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

Prepared in
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EXTENSION SERVICE

REVIEW

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Whorton joins ARS staff

The WJW you have been seeing at the end of back-page articles will be missing from future issues of Extension Service Review.

Those initials belong to W. J. "Jim" Whorton, former editor of the Review and more recently assistant director of Extension's Information Services Staff. He has accepted the position as Western Regional Information Officer for the Agricultural Research Service, with headquarters in Berkeley, California.

After 6 years on the Nevada Extension Information Staff and earlier commercial experience, Jim Whorton was appointed editor of the Review on February 1, 1966. He developed it into a more useful vehicle of ideas and Extension techniques. About 3 years ago his duties were expanded to include being assistant director of the Information Services Staff. A year ago, Mary Ann Wamsley, whom he had trained as assistant editor, was named editor of the magazine, but Jim continued to guide its policies and to write most of the back-page articles.

I deeply regret losing Jim Whorton from our staff, but wish him the best of success in his new challenge. He has done an outstanding service for Extension by helping to adapt information support to the needs of administrators, program specialists, and agents. His messages in the Review will be difficult to match.—*Walter John*

Research plots involve community

by
J. J. Feight
Agricultural Editor
North Dakota State University

It was no accident when more than 200 people showed up for a twilight tour of the off-station experimental plots in Grand Forks County, North Dakota.

Off-station experimental plots are used to supplement experimental work done on branch stations. They add the variable of soil and location and provide local people with a chance to see research without having to drive to the nearest research station, which in this case is at Fargo.

The executive committee of the Grand Forks County Agricultural Improvement Association (CAIA) started the ball rolling to establish the plots. But as County Extension Agent R. W. Amstrup and Associate Agent Robert Rose put it, "We needed cooperation from many others to make it a reality."

The reality began to take form when the association's executive committee met late in 1971 to plan the next year's activities. They appointed a committee of four to explore the possibilities of setting up some off-station plots for small grains and sunflowers.

Willard Pederson, president of the CAIA; Marvin Klevberg, president of the National Sunflower Growers Association and director of the CAIA; and the two county agents made up the committee.

The committee decided to devote 18 acres to the combination of small grains and sunflowers. The CAIA rented land from farmer O. K. Loyland, who also tilled the field.

The 24 small grain varieties were replicated four times. Each plot consisted of 1/4 of an acre. A local oil



Associate Agent Robert Rose (left) and County Extension Agent R. W. Amstrup pause in front of the off-station sunflower plots.

company sprayed the small grains for broadleafed weeds. The agents planted the small grains with a 16-foot grain drill borrowed from a local equipment company and a tractor loaned by a tractor dealer.

Gary Fick, sunflower breeder at North Dakota State University, planted the eight sunflower varieties, which were replicated three times. Willard Bergsrud, a farmer near Emerado, furnished a cultivator and tractor for working the sunflowers.

A chemical company not only furnished the sprayer but also sprayed the herbicide on the field where the sunflowers were to be planted. Chemicals used were furnished by an agricultural supply company. Loyland incorporated the chemical into the soil. A truck furnished by a steel company was used to haul the equipment to and from the plots.

Seed was either given or bought at a reduced price from several sources, including the NDSU Experiment Station at Langdon and Fargo, seed companies, elevator companies, and an agricultural supply company.

Once the plots were established, the committee began concentrating on getting people out to see them. Evening tours had worked well in Grand Forks County for several years, so they decided to try that method again.

Promotion of the event enlisted more cooperative efforts. In addition to a newsletter from the agents to the members of the CAIA, the agricultural committee of the local chamber of commerce became active promoters of the event.

A local television station interviewed the county agent at the site. The program appeared on the 6 and 10 p.m. news 2 days before the event.

The county agent appeared on a half-hour prime-time talk show at the local radio station a day before the event. The local daily newspaper used a picture and cutline in the Sunday issue preceding the tour and another during the week before the event.

So the big turnout on the night of the twilight tour didn't "just happen"—Extension program successes in Grand Forks County are spelled i-n-v-o-l-v-e-m-e-n-t. □

Bulls battle one-crop agriculture

More than 300 years ago, British trading ships sailed into the mouth of the Potomac River to Leonardtown and Port Tobacco, in southern Maryland, and took aboard great hogsheds of the aromatic weed for the pipes of Europe.

The tobacco sailed out and the money rolled in, and flourishing towns grew up all around Saint Mary's County. The entire economy was based on the production of tobacco, and southern Maryland developed a one-crop agriculture. European gentry burned up the tobacco and the tobacco burned up the soil of southern Maryland.

During the next 300 years, agriculture changed very little. Of course, when the Civil War freed the slaves, many of the larger plantations were broken up into smaller holdings, but tobacco was still king.

After World War II when labor became scarce and expensive, many people started to look around for alternate farm enterprises, but traditions die hard. Most of the farmers still relied on tobacco as the only source of farm income.

The best land went into tobacco and when it was not planted to tobacco, it simply "rested" until the next tobacco crop.

Livestock farming was virtually un-

known, and the few dairy farms that supplied milk for the Washington, D.C., market dried up with the decreasing labor supply. The area became a deficit zone for both milk and meat. The few beef cow herds were mostly low grade animals with quite a bit of dairy breeding.

Then about 2 years ago an Extension agent, a vocational agriculture teacher, and a banker put their heads together and came up with a plan to bring Saint Mary's beef cattle enterprises into the 1970's.

Edward L. Swecker, now an Extension agricultural agent but then a vocational agriculture teacher, was one of the prime movers of the project. He enlisted the help of his friend, Joe Trumbauer, the Extension agent.

They adapted an idea that had originated with two First National banks—one in Georgia and one in Tennessee—so their first stop was at the office of Joseph Gough, president of the First National Bank of Saint Mary's.

The banker, being agriculturally oriented and looking for a way to encourage more farmers to use the bank, bought the idea and threw his full support behind the project.

On March 6, 1971, the bank purchased seven bulls at the revived annual Maryland Performance Tested Bull Sale and made them available to cattlemen on a lease arrangement.

Under this agreement, the farmer with a small grade herd has the use of a bull he might not otherwise be able to afford. The bank has an investment that builds goodwill and, eventually, builds business by improving the county's economy.

Although the leases are written for a 1-year period, the farmer may choose to renew the lease for a second year or until his first heifer crop is old enough to breed. Then he can arrange to lease one of the other bulls in the program and continue upgrading his herd. Three more bulls have been added, and the farmers are raving about the first calf crop.

But the program did not start off flying. It crawled for quite a while. As Ed Swecker tells it, "Most of the farmers wanted to know, 'What is the catch?' They just couldn't believe that the bank was going to give anything away."

Joe Trumbauer sent out sample leases to cattlemen he knew might be interested, and set up a meeting. Banker Gough explained the program to the cattlemen, and Bill Curry, Extension livestock specialist at the University of Maryland, talked about the feasibility of such a program.

Two more meetings with bank officials resulted in formation of a committee to draft a lease and select bulls. The committee elected Trumbauer secretary and met several times, with Swecker also giving the group guidance.

The bank officials were convinced that the bulls should be of high quality so that the breeding program would improve the cattle herds, but they were not necessarily looking for high-priced "show" cattle.

The committee set a maximum of \$1,000 per head and decided to bid on animals in the Maryland Beef Cattle Improvement Association's first sale of tested bulls in 6 years.

by

Jack Owen

Associate Agricultural Editor
University of Maryland

On the day of the sale, committee members, Saint Mary's County farmers, bank officials, Trumbauer, and Swecker were in the stands. W. L. (Tom) Clark was designated to do the bidding.

After he had bid in three of four bulls, some of the other bidders seemed to give up hope. When the one Simmental bull came on the block, Clark felt justified in going slightly over the limit and gave \$1,075 for the 13-month-old calf with the highest rate of gain of any bull in the test.

Seven bulls—two Angus, three Hereford, one Charolais, and the Simmental—went to Saint Mary's for just \$5,100.

In March 1972, the bank purchased another Charolais and two Angus bulls at the second annual sale for a total of \$3,150. All the bulls (except one that died of pneumonia last winter) are at work improving the cattle herds of southern Maryland.

"My calf crop is definitely bigger and more uniform this year than it has ever been," says Bert Cryer of Floods Creek Farm near Leonardtown. He is using one of the original Herefords on his herd of 16 highbred grade Hereford cows.

He says these 15 calves are the best he has had since he started the herd in 1944, and he is so pleased that he plans to sell all the heifers so that he can use the same bull for more years.

Tom Clark at Glen Mary Farm used the Simmental and one of the Angus in his herd of 153 crossbred cows. He said his calves are normally ready for the feedlot by March or April, but he believes most of them will be ready to go by November or December this year.

Some of the calves at 4 or 5 months are nearly as tall as their dams and carry the heavy muscling of their sires. He plans to keep many of the better heifers and cull his cow herd heavily.

Most of his herd has been bred back to either the Simmental or to a Charolais which Tom got in an agreement with another farmer that wanted the Angus.

Reports from the other farmers show just about the same keen interest and enthusiasm for the program.

The bank officials do not look on the project as a money-making scheme. They do expect that the lease arrangement (the purchase price plus insurance and transportation, minus salvage value, divided by 6 years) will repay the original cost, and the capital investment can perpetuate the program.

Prospects for perpetuation look good. One of the Angus bulls went to the Future Farmers of America Chapter at Chopticon High School where Ed Swecker was teaching. When Joe Trumbauer moved to another Maryland county, Swecker took his place in the Extension Service, but he reports that the young Future Farmers are interested in the program and some are using the bull to improve their own embryonic herds.

"If we can just get Saint Mary's County farmers to produce enough beef for their own families and use some of that "resting" land to produce grain and hay, maybe the years of tobacco, tobacco, tobacco will be a thing of the past," Swecker says.

If the first year's calf crop is any indication, both beef numbers and quality can be expected to show marked increases in the next 5 to 10 years. "That's what the program is all about," Swecker adds. □



This Simmental bull, leased from a local bank, is being used to upgrade the beef cattle herd on the farm of W. L. (Tom) Clark. As a result, the calf in foreground shows improvement over the dam, left.

Extension aids Texas' probate process

County judges and clerks from across Texas have shared in a rare educational experience to help them become better public servants.

The Texas Agricultural Extension Service, through its County Officials Program, has sponsored six regional probate conferences in its program of adult education for elected office-holders.

The County Officials Program is staffed by two full-time specialists. In addition to conducting programs that focus on aspects of county government, they maintain a close liaison with various groups of county officials, assisting and encouraging their efforts in self-improvement.

Special funding for this program comes from the State and under Title I of the Higher Education Act.

by
Eugene M. McElyea
County Officials Program Specialist
Texas Agricultural Extension Service



The involvement of Extension in a program of this nature developed from the recognition that Texas county judges need not be licensed lawyers.

While the county judge serves as the chief administrative officer of county government, he also possesses certain judicial duties including the probate of wills, handling the estates of persons dying without wills, and administering the estates of incompetents and minors.

These non-lawyer county judges serve about 190 of Texas' 254 counties. The continuing legal education programs of the bar association do not reach these men and women who guide the probate business of many county citizens. Functioning in this technical and complex area of the law often has proven to be a substantial problem to many lay judges.

These programs have been of equal interest to the county clerks. Their duties in probate consist of maintaining the appropriate files, meeting certain timetables in remitting information for State inheritance tax collection purposes, and assisting in the orderly flow of business on the court's docket.

Probate matters frequently pose complexities for the clerk, as well as for the judges, lawyers, and other citizens involved in the process.

With the assistance of Judge K. Pat Gregory of Houston, a program format was devised which has been presented in six different areas of the

State. Each area program has relied heavily on the assistance of local attorneys who donated their time without charge in the interest of bettering the quality of justice in their area.

Items discussed include "Wills—Drafting and Validity," "Probate Procedures," "Accounting—Annual and Final," and "Motions, Applications, and Miscellaneous Matters."

Judge Gregory has appeared on three programs. Dallas County Probate Judge Oswin Chrisman also has been a program participant in two area conferences. These members of the legal profession have a keen interest in seeking to upgrade the performance of their nonlawyer colleagues.

Program participants learned that in the courts in the larger cities the probate clerk's office often supplies forms for use by the general public in processing some of the routine requirements of the law.

These forms can greatly enhance the clerk's ability to expedite a pending file. All conference participants were given a complimentary supply of forms.

The crucial need for proper planning of an individual's personal estate is demonstrated often in probate court proceedings. Extension publications on steps to better personal and financial planning are among the many made available in this educational program.

Judges and court attaches are generally aware of the pain which the probate process can cause for those who fail to make adequate plans, but



Above, Harris County Probate Judge Pat Gregory, left, discusses a point of law with conference speakers William E. Remy and Arthur Bayern, San Antonio lawyers. At left, Bayern addresses a regional probate conference for judges and clerks in San Antonio.

these programs have helped them know what legal action to suggest when these problems arise.

Texas is one of the four States which permit the appointment of an independent executor in a will and allow that person to handle a decedent's affairs without court supervision or administration, as though the decedent himself were living and acting.

There is no mandatory requirement to tender Texas wills into probate court.

The conferences also focused on what could be done to elicit more cooperation between the bench and bar, and the statutory delays which are inherent in probate proceedings.

Extension professionals have detected an enthusiastic response after the concluding panel discussion at each session. The real impact of these conferences, though, has manifested itself in the improved practices which are occurring in probate proceedings throughout Texas.

The fact that Texas county judges do not enjoy judicial immunity and

may be personally liable for their negligence in handling the affairs of decedents, minors, and other incompetents pending in their courts has caused a wholesale re-examination of old probate files in many counties. This potential liability has been particularly emphasized at each area session.

The new awareness imparted in these sessions has caused many judges and clerks to become less tolerant of sloppy practices on the part of those who deal in probate matters. The statutory duty to make an annual inquiry into each pending file has taken on new meaning for many of them.

Many county officials have commented on the effectiveness of these programs in improving probate administration practices on the part of judges and clerks.

One district judge said he had observed an almost complete change in the probate methods used by the county judge in his county after he participated in an area probate conference.

A deputy county clerk explained that printed copies of the conference proceedings provided to each participant were used daily for personal reference in handling probate filing and docketing chores.

The clerk found the section on miscellaneous items to be helpful in performing his duties under the mental health code regarding the estates of mentally ill persons.

One county judge in north Texas said that since the conference he had started requiring the posting of corporate surety bonds instead of personal bonds. The personal bond may not

afford the real protection a judge might need in the event of malfeasance on the part of a guardian or administrator. As a result, he saved one minor's estate more than \$6,000.

The conferences for probate judges and clerks have had a telling effect in improving the practices in Texas' probate courts. The programs have responded to expressed needs and have provided practical and useful tools which were badly needed to help judges and clerks fulfill their statutory obligations.

While probate is one area in which a need has become evident, the whole task of providing assistance to all elected county officials, who have a great variety of educational needs, is still a major challenge for the County Officials Program.

The continuing turnover in elected county governmental personnel and the increasing complexity of administering local government, together with an unusual cooperation on the part of elected county officials, make Extension efforts in this area worthwhile indeed. □

'Rec Lab' focuses on leadership skills

by
Norman O. Everson
Assistant State 4-H Leader
University of Wisconsin

Its official name is Wisconsin Recreation Leaders Laboratory—but its friends call it "Rec Lab."

The week-long 1972 Rec Lab attracted more than 100 people ages 17 and over who wanted to gain new ideas and skills in areas of recreation and to develop leadership techniques for using recreation with individuals and groups.

The theme for the week was "Expanding Horizons Through Leisure Activities." Participants included both volunteer leaders and professionals who came from a wide variety of backgrounds with different recreational skills, hobby interests, and leadership responsibilities.

There were 4-H junior and adult leaders, school teachers, Extension agents, college students, clergy, city recreation directors, and Scout leaders. They represented many organizations and institutions, including nursing homes, children's homes, hospitals, cooperatives, social services, and special education for handicapped persons.

The curriculum offerings were varied and allowed participants to choose the activities that interested them most. Subjects were social recreation, camp craft, music, drama, crafts, natural environment, and recreation for the handicapped.

Each participant selected two or three areas in which he particularly wanted to develop recreation and leadership skills. Daily major interest periods provided special helps and leadership practice in those areas.

Everyone participated in general



sessions devoted to broadening understandings of recreation and its part in the development of the individual. Participants were involved in various exercises to assist them in leadership roles with groups.

They had a chance to practice leadership skills. Some led songs at fireside or a prayer before eating. Others performed leadership roles in their primary interest group, such as calling a square dance, directing a role-playing situation, or leading a game. Participants gained not only specific recreation skills, but also "people" skills.

The 1972 Rec Lab staff included a minister; two public school teachers; an art therapist; a city recreation director; two county 4-H agents; and Extension specialists in music, drama, wildlife ecology, forestry, and youth development.

The first statewide Recreation Laboratory was in 1938. It continued for several years under the leadership of an informal committee.

Above, several participants in a drama workshop watch as three others role-play a parent-daughter discussion.

The laboratory was organized as a nonprofit legal organization with constitution, bylaws, and board of directors in 1945. It was named the Wisconsin Recreation Leaders Laboratory Association.

From that small group of people who wanted to include recreation as a part of rural youth programs, Rec Lab developed into an organization that has provided learning opportunities for thousands of youth and adults, both rural and urban.

In addition to the direct benefit of recreational leadership training, the Rec Labs have served to promote one-



An engrossed group watches while Robert Swan, above (center), Extension music specialist, gives a demonstration. At left, Jack Heller, youth development specialist, supervises as two participants in the camp craft section practice their skill in log sawing.



day or weekend county Rec Labs, have been a source of recreational literature and materials, and have maintained a list of available resource people in recreation.

Since its beginning, activities of Rec Lab have been conducted in close cooperation with University Extension. Extension provides a headquarters for operation each year, and the services of an executive secretary plus other secretarial help.

This relationship is mutually beneficial, since training is provided to

both volunteers and professionals who provide recreational leadership in county Extension programs. One strength of the Rec Lab is the interaction which takes place between individuals and groups having a common interest.

The benefits to Extension are multiple. The majority of participants at leadership workshops are 4-H junior and adult leaders. Many soon become involved in organizing recreation workshops and groups in their clubs and communities.

Several Wisconsin Extension agents attend the spring workshop as a part of their inservice education. The experience helps them implement leader-development programs and organize recreational learning experiences.

Rec Lab activities reach clientele who are not usually reached through Extension programs. A University of Wisconsin student indicated that the Rec Lab experience helped him decide that he wanted to work in physical recreation.

Another student majoring in wildlife ecology said, "The workshop was an assemblage of many different types of people with different backgrounds, but one thing we all had in common: a basic desire to work for people that brought us all together."

One of the staff, a teacher of handicapped youth, said from his first experience with Rec Lab, "Recreation can be defined as the re-creation of physical and mental abilities. Rec Lab helps develop the coordination, ideas, and total use of oneself."

Perhaps the success of a week-long Rec Lab was best stated by one of the staff of the 1972 Lab. He said, "The ultimate test of the success or failure of this week can best be measured by the differences all of us here make in the lives of other people in our clubs, organizations, and communities."

Because of effective education opportunities such as Rec Lab, Extension agents are helping many Wisconsin citizens to expand their horizons through leisure activities. We believe we've only just begun!

by
Jean A. Shipman
Division of Public Information
Oklahoma State University

Turning houses into homes

"Having a comfortable home atmosphere helps solve the problem of teenagers' wanting to tear up a house down the road or an empty building," said Joe Steichen, chairman of the Ponca Indian Housing Authority since 1966.

Steichen pointed up youth as well as family and community benefits of a year-old housing aides program which ended in September because funds could not be obtained for its continuance.

"Besides improved quality of living for the families, the aides have helped bring economic benefits to our housing authority and to the community," Steichen said.

"One month after the aides began working within the new housing area which encompasses the old Ponca Indian reservation, our maintenance costs started a downhill slide," he said.

Maintenance expenses included roof repairs, broken windows in houses, and service calls on thermostats, heaters, or electrical problems.

Butane bills dropped an average of \$5.07 per family after aides were out in the field, Steichen said. "In our 70 occupied units, that's roughly \$350 a month savings to people who are on the low end of the totem pole on income.

"If you really want to help underprivileged people, help them with things that really count every month. The \$5.07 average savings is something that buys groceries. A reduction in fuel costs really helps them a lot more than coming along and giving them a basket of groceries."

Steichen told Bill Smith, Extension agent in Indian programs, "As far as I'm concerned, we're getting twice as much for the taxpayer's dollar as in any other program I've ever seen."

He estimated that the program would save the housing authority \$60 per unit a year. "When we have the 200 housing units in operation by the end of the year, that would be 60 times \$200 annually," he said.

Smith pointed out other benefits that couldn't be computed, such as prevention of house burnouts from electrical wiring failures, servicing of water pumps that became waterlogged, and work in reupholstering furniture.

As a result of the aide program, Smith said, most homes have carpets. About the only cost has been the time and labor that went into them.

"The families paid for the tape or thread used," Smith said, "and they pieced together carpet ends from an Oklahoma carpet mill. Some carpets matched perfectly and others were combinations of colors that worked beautifully."

About participants in the program, Steichen, who is a non-Indian, said, "Changes in folks we're trying to deal with don't come fast. You don't meet these people in groups. You meet them on a one-to-one basis.

"When the families moved in, I know that 75 percent didn't know how to really keep this type of home clean. Some didn't know how to clean a stove, how to set a thermostat, or how to disinfect and clean a bathroom. These are some things aides taught them," Steichen said.

"When children live in comfortable homes and understand that green grass out in the yard doesn't jump there, they take pride in their surroundings and spend more time at home," Smith said.

Since the housing has come to the area and aides have taught families

how to live in their new homes, more Indian men are holding steady jobs to bring in their monthly house payments.

"We've increased the employment of breadwinners of the Indian community. Now these people are working and paying income taxes for the first time in their lives. They've turned the circle around and are headed back economically. Admittedly, it's a slow curve. But they're making it," Steichen said.

Telling the origin of the program, Steichen said, "Members of our housing authority were concerned about our housing projects going down in repair and maintenance costs rising.

"We visited housing aides programs being carried out by Oklahoma State University in southeastern Oklahoma. Soon afterwards, we got funds from the Bureau of Indian Affairs; the U.S. Public Health Service, Division of Indian Health; and the Department of Housing and Urban Development.

"We contracted with Oklahoma State University Extension to select, train, and supervise housing aides from within the new housing development area."

Mrs. Gayle Muret, Extension home economist in housing, was employed half-time to supervise the aides.

After hiring and training six women and one man as aides, Mrs. Muret conducted a continuous training program 1 day a week for them. Besides learning additional skills, the aides shared problems and experiences.

"Anytime someone asked the aides to describe their jobs, they'd say, 'Teaching people to help themselves, not doing for them,'" Mrs. Muret said.

Preparing families to move from

Discussing guidelines for cooperation in the housing aides program are, left to right, Mrs. Gayle Muret, Extension home economist in housing; Joe Steichen, Ponca Indian Housing Authority chairman; and Bill Smith, Extension agent in Indian programs.

inadequate to new houses as well as solving housing problems and teaching homemaking skills were some ways the aides helped Indian families improve their quality of living.

Emphasizing the teamwork of the housing aide and the nutrition aide programs, Smith said, "The two groups of aides worked as a team from this office."

He said when he came there 6 years ago, 80 percent of the youngsters had "running malnutrition sores the likes of which I've never seen any place since 1936 down in eastern Oklahoma.

Below, Mrs. Gayle Muret, Extension home economist in housing, and Henry Lieb, Jr., housing aide, go over weekly reports and schedule. At right, Mollie Walkingsky, housing aide, counsels with children of a participating family on the care of home grounds.



"Then we got the school lunch program going. And later the expanded foods and nutrition program started. Now last year and this, I've not seen a malnutrition sore on any Indian child, regardless of age, whether in school or not."

Mrs. Muret said, "Aides from the two programs directed the youth as a team. They reached 80 boys and girls and taught them housing and the basic four food groups this summer.



"The boys at Marland did a fantastic job of making bird houses, pot holders, tie racks and spice shelves. The 4-H junior leaders reinforced the program."

Describing typical housing problems, one aide told of a home festered with mosquitoes. "That place was under water all around. Every time we walked, we could see water seeping out."

After a ditch was dug and water drained, the male housing aide found broken pipes under the house. They were fixed, but water still leaked. Then they found water seeping from a plastic line that had cracked during the winter.

"Now the house is dry," the aide said. "The family has planned landscaping, and their grass is already up."

One mother didn't know how to light the pilot on a hot water heater, so she carried water in and heated it. Since an aide helped her light the pilot, she's been using the water heater and keeping her dishes clean.

Mrs. Muret believes that involving the community in the program has been important. "That way, aides have confidence in the businessmen, and merchants understand work being done in the housing program."

The women made most of the initial contacts. If plumbing work, carpentry, or landscaping were needed, the aides found out when the husband would be home. Then the male aide came at that time to work with the family.

Each of the female aides had assigned families to work with. But they cooperated with others when needed. The male aide worked throughout the area.

Just before the program ended, one aide said, "We're beginning to see the real needs of people as we get to meet and know them. We've hit home repair pretty hard.

"If the roof leaks or wind blows through the house, if it isn't warm in winter or cool in summer, then it still isn't a home. It's just a shack or a house to live in." □



Catfish 'boom' creates educational needs

Though small in total volume compared to other meat industries, catfish farming is the fastest growing agricultural industry in Texas.

Today, more than 5,000 acres of water produce catfish valued at about \$6 million annually. This compares to virtually no commercial production of catfish in Texas in 1960.

Catfish farming requires a high degree of technical knowledge and managerial skill. The ideal catfish farmer needs to be a chemist, biologist, salesman, engineer, and economist—with the administrative ability to put it all together.

The Texas Agricultural Extension Service provides educational programs of technical information and training necessary to grow the finicky "Mr. Whiskers."

The Extension fisheries program in Texas is led by Wallace Klussmann, a pioneer in the field. In addition, the fresh water fisheries staff includes James Davis, fisheries specialist; Don Steinbach, associate specialist; and Dr.

by
Herbert H. Brevard
Area Information Specialist
and

Dr. Joe Lock
Area Fisheries Specialist
Agricultural Research
and Extension Center
Overton, Texas

Ken Johnson, fish disease specialist, all headquartered at Texas A&M University.

Dr. Joe Lock, area fisheries specialist, is located in East Texas at the Texas A&M University Agricultural Research and Extension Center at Overton.

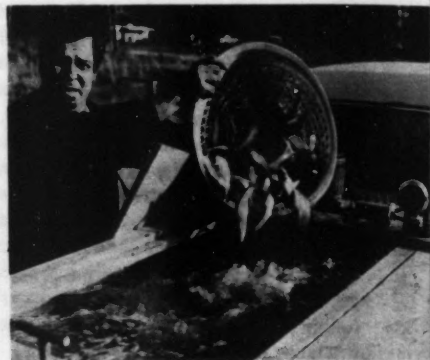
When the fish disease specialist position was established in 1971, a fish parasite and disease diagnostic service was started. The service is now fully operational and provides free diagnosis to Texas fish farmers.

Extension educational programs in Texas are carried out primarily through local county program building committees and area income growth organizations.

Each county has an organized county program building committee made up of a broadly representative group of county leaders, county Extension agents, relevant Extension specialists, and other resource persons.

More than 18,000 volunteer leaders serve on these committees. They study and analyze their county situation, identify problems and opportunities for improving economic and social conditions, establish priorities, set long-range objectives, and develop and carry out action programs.

The State has six area income growth programs, involving 155 of the 254 counties. These programs help to develop leadership and resources in an area with common physical, economic, and environmental characteristics.



The area program joins the capabilities of individuals with those of agencies and organizations in agriculture, business, and industry to enhance the area's economic growth.

The Extension fisheries program works with and through these educational organizations. County program building committees, with counseling from agents and specialists, plan educational activities designed to meet the needs of their local situation.

At left, Don Manning, chairman of the Build East Texas Catfish Task Force, puts fingerlings into a hauling tank for transport to farm pond. Below, left to right, Dr. Ken Lewis, area entomologist, producer K. D. Atwood, and Dr. Joe Lock, area fisheries specialist, inspect an insect trap over a catfish cage.

These activities may take the form of result demonstrations, workshops, clinics, tours and field days, or individual consultations.

In some counties, catfish farming is not yet large enough to be given full attention by the committee, so emphasis has been on area programs. The Build East Texas (BET) program has been particularly successful in carrying out educational activities.

The BET area income growth program is organized into commodity task forces. The catfish production task force is led by Don Manning of Longview, Texas, with Dr. Lock serving as advisor.

During the 1971 fiscal year, this task force, in cooperation with the Extension Service, sponsored a fish disease short course, a field day, tour, and panel discussion covering all phases of catfish production. Many result demonstrations were conducted on the economic feasibility of various methods of production.

Result demonstrations remain a highly effective teaching method in Texas. Extension personnel carry out these demonstrations and applied catfish production research in cooperation with catfish farmers.

The owner of one of the largest fish farms in the State, for example, donated 21 experimental ponds for use in applied research during 1972.

Extension uses the multi-discipline approach to problem solving. In one segment of this project, growth and feed conversion of three varieties of catfish are being compared.

Dr. Jack Price, Extension agricultural chemicals leader, is studying

varying the feed protein content in relation to the age and size of catfish. Other studies are being conducted in feeding game fish alone and with channel catfish.

Lock and Dr. John Fowler, area poultry specialist, are conducting a study using dried poultry wastes (DPW) as a food substitute for animal protein. This practice could greatly reduce the high cost of catfish feed.

Because of the common name of DPW, the two specialists have incurred considerable ribbing from their fellow workers. But if preliminary results hold true, Fowler and Lock may have the last laugh when the production cost of their fish is compared with that of the controls.

Farm pond management for recreational fishing is frequently included in educational programs on catfish production. Advanced management practices in both areas often coincide.

East Texas, with suitable climate and adequate water, is currently the focal point of catfish production in Texas. Many result demonstrations have been conducted on feeding channel catfish in stock ponds. So far, all have been successful.

Interest is high in raising catfish in cages. This method requires extra care in handling and feeding because of the high incidence of disease. Cage production averages 300 to 500 pounds of fish per cubic meter cage in about 6 months.

One demonstration, using aerial insects as supplemental feed, is in progress at a farm in Rusk County. Insects are funneled into a cage each night through an insect light trap. Fish in this cage are fed a lesser amount of a lower-protein, lower-cost feed.

Growth is being compared with two cages of catfish fed a higher cost, nutritionally complete feed. Dr. Ken Lewis, area entomologist, is participating with Lock on this project.

Catfish fingerling production (hatching and raising fish for stocking) is presently the most profitable part of the catfish business. A demonstration

at a farm near Henderson produced more than 6,000 pounds of fingerlings per surface acre of water in 1971. Advanced management techniques were employed throughout the demonstration.

The catfish industry is not without problems. Contrary to popular belief, the high quality catfish produced on farms do not tolerate poor water quality. They also require a high quality, high protein feed to grow at maximum efficiency. Applied research being conducted by Extension specialists may help alleviate this expensive production cost.

Another serious problem is the removal of undesirable fish before stocking with catfish or other game fish. Insecticides have traditionally been used for this purpose, with varied results.

Increasing criticism of this practice has led Texas Extension specialists to search for an effective fish toxicant that will not leave a persistent residue.

Klussmann and Steinbach, in cooperation with the Texas Parks and Wildlife Department, have done research using anhydrous ammonia as a toxicant. A naturally occurring compound, it seems to meet the non-persistent residue requirement.

The research has shown that ammonia is more effective as a fish toxicant than the traditionally-used insecticides. An added bonus is derived from ammonia, since it also eradicates undesirable weeds and promotes the growth of beneficial phytoplankton.

Ammonia is not presently cleared for use in ponds, but is being evaluated in field testing situations.

The Texas Agricultural Extension Service views the problems of the rapidly developing catfish industry as an opportunity and challenge—an opportunity to help people solve their problems by putting research-proven practices into use, and a challenge to the skills and expertise of Extension personnel to implement educational programs to meet the needs of society. □

at a farm near... advanced management techniques were employed throughout the design...

The earlier industry is not without problems. County is popular belief. The high quality cattle produced in farms do not always have high quality. They also require a high quality high protein feed to grow to market weight. A good example is...

...the county...

Opportunity begins at home

Where would you start if you wanted to encourage your community's young people not to move away after high school or college?

Spencer County, Indiana, decided to start with the kids themselves—by finding out what kinds of opportunities they wanted, and then planning a special program to show them how many of these opportunities already existed in the county.

At a meeting of the county Community Development Committee last year, members expressed concern that not enough young people were staying in the county. Someone suggested that they find out why by inviting a dozen high school juniors and seniors for an evening discussion.

A report of that meeting says: "Members of the committee were greatly impressed by these articulate and intelligent youngsters, who were well groomed and well mannered. They felt a pride in the reflections these students cast, knowing they were

...the local people...

...Catholic...

...by...

...Opportunity...



indicative of friends, families, and schools."

More than that, the young folks were honest with their elders, and told it like it was. They said there were not enough opportunities to keep them in Spencer County, not enough of the kind of jobs they wanted, and not enough variety in the school courses to give them the kind of education they needed.



by
Russel J. McCormick
Area Extension Agent
Warrick County, Indiana

One aspiring young farmer said, "Here it seems the farms are inherited, and will not support two families. If you're lucky enough to find acreage where you would like to buy, you incur a debt you live with all your lifetime, and the kids inherit the debt with the land."

They wanted to see more recreation opportunity of all kinds. And they thought a 2-year advanced school

Representatives of Spencer County's construction industry, above left, tell interested students about the local job opportunities in their field. Below left, another group learns about the possibilities for a teaching career.

course beyond high school, combining academic with vocational training, was needed.

Concerning the church, they were 100 percent in favor of change. "We go to the same churches as our parents and grandparents, and the ideas are the same now as then," they said.

Some of them liked the friendliness and clean atmosphere of the small communities. "People should invest in their county instead of just paying taxes," they commented, adding that "they could do better with what is already here."

The young people's comments were published in the local newspaper, and the next meeting of the Development Committee was a brisk one.

It was William Koch, manager of Santa Claus Land, who strongly urged some kind of career day that would show the young people what kind of opportunities were available in Spencer County, particularly in small industry and services.

A subcommittee was named to proceed with the career day, and James Buckles was asked to serve as chairman.

The committee again went directly to the youth for ideas. They sent out 350 career interest survey cards to high school freshmen. The answered cards gave a basis for the kind of career information that went into the Youth Opportunity Day.

The freshmen were given 99 choices, and Opportunity Day booths were set up for those fields receiving enough votes. In each booth, resource people talked to the young folks about

jobs that were available in their own community.

Among subjects chosen by the ninth graders were auto mechanics with 45 requests, child care with 33, hairstyling with 31, nursing with 30, sports with 27, construction 24, and agriculture and woodworking in a tie at 21. Morticians, clergymen, and printers received no votes.

One of the first decisions the committee made was to man the booths with qualified people. They were workers from the selected career fields, people who had the kinds of jobs a high school graduate might step into in Spencer County. They weren't public relations or business executives with four-colored folders, but workers who could answer questions about training, salary, working hours, and future opportunity.

The staffs and principals of three high schools were essential to getting the young people to the Youth and Community Center, and six teachers from the schools acted as chaperones.

Service clubs from six communities in the county helped with the cost of the program. Extension Service personnel who worked as resource people for the Community Development Committee included Bill Beach, Hiram Wallace, Chester Belcher, and Russel McCormick, all area Extension agents.

The key people when the day came were 20 resource people from business, industry, government, and schools. "We were fortunate to obtain many well qualified resource people for the day's program," said Ra'ph Kennedy, chairman of the Spencer County Community Development

Study Committee that sponsored the day.

"The cooperation of the resource people was outstanding," was the way James Buckles, chairman of the subcommittee, gave credit to the 20 who worked in the booths. School principal Ray Lindsay expressed his thanks by saying that "the resource people were well qualified, and our students said they appreciated the program."

Of the 320 young people who came to listen and ask questions of the workers, more than half asked to have the program continued another year for the next group of freshmen.

Most of them thought the 25-minute sessions at the booths were about right. They also felt that field trips to visit the job locations would have been helpful.

More than half of the participants said afterward that they would like to work and live in Spencer County, and that they were now more aware of opportunities in the county.

To develop this sort of attitude was the objective of the Community Development Committee when they started planning for the day many months before.

Why was the Youth Opportunity Day so successful? A key reason, certainly, is that the Development Committee got help from young people and working people.

The enthusiasm for the project is such that we believe it will go on from year to year, or as long as the young people will come. Its real evaluation will have to come in the future, from those who stay in the county, as well as from those who leave. □



National Farm-City Week

As this is written, committees across the country are putting the finishing touches on local events in support of the National Farm-City Week observance scheduled for November 17-23. The National Farm-City Council, Incorporated, sponsor of the event, dedicates the observance to "better rural-urban understanding." Specific focus of the 1972 event is "Quality of Life—Our Mutual Responsibility."

The first National Farm-City Week was observed in 1955, although many localities had sponsored such events for years. Recalling the events conducted then and in the years immediately following, observances in recent years appear to more nearly serve the intended purpose.

The early observances placed major emphasis on helping urban dwellers better understand and appreciate the complications involved in producing the Nation's food and fiber. Often little if any emphasis was given to the trials and tribulations of the local businessmen serving the farmer or to the role they may have been playing in moving the farm produce to the ultimate consumer.

Yet, true understanding can come only in an atmosphere of effective two-way communication. There are two sides to every issue. One isn't likely to get an audience for his side unless he is willing to give the other side a chance to tell his story. Secretary Butz, in a recent address at the Annual Farm Barbecue in Burlington, Iowa, summed up this interrelationship this way:

... it is most fitting here, on the eve of harvest, for the Burlington Chamber of Commerce to pay this tribute to farmers. The agricultural abundance which we enjoy in America is the product of what agriculture and business together make possible. The business community in Burlington—in all of Iowa—knows that. And farmers

know it.

"Where would the Iowa farmer be without the host of businesses which serve farmers—both on the input side and output side? We couldn't begin to feed this Nation—and others around the world. And what reason would there be for many of the key businesses and for much of Iowa's manufacturing without farmers? Iowa would again become an open prairie.

"It is this interrelationship between farming and business—and its solid benefit for all—which brings you here for this barbecue."

Reviewing some of the observances scheduled across the country this year, we see that we are moving toward two-way communication.

The Montana Cowbells is very active in working to improve rural-urban understanding. One local chapter participated in a tour arranged by a local bank. Another chapter helped sponsor a two-part event. One part included a tour of several ranches and farms for city residents. The other part featured a tour of local businesses for rural people.

A regional Farm-City Week Conference in Hartford, Connecticut, earlier this year featured speakers representing both rural and urban residents. They addressed themselves to this year's theme, "Quality of Life—Our Mutual Responsibility."

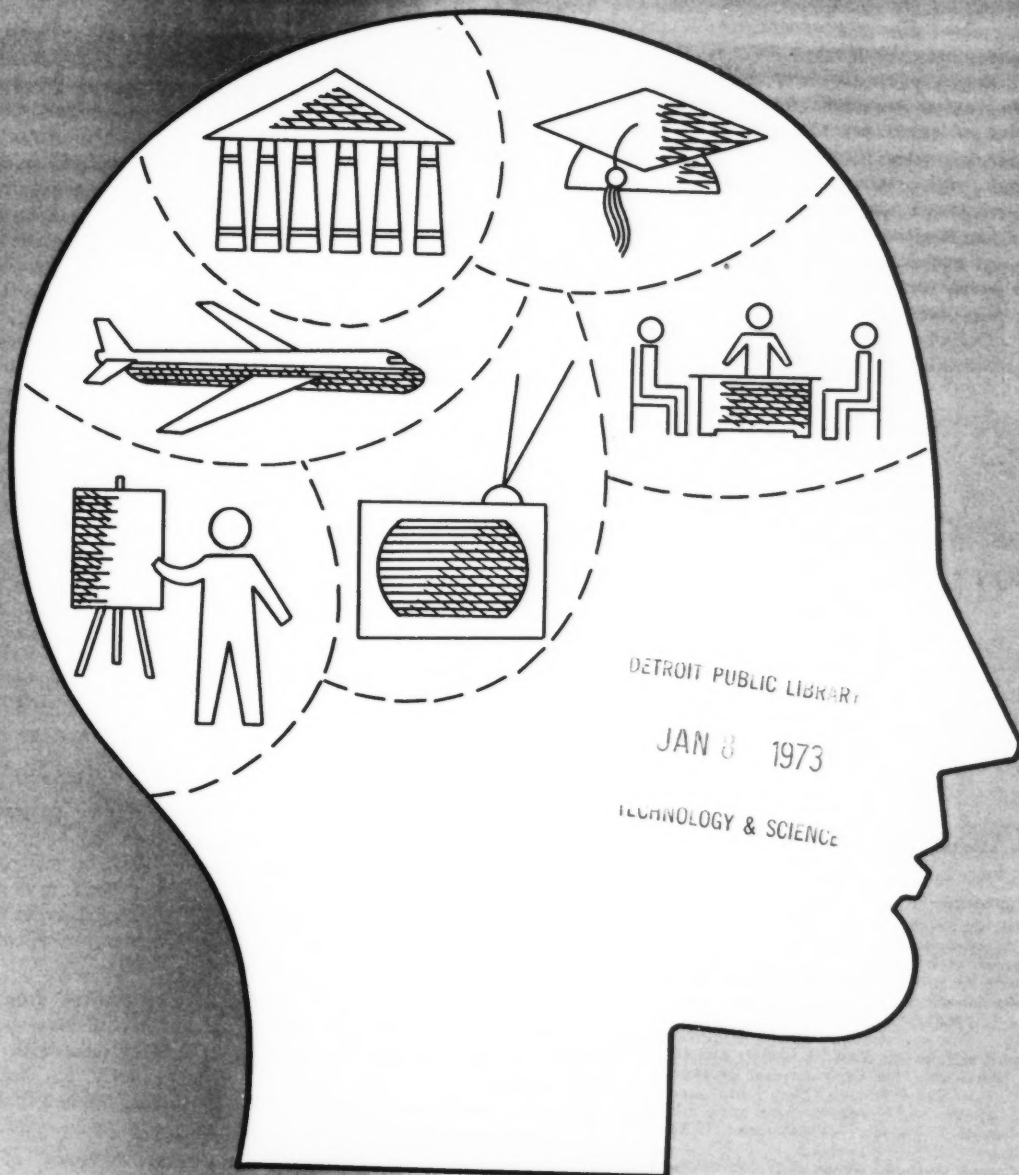
These are just three of hundreds of examples across the country where observances specifically include two-way communication as the founders envisioned. Perhaps this trend toward telling both the rural and urban stories is itself evidence that the Farm-City Week is producing the desired understanding and the desire for understanding and that we are getting it all together.—WJW

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EXTENSION SERVICE
REVIEW

U.S. DEPARTMENT OF AGRICULTURE * DECEMBER 1972



Professional Improvement - page 8

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 Extension workers, in their roles as educational leaders, 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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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In case you wondered . . .

When letters started coming in recently, commenting on articles that had appeared in the Review several months ago, we began to suspect that something was wrong—and indeed it was. Some of the spring and summer issues reached you several months late because they were misplaced between the printing contractor and the Government Printing Office, which does the mailing for us, and we were not notified of the problem. We'll be keeping a close check to see that this doesn't happen again. We're trying too, to eliminate some of the other scheduling, printing, and mailing difficulties that have delayed the magazine, so that you will receive it on time.

Remember, if you need to change your address, drop a name from the mailing list, or change the number of issues being sent to your county, please include your mailing label with your request. Such requests are acted on immediately, but because the Government Printing Office makes up mailing labels 3 or 4 months in advance, it takes that long for changes to go into effect.

The Review is just a "needle" in the vast "haystack" of Government publications processed in Washington each month, but we'll do our best to see that it doesn't get lost again.—MAW

by
Candace Carroll
Division of Communications Services
University of Wyoming

'Hot Line' serves homeowners



University of Wyoming Horticulturist Blair Adams examines a plant during the "house call" portion of "Garden Hot Line."

Rawlins, Wyoming, the county seat of Carbon County, is a bustling community of about 10,000 people. It is on a main railroad line, just a few miles east of the Continental Divide.

A typical small western town, it is a stable and growing community. The economy rests upon the railroad, mining, oil fields, light industry, and—above all—the ranches of Carbon County.

Lyle Anderson, Carbon County agricultural Extension agent, is a busy

man. He and his assistant Ron Paul are the primary information sources for about 300 farms and ranches. The county measures more than 100 miles on all sides, and this 10,000-plus square miles contains all or part of four mountain ranges which complicate travel and communications.

Anderson and Paul have their hands full serving the educational needs of their rural clientele and a busy 4-H program. But the residents of Rawlins also need help with their lawns, trees, and gardens.

In towns the size of Rawlins, the county agent is often the only available source of gardening information. Anderson's problem was how to provide the needed assistance with practically all of his time already committed.

Like most county agents, Anderson was reluctant to get too involved with horticultural problems, which could require time beyond the limited resources of two men covering such a large area.

Anderson decided the horticultural program would have to be limited in scope. The next step was to design an educational program which could reach all the people of Rawlins in about a half day's time.

Anderson's answer was "Garden Hot Line." This program enlisted the use of all the mass media channels in Rawlins—radio, cable television, and the newspaper. "Garden Hot Line" was scheduled for Thursday afternoons for 6 weeks, beginning April 20 and running through May 25.

Blair Adams, University of Wyoming Extension horticulturist, helped with the program.

"Garden Hot Line" began each Thursday with an "open mike" type of radio program from 3:05 to 3:30. Local gardeners were invited to call in their questions for discussion on the air. Those which could be identified readily were discussed, and others which could not be pinpointed were earmarked for individual calls and diagnosis.

From 3:30 to 5:30, Anderson and Adams made home visits to examine and diagnose problems and gather examples. At 5:30 they returned to the air, via the local cable television station.

"Garden Hot Line" followed the local evening news. Here they displayed the specimens of problems gathered that afternoon. The television studio also installed a telephone so additional calls could be received.

After the television portion of "Hot Line," the agents completed the list of home visits for diagnosis and then wrote a newspaper column concerning the two or three most prevalent problems of that week, again under the "Garden Hot Line" name. The column was submitted to the newspaper for printing in the Saturday morning paper.

Each media contributed to the success of this educational program. The radio provided a fast testing of the pulse and brought to light many current problems. The television provided a visual dimension to show what the problems looked like. Finally, the newspapers provided a record of the problems identified, and written instructions for coping with the situation.

The individual media uses are not new. What this county agent did was put it all together into a concentrated educational program to serve the specific needs of one community. His personal skill was demonstrated in his ability to muster these three competitive media to work toward solving a single educational problem. □

Navajos improve wool marketing

Wool is almost the same as money to many Navajo Indians of New Mexico, Arizona, and Utah. The Navajos, for years, have herded their sheep on reservation lands. Wool is sheared, mainly using hand clippers, and the money received is a big part of the yearly incomes of many Navajo families.

Imagine, then, the possible result of the depressed wool-marketing conditions of 1971. Obviously, the result could have meant disaster for thousands of Navajo families.

A severe drought which forced supplemental feeding and watering of livestock on the reservation didn't brighten the outlook.

by

Norman L. Newcomer
*Associate Agricultural Editor
New Mexico State University*



Owen Hammons, Extension agent for New Mexico State University, discovered the pending disaster early in the year. The Navajos simply couldn't sell their 1971 clip to their usual buyers—the trading post operators. The traders still had the 1970 Navajo wool clip and couldn't buy more. (The 1970 clip was later sold.)

Hammons, who headquarters at Crownpoint, relayed his findings to the Navajo Tribal Council. The end result is a plan and action which promises long-lasting beneficial effects.

As a result of the plan, the Navajo Tribe is developing a modern, efficient wool-marketing operation. In the process, Extension-sponsored schools are teaching Navajos to use electric shears in their wool-shearing operations. Schools are also teaching proper wool-handling methods.

Hammons, along with Norman Wolf, NMSU Extension agent at Tohatchi, James M. Sachse, NMSU Extension sheep specialist, and William D. McFadden of the NMSU College

of Agriculture and Home Economics, played a big hand in the plan and its development.

The plan was so successful in its first year that the Navajo Tribal Council voted to continue the program into 1972.

Briefly stated, the program called for the Tribe to sell the clip of all Navajo sheepmen in 1971. The Tribal Council met with Bureau of Indian Affairs and USDA officials, traders, NMSU representatives, and wool warehousemen to come up with procedures.

An improved national wool market in 1972 has reduced program participation about one-third. But even with the improved market, the Tribe processed nearly 2 million pounds of wool, compared to 3 million pounds in 1971. The remainder of the year's production (about 1 million pounds) is being marketed through traditional channels (the traders).

To implement the first-year plan, the Tribe appropriated \$1 million as

An important part of the Navajo wool-marketing program was teaching the Indians how to use electric shears to shear sheep. At left, Jim Sachse, NMSU Extension sheep specialist, shows how it is done.

an advance on 1971 wool incentive payments. It also approved a plan for grading the wool—something the Navajos had never done.

Officials made it clear that the Tribe was not actually buying the wool, but was simply serving as agent for sale of the clip. The Tribe, in other words, expected to get its money back.

Wool was brought to a central point at Window Rock, Arizona. McFadden and Sachse directed the training of Navajos in wool grading. A contract was awarded to a Wyoming firm for furnishing equipment and expertise.

As individual Navajo producers delivered their wool to the warehouse, the Tribe advanced them 29 cents per pound for it. The Tribe was then designated as a wool marketing agency, and producers assigned their wool incentive checks to it.

The Tribe marketed the wool at an average price of 15 cents per pound, netting 13 cents to the producers after deducting 2 cents for processing. When the 1971 incentive payment of 271.1 percent (35 cents) was added, each producer received a total price of 50 cents per pound for his wool.

The 50 cents per pound is considerably more than the estimated 12-15 cents net per pound they might have received by marketing through traditional channels. There is the distinct possibility, however, that the wool couldn't have been sold at any price to the traders.

The same type of program is being conducted in 1972, with the grower advanced 29 cents per pound for his wool. A contract was signed with professional wool graders to grade the wool at a warehouse located at Mexican Springs, New Mexico.

The NMSU Extension Service, along with the Navajo Tribe Wool Marketing Project and the Navajo Community College Indian Community Action Project, emphasized educational programs on the New Mexico portion of the reservation aimed at complementing the marketing plan.

Electricity is now available on at least part of the reservation, making electric shearing practical. Typically, however, Navajo sheepmen have small flocks. Consequently, commercial shearing crews have not made themselves readily available on the reservation. Thus, the Navajo, not having electric shearing skills, has been obliged to continue his hand-shearing operations.

Schools were held on the use of electric shears. Navajos learned by practicing what they saw demonstrated.

Sheep Specialist Sachse sees shearing as a potential income source for some Navajo Tribe members. He points out that shearing crews are harder and harder to come by, and feels that Navajo crews could find work both on and off the reservation.

Basic wool grading and range nutrition were taught at schools sponsored by NMSU. Sachse told Navajos about different grades of wool as determined by the diameter and length of each wool fiber. Raymond Barnes, NMSU livestock agent serving the Navajos from Farmington, helped growers prepare their wool-grading kits.

The Navajos practiced by grading 25 fleeces of different grades. The following day, they pulled locks of wool from the same fleeces and compared them to the samples in their grading kits. A judging contest on the afternoon of the second day gave the Navajos a chance to see what they had learned. A contest champion was named.

In 1971, it became apparent that some instruction was needed in preparing Navajo wool for market. Some wool was brought to the receiving point in feed sacks. Other clips came wrapped in blankets or tarpaulins.

Some wool sacks were covered with patches, indicating many years of use. Many of the Navajos expected to have their sacks returned to them. Many fleeces were not tied. Some were tied with wire or hemp twine.

As a result, Extension put together a school on preparing wool for market, coupled with information which had been presented at earlier schools. One of the instructors was Elton Thompson, a Navajo from Mexican Springs, and foreman of the wool project.

Thompson suggested that Navajos put their fleeces in nonreturnable burlap wool sacks of a uniform size. He outlined procedures for closing the filled bags by loosely sewing them at the top with cotton string.

Other packaging and handling improvements were suggested, such as marking the bag with a description of its contents and the name of the grower; leaving wool unsacked until it is dry; eliminating straw, baling twine, sand, rocks, and burrs from the wool; and tying fleeces with paper fleece ties.

Thompson also suggested that machine shearing produces better uniformity and improved fiber price.

Tim Draper, vice president of the company supervising the wool marketing operation in 1971, said, "In contrast to previous Navajo clips, this wool is being packaged in salable grades. A mill can buy the grade it wants, instead of having to buy mixed-up wool. This opens the door to more mills as prospective Navajo wool buyers. Our intention is to put the wool in salable grades—to make the wool acceptable."

The 1971 Navajo wool was acceptable. It was sold under conditions Draper described as "the worst (wool market) since the thirties."

It is still too early to say how the plan will work in 1972. One thing, however, is certain. Producers of two-thirds of the Navajo Reservation wool stayed with the program this year. They could probably have sold to traditional buyers. That says something! □

The "mini" is making a comeback in West Virginia, but this time it's a mini-college for "with-it" knowledge.

University Days for Women, a 4-day event, has been sponsored by the West Virginia University Cooperative Extension Service for the past 2 summers. The mini-college allows women to join the campus scene as short-term coeds. They attend 15 hours of non-credit classes, live in an ultra-modern dormitory, and relax at cultural events and recreation.

Participants choose four classes from the 25 or so offered in such areas as education, family living, social problems, the arts, homemaking, consumer issues, community involvement, recreation, leadership training, and environmental quality.

Instructors, most of whom donate their time, are college professors, Extension specialists, agency representatives, and civic and business leaders.

Shirley Campbell, WVU Extension program leader for women, was the mini-college coordinator. "Today's women are involved with what goes on outside their homes," she explained. "They are employed, they serve others through volunteer activities, and they work to improve their communities and State."

She sees the mini-college as one way of aiding women in their many roles by helping them improve their skills and knowledge.

Thirty-five women, representing more than a dozen organizations, attended six regional planning sessions last fall.

Some groups represented were: American Association of University Women, Junior League, Church Women United, Business and Professional Women, Quota, Council of PTA's, Federated Women's Club, Extension Homemakers, League of Women Voters, West Virginia Garden Clubs, county Extension agents, and participants in the first mini-college.

Involving many women's groups is a step toward one long-term objective of the program, which is to encourage them to pool their efforts for one



statewide event that would provide training on a variety of issues now being covered in several individual meetings.

Another unique feature of West Virginia's University Days is small group counseling sessions for those thinking about a vocation or volunteer work. Psychologists in the WVU Student Counseling Service help the women analyze their interests and goals.

Mini-college participants are eligible for two Continuing Education Units (CEU's), which are given free of charge to persons continuing their education through WVU noncredit programs.

After reviewing ideas gathered at the regional planning sessions, Miss Campbell asked several on-campus staff, Extension agents, and organizational representatives to serve as a central planning committee. They decided which classes to offer, contacted instructors and speakers, and prepared publicity materials.

Some of the 'mini-college' classes, like this one in stitchery, help participants develop their individual talents.

Since the program is completely self-supporting, the committee set the registration fee at \$20. Room and board for those staying in the dormitory cost another \$35. The WVU Conference Office scheduled classrooms, prepared printed programs and name-tags, and registered participants.

About 10,000 brochures and registration blanks were distributed in April by using mailing lists of several organizations. County Extension home economists promoted the event and served as local contacts.

State Extension staff members in the Division of Information and Educational Technology prepared newspaper releases and photos, conducted radio interviews, and produced a 2-minute television news segment about University Days.

by
Joyce Ann Bower
Extension Specialist-Press
West Virginia University

Women enjoy 'mini-college'

West Virginia's first mini-college drew 61 participants from 22 of the State's 55 counties and from Ohio, Pennsylvania, and Michigan. The 1972 session was attended by 76 women.

Ages of the participants in the second University Days ranged from 24 to 74 years. Twenty-four of the 66 completing an evaluation questionnaire had 12 years or less of formal schooling. Six had spent some years in college; 20 had a bachelor's degree; one had attended business college; and three had nurse's training.

Perhaps surprising is the fact that 28 were employed full- or part-time outside their homes. Seventeen lived in rural areas, 24 in small towns, and 23 in cities.

Twenty-four participants were members of Extension Homemakers Clubs. Another 13 belonged to church groups.

The 66 respondents listed membership in 53 different groups. They belonged to an average of two women's groups apiece, but 15 were not involved in any organization.

Despite the varied backgrounds of the participants, the 25 noncredit courses received a total of 112 "excellent" ratings, 117 "very good" or "good" ratings, and only 34 "fair" or "poor" ratings.

Instructors were encouraged to use informal teaching methods, and a questionnaire they completed indicated that they did so.

Although the mini-college planners seek suggestions for improving the program, they feel that they have developed a schedule that pleases most participants.

The session is spread over 4 consecutive days in June. Classes are split over a 2-day period. The afternoon classes meet for 1½ hours each day. So that the students can study one subject in more depth, the Tuesday-Wednesday morning class meets for a total of 6 hours.

A prominent speaker at the first night's banquet helps to set the tone of the entire program. Representatives of the University are invited to meet the mini-college coeds and the speaker at the reception and banquet.

After a full day of classes on Tuesday, the evening is free for relaxation and recreation. The Wednesday evening program is a cultural event.

Following the last class on Thursday morning, a "wrap-up" speaker urges the women to become involved in the issues, problems, and opportunities back home.

For some, University Days brings back memories of their earlier college years; to others, it offers the first opportunity to attend an institution of higher learning. But regardless of their previous educational experiences, participants indicate that the program meets their needs.

Of the 66 replying to the questionnaire, 63 called their general impression of the program either "excellent" or "very good"; 61 said they would like to attend another University Days; and 65 would recommend it to others.

The participants chorused the delight of getting away from their regular routines, meeting with others, swapping ideas, and being stimulated.

A high school graduate commented, "This is my first venture into some-

thing away from my family. It broadened my education in subjects that I, as a homemaker, am interested in."

One student summed up the feelings of many when she said: "University Days opened windows of information that challenged us to further exploration."

One goal of the program is to stimulate women's interest in continuing or adult education. Although the "spinoff" is difficult to measure, some specific results can be cited.

Morgantown women asked the county board of education to offer an adult education class in auto mechanics, similar to that taught at University Days. Extension agents have used several of the same topics and instructors for county and area programs and for the State Homemakers Conference.

At least two participants decided to return to campus for graduate work. As one pointed out, the mini-college gave her the confidence and courage she needed to enroll.

Of course, the planners are anxious to know how the participants use the understandings and knowledge gained. On the questionnaire, several women indicated that they would work on community needs, conduct programs for organizations, use the information in teaching and other occupations, communicate better with family and friends, or benefit personally.

One implication of the mini-college's enthusiastic reception is that the State has many women of all ages who aren't getting the most out of their minds—and know it. It may be that University Days is the first, or at least the most exciting, chance many of them have had to get out of their everyday environments to catch up on what's happening in the "outside world."

Planning has begun for the 1973 event, and change is already on the horizon. Since the program is being promoted more extensively among WVU alumni as a chance to come back to campus, University Days may become truly coeducational next year, with the addition of men students. □

Professional improvement opportunities

Arizona Winter School

The 1973 Arizona Western Regional Extension Winter School will be held January 29 through February 16, 1973, at the University of Arizona, Tucson, Arizona. Course offerings for graduate credit are planned to serve the current needs of both men and women Extension workers.

Courses are as follows: Extension Programing To Serve Expanding Clientele, Public Affairs Education, Community Development Processes, Development of Extension Programs for Environmental Awareness and Natural Resource Conservation, Modern Extension Communications, Motivation for Profit, Applied Management, Extension Programing for the Aging, and Principles of Safe Management of Agricultural Chemicals for Plant Protection.

An outstanding selection of courses, excellent instructors, and Tucson's mild winter climate should make a combination for an enjoyable and rewarding educational experience.

Additional information and brochures are available from Ronald E. Stoller, Director, Western Regional Extension Winter School, Agricultural Building, Room 224, University of Arizona, Tucson, Arizona 85721. □

Colorado Summer School

The National Extension Summer School at Colorado State University is being planned for June 11-22, 1973. For further information about 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 18-July 6, 1973, 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. □

Missouri CRD Shortcourse

The sixth annual Community Development Summer Course and Workshop will be held May 20-June 1 at the University of Missouri-Columbia. The theme will be "The Application of Community Development Theory in Practice."

The program will be in a retreat setting at the Metropolitan St. Louis YMCA's conference center, Trout Lodge, near Potosi, Missouri.

The University of Missouri Department of Regional and Community Affairs invites the participation of professionals in community development, planning, and related fields, who are interested in application of the community development process. The course is noncredit and participation is limited to 40 persons.

For additional information, contact: Donald Littrell, Director, Summer Course and Workshop, Department of Regional and Community Affairs, University of Missouri, 723 Clark Hall, Columbia, Missouri 65201. □

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.

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 manufacturing, 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 Mrs. Nancy Haugland, Chairman, EWRT Fellowship Committee, Pacific Power and Light Company, 920 S.W. Sixth Avenue, Portland, Oregon 97204. □

Western RD Workshop

The third Western Regional Community Resource Development Workshop will be held July 17-27, 1973, at Colorado State University. Participants from throughout the United States and from abroad are welcome.

The workshop will be flexibly structured to allow maximum opportunity for mutual help on individual and group concerns and pursuits.

The workshop is based on the assumption that the greatest help the CRD professional can provide communities is to facilitate citizen involvement in decisions and action toward their perceived goals. Its objective, therefore, is to enhance participants' understanding of the supporting, helping role essential to developing effective community decisionmaking.

Specific objectives for the workshop are to provide participants an opportunity:

- to develop a working knowledge of some basic concepts underlying locally motivated planning and organization for identifying and working on significant CRD problems, and of their implications for the professional CRD worker;

- to increase skill in using this knowledge in working with actual CRD planning groups; and

- to deepen personal commitment to the facilitating, guiding role in working with people on their concerns.

Details about registration fees and accommodation rates will be announced later. For more information, contact Dr. Donald M. Sorenson, Workshop Coordinator, Department of Economics, Colorado State University, Fort Collins, Colorado 80521, telephone 303/491-5394. □

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 Tom Trail, Associate Professor of Extension Education, Room 323, Agricultural Sciences II, Washington State University, Pullman, Washington 99163. □

University of New Mexico

The University of New Mexico offers a Program for Advanced Study in Public Science Policy and Administration for mid-management officials in Federal, State, and local scientific and technological agencies. It affords an opportunity for personnel trained in a scientific technological field to broaden their preparation for higher level administrative posts.

Outstanding science administrators participate in special lectures and colloquia in the Program. The Program leads to a Master of Arts degree. Costs must be provided by the participating agencies.

For application forms and other information, write: 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. □

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 an application, write to: University of Missouri, Dean, College of Agriculture, 2-69 Agriculture Building, Columbia, Missouri 65201. □

University of Wisconsin

The University of Wisconsin-Madison offers a limited number of assistantships through the Division of Program and Staff Development, University Extension, consisting of \$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. □

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 10, 1973, 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 an application may be obtained from the Dean of the College of Agriculture, 2-69 Agriculture Building, Columbia, Missouri 65201. □

University of Maryland

One graduate assistantship in the Department of Agricultural and Extension Education is 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 \$3,480, 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. □

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 1973-74 academic year must be submitted no later than January 1, 1973. Application forms and further information may be obtained by writing to Cyril O. Houle, Department of Education, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637. □

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 for financial assistance is February 1. Contact Dr. C. J. Cunningham, Department of Agricultural Education, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210. □

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. □

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 both degree and nondegree students and can lead to Master's, Advanced Master's, or Doctoral degrees.

Although no rigid curriculum is prescribed, students pursue a core of studies in adult education, educational foundations (history, philosophy, and sociology of education) and the social 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 state-wide adult education programs; and national workshops for State-level administrators of adult education.

In addition, internships have been available with the following agencies: Federal Correctional Institution, State Department of Education, Board of Regents, Florida State University Division of Continuing Education, and several others as the need and opportunity arises.

Admission applications for the graduate program must be submitted at least 6 weeks prior to the expected enrollment date.

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 \$400 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. □

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, 1973. Announcement of the recipient will be made in May; the award will be granted after the study is completed. □

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 also will 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.

Resident Scholar Program

The Board of Engineers for Rivers and Harbors, Corps of Engineers, Department of the Army, conducts a resident scholar program open to individuals presently engaged in graduate level teaching. 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.

One resident scholar will be employed each year at the Board offices in Washington, D.C. for a 12-month period. The next opening will be for the year July 1974 through June 1975. Application, in the form of a resume of academic accomplishments and other experience, must be submitted by October 31, 1973. Salary ranges from \$25,000 to \$29,000 annually.

For further information, write to: The Resident Member, Board of Engineers for Rivers and Harbors, Department of the Army, Room 2027, Temp C Building, 2nd and Q Streets, S.W., Washington, D.C. 20315. □

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. □

University of Vermont

One graduate research fellowship is available in the Department of Vocational Education and Technology for workers interested in pursuing a master's degree in Extension education. The fellowship pays the full \$2,400 out-of-state tuition plus a \$3,100 salary on an 11-month basis.

Contact Dr. Gerald R. Fuller, VOTEC Department, Agricultural Engineering Building, University of Vermont, Burlington, Vermont 05401. □

HUD Fellowship

HUD Urban Studies Fellowship Program Awards are made for 1 year of full-time graduate study toward a Master's Degree only in an urban oriented program such as urban and regional planning, urban affairs, urban public administration, and urban sociology. Such programs must be academically accredited and located in the United States, Puerto Rico, or overseas possessions.

An awardee is furnished tuition and fees, stipend of \$2,700, and \$500 each for up to two dependents, for a maximum possible stipend of \$3,700.

Each candidate is required to affirm in writing his or her understanding of intent to enter a career in public service.

For applications and further information, write to Urban Studies Fellowship Program, Office of Planning and Management Assistance, Department of Housing and Urban Development, Washington, D.C. 20410. □

NSF Traineeships

The National Science Foundation will support an estimated 900 graduate students in 1973-1974 through its graduate traineeship program. This support represents commitments made to universities in prior years. No new graduate traineeship starts are contemplated for this final year of the program.

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, 1973. All inquiries about traineeships should be directed to the universities having traineeship awards. □

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 G. Manley, Registrar, Kennedy School of Government, Littauer Center, Harvard University, Cambridge, Massachusetts 02138. Applications should be filed by March 1. □

Cornell University

The Department of Rural Sociology provides Extension, research, and teaching assistantships paying \$3,720 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. □

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. □

Adult Education Fellowships

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 in the field.

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: Cheryl M. Francis, Director of Student Services, Midwest Administration Center, 5835 South Kimbark Avenue, Chicago, Illinois 60637. □

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County agents and professional improvement

Professional improvement is a constant goal of Extension workers. This issue of Extension Service Review lists a number of opportunities for improving in their profession.

One of the best means of improvement is the exchange of ideas and information at their annual professional meetings. Among the largest and most active of these groups are the National Association of County Agricultural Agents, National Association of Extension Home Economists, and National Association of Extension 4-H Agents.

The home economists held their 38th annual association meeting in October with more than 1,400 of the 5,000-plus members participating. At its 57th annual meeting in November, NACAA had an attendance of about 1,800 from its roster of 5,500 county and area agents. The 1,200-member 4-H agents association had its 26th annual meeting the same week in another location and had an equally high percentage of its members in attendance.

What prompts them to pay their own money for travel and expenses for these meetings? Evidence indicates it is pride in their work and a desire to learn from others how they can improve their own services. In a meeting with agents from all parts of the country, they have access to Extension's best efforts in education.

Programs at these meetings reflect the broad interests of county agents. National leaders in agriculture and Extension discuss new programs and review old ones. Members of Congress, other Government leaders, industry specialists, and university officials offer other insights.

They schedule 2 hours or more of their program specifically for professional improvement sessions, which at the NACAA meeting included such topics as rural development, use of paraprofessionals, relations with community colleges, and urban Extension programs.

Doug Strohbehn, immediate past president of NACAA, says the "buzz sessions" agents have after formal programs end each day probably are about as helpful as any other parts of the meeting.

Competitive spirit helps to keep up interest in annual meetings, too. Agents not only want to do their work well, but try to do it better than others. It was this spirit that resulted in the record 1,600 entries in the 1972 NACAA Communications Awards Program.

Cleo Stiles Bryan, new president of NAEHE, expressed

similar satisfaction with the 264 entries in their first annual Communications Awards Program.

John G. Lancaster, outgoing president of the 4-H agents association, says, "Professionalism is a dynamic process; it is something that happens to trained people. It seeks excellence; it sets criteria; and it maintains the dignity and ethical values of performance."

One way agents and specialists improve on their professionalism is through graduate study. Master's degrees are now required for most agents who serve as program specialists. And many of them have Ph.D.'s. At least one of the associations is offering scholarships and fellowships to help encourage advanced study, and others are considering such action.

NAEHE gives two J. C. Penney Scholarships to be used for graduate work. It also provides eight Grace Frysinger Fellowships for study of successful programs in other States.

Officers of the associations say that requirements for advanced degrees often cause hardship for younger agents getting started in a career and also starting a family. Scholarships seem to be one of the better answers for these agents.

The three national agent associations have established close working relationships for a united approach to professional improvement. For several years they have helped to sponsor one or two regional workshops annually for presidents of State associations. This year such workshops are being held in all regions and will include members and officers from all three associations.

Each of the agent associations publishes its own national magazine to keep members informed of activities and opportunities for professional improvement. Many of the agents also subscribe to the Journal of Extension, the professional quarterly for Extension workers.

Extension Service Review, published monthly by USDA Extension Service for all 16,000 professionals in Extension work in the United States, is devoted almost exclusively to articles that help keep agents, specialists, and administrators informed on most effective methods and techniques of Extension education.

We extend our congratulations to the county agents, and specialists who work with them, for their efforts at professional improvement and their exemplary success in serving the public.—Walter John

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