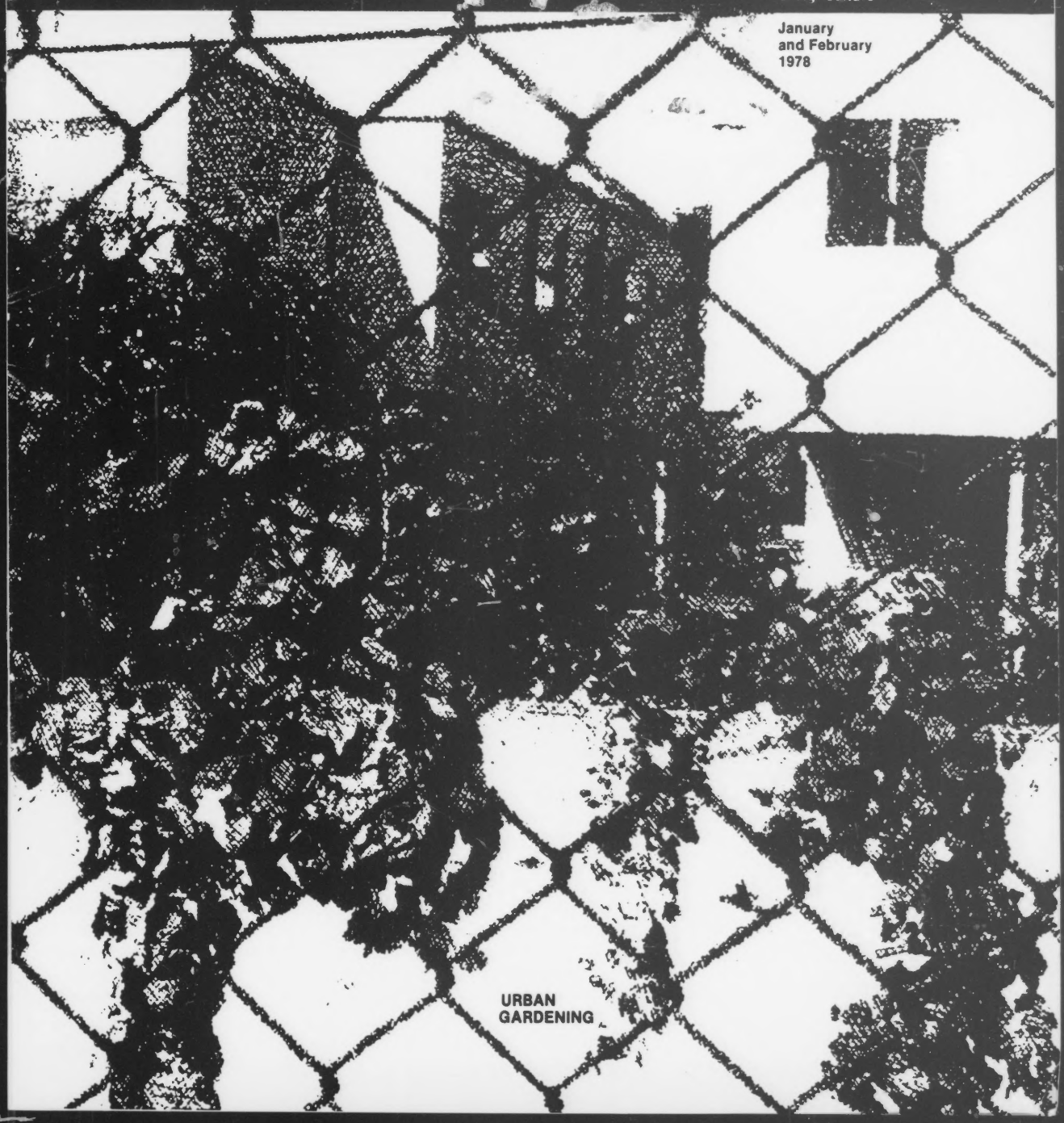
EXTENSION SERVICE
review
U S Department of Agriculture

January and February 1978



URBAN GARDENING

EXTENSION SERVICE
review
U.S. Department of Agriculture
Vol. 49 • No. 1
Jan.-Feb. 1978

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Gardening for Food and Fun

Almena Monteiro (left), urban gardening participant from Philadelphia, gives Helen Bergland, wife of the Secretary of Agriculture, her recipe for zucchini bread at a reception following the introduction of the 1977 Yearbook of Agriculture.

That's the title of the 1977 Yearbook of Agriculture introduced last fall by Secretary of Agriculture Bob Bergland at a special ceremony held at the National Arboretum in Washington, D.C.

"That's also what the Extension urban gardening project is all about," Almena Monteiro of Philadelphia and Dottie Des Verges of New York told the Secretary when they received two of the first copies of the yearbook. Monteiro and Des Verges represented participants from six cities in the 1977 Extension pilot project (also featured in this issue of the *Review*) at the opening ceremony.

The new yearbook has 56 chapters with 32 pages of color photographs. Extension staff from 20 states and USDA authored 30 of these chapters. Of the 15 yearbook committee members, eight are from the Extension Service, with Robert Wearne, ES horticulturist. as committee chairman.

Members of Congress have a limited number of copies of the yearbook for free distribution. It is also available from government bookstores and the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, for $6.50. USDA and Extension have no copies for distribution or for sale.—**Patricia Loudon and William Carnahan**

Contents

Detroiters "dig" growing roots

by
Cheryl Brickner
Communications Specialist
Wayne County, Michigan

—A handicapped man living only on government disability was able to stretch his food dollars and eat more nutritious meals by growing a garden.

—A group of Detroit teenagers became involved in a summer gardening project, instead of disrupting the neighborhood through "gang" activities.

—A low-income family of 14 grew extra produce so they could give some away to "those who really needed it, but weren't able to grow gardens of their own."

Detroit's **Growing Roots** urban gardening program has come a long way since it was first proposed in November 1976. This past summer, more than 10,000 people enrolled in the program and learned how to serve more nutritious foods at a lower cost by growing a garden.

Funding

Detroit and five other cities — New York, Los Angeles, Chicago, Houston, and Philadelphia — received special federal funds of $1.5 million for 1977 to pilot an urban gardening program for low-income residents.

Growing Roots participants in Detroit got their "education" by attending workshops at six demonstration garden sites, located throughout the city.

Many **Growing Roots** participants in Detroit became involved through personal contact. EFNEP (Expanded Food and Nutrition Education Program) aides enrolled 800 families. They also taught the gardeners the nutritive value of vegetables and how to preserve food from their gardens.

The Wayne County Extension staff in Detroit distributed materials on how to grow a vegetable garden from start to finish. This included information on soil preparation, planting, harvesting, preparing and preserving garden products and incorporating products into a nutritious, well-balanced diet.

The program faced many obstacles. Families had to grow gardens in limited space. Lots were filled with litter, bricks, weeds, etc. It was difficult to get equipment to till Detroit's heavy, compacted clay soil.

The program was new, no one had ever heard of it before.

Program kickoff

To let the public know about the urban gardening program a massive publicity campaign was launched. Extension staff appeared on TV and radio programs, while many stations aired public service announcements. One radio station played a gardening tip of the day and then plugged the **Growing Roots** program.

News releases appeared in newspapers across the country. The two major Detroit dailies continually gave the program coverage. The United Press International ran a series of articles about the program. Extension staff distributed **Growing Roots** pamphlets and posters throughout the city.

The staff also held two kickoff events in May and participated in neighborhood and community programs throughout the summer. These events, which reached nearly 900 people, featured live band music, refreshments, displays, mini-demonstrations, speakers, exhibits and more. Here participants could enroll in the program and pick up free seeds (donated by a private firm).

Recruiting help

Recruitment for help involved contacting more than 100 community agencies and 175 groups. As a result of this effort, 150 volunteers became involved in the **Growing Roots** program.

Positive Results

A lot of good things happened to families as a result of the urban gardening program.

For Mary and Michelle Bennett, ages 17 and 10, a garden never would have been possible without the **Growing Roots** workshops and supplies. "We just didn't know how to garden," Mary admitted. "You can read about it all day and never really know how Michelle loves gardening. She got to watch the plants come up, which is something inner-city kids don't get to see very often."

Growing Roots helped participants to gain leadership experience and self-confidence. Such was the case with Hattie Glasgow, a senior citizen from the Herman Gardens Housing Project, who had gardened for years.

"After we asked her to be a volunteer leader, she has shared skills with youth and other adults, who began looking up to her and making her feel useful and needed in the community;" said Paul Bridgewater, Detroit program coordinator.

Hattie had lots of praise for the program. "The **Growing Roots** staff are beautiful people and the

program really helped families in our housing project," she said.

During August, 55 urban gardeners, including youth and adults, entered their vegetables in the Michigan State Fair competition. It was the first time many of them had ever entered a contest and 32 won awards.

To highlight the end of the gardening season, the **Growing Roots** program held a Harvest Festival. The day centered around education and fun. Aides held food preservation workshops and vegetable taste panels. Horticulturists gave advice on how to improve the garden next year.

There were games and activities including a pie-eating contest, basketball throw, and an African fashion show. Representatives from the Mayor's office, the Detroit Public Housing Department, and the Detroit Garden Center presented awards to outstanding participants.

Throughout the summer, Extension Urban Evaluation Specialist Ralph Abbott and university researchers gathered information to evaluate **Growing Roots**. They conducted a random survey of 640 Detroiters to determine if they were aware of **Growing Roots** and the extent of their gardening knowledge.

Approximately two-thirds of those contacted had previous experience in gardening and preserving foods. Those with little or no experience really utilized the demonstration gardens.

About 25 percent of the enrolled families had a handicapped member, and half of these handicapped individuals actually worked in the garden.

The mass media campaign was very effective in making people aware of the program and helped reinforce participants' positive attitudes about **Growing Roots.** Personal contacts were very successful in persuading people to enroll.

"We found that the city of Detroit has a positive attitude toward Extension and this program which involved more than 10,000 people. We predict **Growing Roots** will be a booming success next year," Abbott said.

His prediction is echoed by the entire Detroit Extension staff who expect next year's program will be even bigger and better.□

Few inner-city children ever got a chance to watch vegetables grow before enrolling in Growing Roots.

James Horace, a Houston garden participant, used to raise hogs and chickens in his backyard. City Hall objected, so the livestock had to go. Horace raises vegetables now, and admits he saves "plenty of money" on his food bill.

Urban gardening — "not just vegetables. . ."

by
William Carnahan
Information Specialist
Extension Service-USDA

The Michigan story is repeated in five other pilot metropolitan cities—New York, Los Angeles, Chicago, Houston, and Philadelphia. The story is about the same, but the gardeners are different.

The gardens in the six cities are as varied as are the people who plant them. They are found on vacant lots, on roof tops, in containers, in backyards, and in flower boxes. The gardeners—from pre-teens to senior citizens—plant everything from asparagus to zucchini. They work with enthusiasm, while they learn about gardening and nutrition.

Some of the programs are conducted in cooperation with other ongoing programs. Philadelphia works closely with the Pennsylvania Horticulture Society, Los Angeles with the Mayor's Neighborhood Gardens and Farms program, Chicago with the Chicago Housing Authority, Detroit with the Mayor's Farm-A-Lot program, and New York with various horticulture associations. Houston works independently.

For 1978, the program has been funded for $3 million, with another ten cities added. They are: Atlanta, Baltimore, Boston, Cleveland, Jacksonville, Memphis, Milwaukee, Newark (N.J.), New Orleans, and St. Louis.

Willie Lee Marr, left, an aide in Philadelphia, talks nutrition to a program participant, Mary Pettus. The Expanded Food and Nutrition Education Program (EFNEP) is an integral part of the Philadelphia gardening program.

HOUSTON

In Houston, C. W. Thompson, medical director of a senior citizens center found that growing your own vegetables can have great therapeutic value. "Many of the folks at the center were lonely and felt unneeded," Thompson said. Then, through the Cooperative Extension Service urban gardening program, many of these senior citizens got interested in gardening. Soon, they were planting seeds, weeding, and enjoying the fruits of their labors.

"It's helped lower their blood pressure," Thompson said. "Some of my patients are now taking less medication, are more relaxed, and feel they are needed. They are eating better, and spending less money on food."

PHILADELPHIA

Each city has set up demonstration gardens to show the gardeners how it's done. In Philadelphia, Program Leader Libby Goldstein said they have eight demonstration gardens, eleven usually managed by the people living in the community, with the Extension staff providing the know-how. Philadelphia also has a garden phone in the main office where they handle more than 100 calls a week.

NEW YORK

In New York, Al Harris, Jr., said "The gardens have improved and revitalized many blighted areas of the city. **We didn't just grow vegetables,"** he said, **"we actually grew hope."**

Like the other cities, the New York urban gardening program has been well documented by the media—newspapers, radio, television, and magazines.

CHICAGO

In Chicago—as in most of the

Benjamin Speed and Joseph Bond are beautifying their garden, "El Sol Brillante," in New York City by making a patio of used bricks. The bathtub was eventually planted with flowers.

other cities—businesses, community organizations, and other groups supported the gardens by providing top soil, tools, seeds, fertilizer, fencing, and other materials. The funds from the federal program ($1.5 million) could be spent only on staffing and educational materials.

LOS ANGELES

In Los Angeles, Acting Program Leader John Pusey quoted a nun at a senior citizens center who said, "Many of the folks here had settled into the life of rocking chairs, television, and cigarettes. The gardening program has given them a new outlook and gotten them involved in something worthwhile."

Pusey said many of the Los Angeles gardeners were reluctant to come to meetings, so the program coordinators devised another way to communicate. When a garden assistant visited a garden, he or she left a "white tag" with a

note similiar to this one: "Mrs. Smith, your garden looks good—the squash especially! You may have better luck with the pole beans if you run your strings vertically instead of horizontally. Good Luck!" The aide then signed and dated the tag.

Pusey seemed to sum up the urban gardening project for all six cities when he said, "The program has encouraged limited-income families to grow their own vegetables, to fight inflation, to improve opportunities for healthy recreation, to learn more about nutrition, and to provide fresher, tastier foods for the family table."□

This Chicago gardener is proud of his hat full of beans.

Right-of-way land along the Braddock drainage ditch provides spaces for about 100 gardens in Culver City, California (greater Los Angeles area). People living in the apartment complex near it tend the gardens which in this climate will grow vegetables all year.

Harvest of hope

by
Barry Jones
Area Communications Specialist-Uvalde
and
William F. Braden
Communications Specialist-Print Media
Texas A&M University

Being rolled in her wheelchair through the dirt rows of the schoolyard garden, a crippled child is learning to hoe weeds.

A 13-year-old girl with a deadly brain tumor experiences the miracle of life through plants. An elderly, emotionally disturbed man is discovering "a way back" through gardening.

These people, participants in gardening programs directed by Extension Horticulturist Jerry Parsons in San Antonio, are living proof that gardening is for everyone.

At Wesley Community Center, Parsons works with emotionally disturbed outpatients—aged 23 to 91—who come there weekly for therapy. He also is advising a group of disabled, terminally ill, and emotionally disturbed students participating in a special class at Alamo Heights Junior High School.

Both situations, Parsons admits, have broadened his perspective about working with people, and at times have taxed his ability to teach horticultural techniques to these novice gardeners.

Problems encountered

"When you garden, you need seeds, hoes, and other resources. But these people possess another resource—a willingness to work,"

Parsons says. Gardening supplies are contributed by several people interested in seeing the handicapped help themselves.

One experience Parsons recalls is the time an insect called the Striped Potato Beetle invaded the Wesley Community Center garden. Since the center had no spray equipment, Parsons suggested that the patients pick the beetles off by hand.

"I showed them how to find and pick off the beetles," he said. "But when I came back a few days later there were more beetles then before, although patients insisted they were picking them off."

After further investigation, Parsons discovered that the gardeners, who had no prior knowledge of insect damage, had just been throwing the beetles out of the garden. Of course they crawled right back in. When Parsons suggested that they mash the insects underfoot, the gardeners were aghast. The final solution was to put them in a jar for disposal later.

Vandalism has been a problem at the Alamo Heights project. "When the vandals come, we realize it is an attack against the school and not against us in particular," said one teacher at the school. "In a way, the vandalism has taught the kids perseverance. It teaches them that things like this happen and that you go right back out, replant, and save what you can."

Source of pride

One success story is about a 28-year-old patient at Wesley Community Center who had never planted a seed or grown a garden before. "After working with me for awhile, it came time for him to find a job," says Parsons. When supervisors asked what he wanted to do, he told them he wanted to work in a plant nursery because he had enjoyed gardening so much. The experience had given him an entirely new interest, and opened up a new field of opportunity for him."

At the center, the outpatients have a luncheon after each harvest, and invite the board of directors and contributors to sample the vegetables they have grown.

The children at Alamo Heights Junior High hold vegetable sales where they market their produce to faculty members. Before the sale, they visit supermarkets to check produce prices. Then they undersell the market prices. This teaches the children a little about marketing and unit pricing. Proceeds from the sales are used for field trips and parties. Some of the vegetables also are used to teach the children how to prepare food.

Parsons can turn philosophical when quizzed about why he conducts projects such as these. What can vegetable gardening really do to help emotionally disturbed or terminally ill people? His answer reflects his dedication to both horticulture and education.

"This may be the only experience with plants some of these people ever have, and if we don't provide it, who will?" he asks.

The planting of a seed today and the expected harvest tomorrow give hope to many people whose futures look pretty dim. The harvest of just one ripened tomato serves as a great success to these people who so desperately need fulfillment." (Reprinted from *Texas Agricultural Progress,* Spring 1977 issue.)□

by
William S. Sullins
Assistant Extension Editor-Agriculture
Cooperative Extension Service
Kansas State University

Planting for people

Scene 1: A huge commercial greenhouse—visually handicapped kids feeling plants ever so gently as they move cautiously along aisles surrounded by thousands of plants.

Scene 2: The backyard of a low-income family—neighborhood youth preparing a seedbed and planting a garden.

Scene 3: A nursing home—4-H kids helping senior citizens plant vegetables.

These aren't fictitious scenes from an upcoming flick. They represent real-life situations involving some people not as fortunate or young as most of us.

Each is a special interest 4-H project directed by Jim Kibby, Extension horticulturist, and Gene Lanham, Extension 4-H agent.

"The Wyandotte County Extension Council wanted us to explore new areas with new programs," said Kibby and Lanham. "And it was willing to find the money for these programs."

Kibby's horticultural program involves 12 youngsters from the Kansas School for the Visually Handicapped.

"While it is an educational experience for them, the program is extracurricular, strictly voluntary," said Kibby. "This is the first time the school has participated in such a project, and school authorities are pleased."

Actually, the program is much bigger than Kibby had visualized. It started as a monthly meeting with the kids. Plants and potting soil for the sessions were supplied by Alexander Masson, a greenhouse owner.

"One day I asked Masson if he would give the kids plants for propagation," recalls Kibby. "He said yes, if he could come to the meeting, too. Since that time, he hasn't missed a meeting with the kids, and he never fails to give them plants."

Kibby and Masson teach plant propagation and plant identification (by touch). They also help the students plant vegetables at their school.

Adults and youth select a garden site.

"All of the kids plant seeds, water and care for their plants," says Kibby. "In fact, they do a better job than sighted people because they're more cautious with them. In preparing the garden, the only thing we do is help them keep the rows straight."

The youngsters also grow houseplants in the winter. They propagate the plants and most survive in their rooms at the school.

On a recent visit to Masson's greenhouse, the kids identified plants by touch (often correctly), learned how plants are started in a contamination-free growing chamber, and participated in sacking potting soil for distribution to retail stores. They were accompanied on the greenhouse tour by Kibby, Lanham, Masson, and Kathy Foster, who assists with recreational and extracurricular activities at the school. At the end of their visit, each student received a plant to take home.

The urban backyard garden planting program is an outgrowth of a conversation between a volun-

Lanham and inner-city youth planting tomatoes.

teer 4-H leader and Mary Durham, a paraprofessional in the county's Expanded Food and Nutrition Program. The 4-H leader offered to provide the space if the Extension office provided the organization and technical help.

The first step was tilling the ground, of course, and more than 20 inner-city youth showed up. "They had never used a rototiller before, and that was quite an experience for them," recalls Lanham. "We even had one 5-year-old using it." Durham will follow up when the garden is harvested by assisting the 4-H volunteer in canning the produce.

The senior citizen-4-H community garden project involves four nursing homes, and the Challengers, Piper, Pony Express, and Kaw Drivers 4-H Clubs. "We had some energetic 4-H'ers who were interested in helping senior citizens in gardening," said Lanham.

"Some of the 4-H'ers had been previously involved with community service projects at senior citizen homes. After a successful pilot project in 1976, the Wyandotte County 4-H Council applied for a Citizenship in Action grant. This was used to pay for garden seed and other material and equipment. Residents of the homes and 4-H'ers worked together planting the gardens.

"At the end of the growing season, harvested vegetables and decorative flowers were only a small portion of the payoff. There also was a deeper understanding and appreciation of each other's generation."

Kibby, Lanham, and 4-H members and leaders in Wyandotte County are all wrapped up in special projects. When other opportunities arise, they'll be ready with a rake, hoe, or flower pot to lend a helping hand.□

A "garden on the move" — that's what Mark Timmons developed to show the urban residents of Jefferson County, Kentucky, just how simple it is to plant a small garden in a limited space.

Timmons is county Extension horticulture agent in Jefferson County. His instruction venture in gardening covered all of the populous county, including metropolitan Louisville.

Timmons had a "gardening message" for the people in the area in and around the state's largest city—but getting that message to them was a problem.

Hitting upon the idea of a "mobile garden," he said, "I didn't have any real plans—only the idea, and a challenge. How to implement and utilize the project in an urban garden program was my initial goal."

His first step was to acquire a "mobile garden plot" that could be taken to the people to educate them in the simplicity of gardening on a small scale. He needed a good-sized farm trailer on which to install soil deep enough to support a growing garden.

"Unbelievably, the first equipment firm I contacted agreed to loan us an 8-by 16-foot farm trailer to be used as our garden's foundation," Timmons said. "A commercial grower in the area gave us soil and a place on his grounds to keep our garden."

There were problems getting the project "off the ground," the horticulture specialist admits—the first minor difficulties relating to constructing the garden bed to assure its durability. The bed

by
Leo Brauer
Asst. Extension Publications Editor
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University of Kentucky

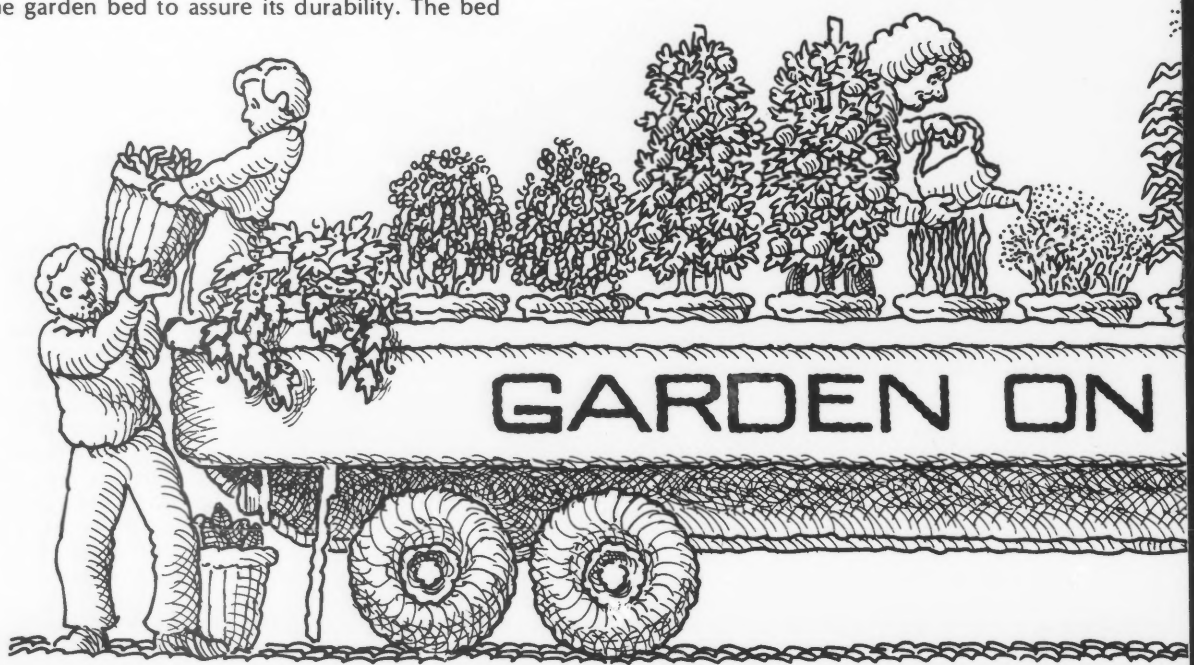
was built to hold a soil mixture of 8 inches in depth, and the trailer was filled with a combination of mushroom dirt and perlite.

After the filling process another problem arose. The field where the trailer was loaded was softened by rain. When the developing "garden" began its initial move, it got stuck.

Once it got rolling, Timmons and his associates in the project acquired some seeds and for a number of days held their breath, wondering if their plan would work.

"It did—everything grew," Timmons said, recalling the excitement when the first sprouts appeared. To hear him tell it, the initial success reaction was akin to a small celebration. Next, Timmons discovered the garden wasn't as "mobile" as anticipated. "Because of its weight and the need to maintain a certain amount of safety, we could only travel at 20 miles an hour," he said. "This meant that even without traffic or traffic lights, it would take us nearly 3 hours to reach certain parts of Jefferson County."

The original plans were to take the mobile garden to garden club meetings, 4-H day camps, civic club luncheon or dinner meetings and other



similar small gatherings.

"The excess travel time caused us to drop those plans; however, the cancellations spurred us to find weekend activities at shopping centers or other such gatherings where the garden could be put on display for 2 or 3 days or more," he said.

The garden became a fixture at the Kentucky State Fair in Louisville, where people from all over the state as well as surrounding states got an opportunity to see the unusual project.

"We feel the garden has been a big success in a variety of ways," Timmons said. "First, the vegetables grew to be quality products. Second, many people have been encouraged to attempt gardening themselves. They are no longer put off by too little space. They actually saw the amount of produce which can be grown in a small, limited area.

"Many current gardeners were introduced to new growing ideas. Few people had ever thought of growing a salad garden of lettuce, cucumbers and cherry tomatoes in hanging baskets."

"The garden also drew many people out of sheer curiosity," Timmons revealed. "After standing and gazing, they began to ask questions, not only about the mobile garden and gardening, but about houseplants, canning, freezing, and activities and services the Extension office supplies."

He said it was surprising how many people enrolled to receive monthly newsletters that tell of the information and knowledge available from the Cooperative Extension Service.

The garden had surprisingly few "bugs," Timmons noted. By that he literally meant such pests as bean beetles, whiteflies, and aphids.

The mobile garden pointed up another factor—that in a populous area such as Louisville and Jefferson County, the concept of mobile demonstration and information facilities "is very real." Timmons noted, "Extension has to be more mobile to service large population concentrations."

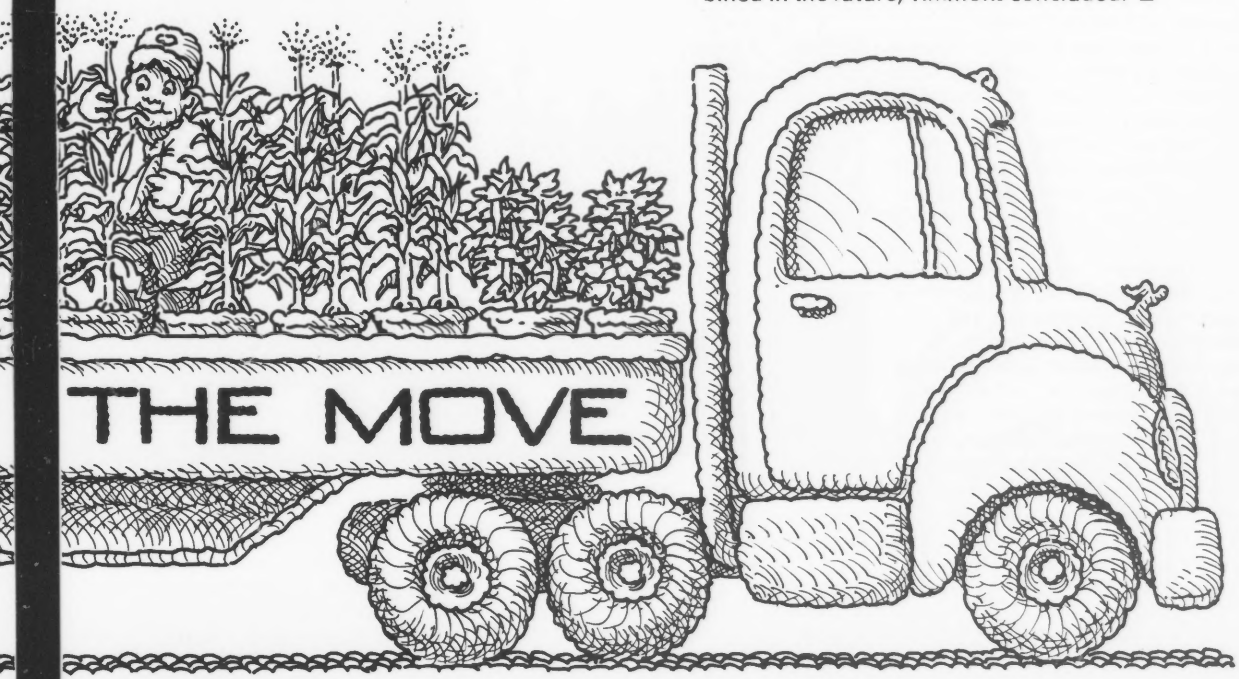
With the development of community garden plots in Jefferson County, a "mobile Extension office" has also been established.

"Actually, it's a mobile horticulture unit," Timmons said, explaining it is used in conducting "diagnostic" clinics on horticulture, providing information and service primarily on horticulture problems and "how to" education.

"It's designed to take the service to the people—particularly in the evenings and on weekends when the Extension Service office is closed—a focal point for people to get the information they want."

The unit also has other information available on related subjects and projects conducted through Extension.

If the "mobile office" is as much of a success as was the "mobile garden"—and all indications point in that direction—the two may be combined in the future, Timmons concluded. □



Hungry for metric

by
Joyce A. Smith
Cooperative Extension Agent
Syracuse, New York

Are consumers ready for metric? According to Extension home economists in Syracuse, New York, they definitely are.

Although some people want to turn their backs on metric conversion and hope that it will go away, experiences with residents of Central New York prove just the opposite. Even minor metric education efforts result in surprising demand and acceptance. These consumers are hungry for metric.

Festival beginning

Onondaga County home economists initially exposed consumers to metric conversion at a yearly sewing festival attended by more than 1,000 consumers and home sewers. A small booth where people could take their height, weight, and body measurements in metric was included in the exhibit area. Also on display were posters and metric sewing aids.

Consumers showed a surprising willingness to participate in the working exhibit. Although the comment "I'll never be able to learn it" was heard often, people were at least willing to be weighed and measured in metric. A flyer accompanying the exhibit gave general information on the metric system and had a section for recording body measurements in metric.

Communications aids

Following the festival, the metric flyers were offered for distribution in the county Extension newsletter. Response to this offer indicated substantial interest in metric conversion.

From there, metric education activities grew. A series of bimonthly articles in the county Extension newsletter was initiated. Designed to create a positive attitude toward metric, the articles, well received, led to numerous requests for speaking engagements. Topics included, "Why Go Metric", "Metric: More Familiar Than You Think", "The Pace For Metric Conversion", and "Think Metric".

Speakers' bureau

Within months, more than 30 schools, clubs, radio and television talk shows, and professional associations clamored for metric conversion information. One group was delighted to find someone to speak on the metric system, after making five fruitless inquiries.

Most surprising was the response from senior citizens' clubs. One might expect the elderly to be the least interested in change, but that proved far from the case. Senior citizens hearing a metric program in one group often requested that a speaker address another group they belonged to. One elderly woman was motivated to visit the library and read some more on the metric system.

Because of anticipated resistance to metric, a quote from a tea bag tag usually opened the program. "The person who says he is too old to learn something new, probably always was." These words of wisdom seemed to do the trick for the closed-minded.

Leader Training

At a five-county Central New York leader training day, **Make Way For Metric** was one offering. Food and clothing classes normally attracted the greatest number of leaders, but metric fooled everyone. It led in registration, with 55 leaders attending.

Divided into three parts, the training session first introduced the group to the basic units in the metric system. Actual items such as meter sticks, liter containers, and Celsius thermometers were used and compared with similar, more familiar units in the customary system. A slide set adapted from the National Bureau of Standards materials followed, highlighting areas where metric units are now commonly used. Activities focused on length, volume, weight, and temperature. A final session featured sewing with metric.

The entire leader training session served as a model for presentations which homemakers would conduct with their own groups. The one change suggested included covering just one activity at a meeting.

Each county acquired a metric kit that leaders could borrow. These kits included such teaching aides as a meter stick, metric liquid measures, Celsius ther-

Extension Home Economist Joyce Smith (left), and Cornell Metric Specialist Constance Adams compare a meter stick and a yardstick.

mometers, metric sewing aids, a slide set and, in some instances, metric bathroom scales. Leaders were encouraged to collect their own newspaper and magazine articles on the metric system as well as grocery and drug items labeled in metric and/or customary amounts.

After their training sessions, leaders became quite enthusiastic about metric. Many not only talked to their own homemakers' clubs, but also presented the program at other groups. The biggest problem after the program was finding meter sticks. Everyone wanted them and few local stores stocked them.

Public relations campaign

As part of a public relations campaign in Onondaga County, a guideline sheet on approved metric punctuation and editorial style was sent to all newspapers and radio and TV stations in the area. The local educational TV station referred to the material in a school newsletter. Nearly 25 schools then wrote Cooperative Extension for metric materials. Since then Extension staff have held seven teacher workshops on the metric system at area schools. Each school received a set of Cooperative Extension metric materials and was offered the use of Onondaga County's metric kit.

The media have shown much interest in metric conversion activities. Feature articles in newspapers, and radio and television talk show appearances have helped increase the public's awareness of Cooperative Extension and its metric education efforts.

All of this says one thing about interest in metric. People do want information; they clamor for it. The public is hungry for metric.□

CONSERVE

by
Wendy L. Douglass
Consumer Science Editor
Cooperative Extension Service
Colorado State University

"Five-day forecast calls for dry and windy conditions . . ."

". . . little chance of moisture the rest of this week . . ."

Those of us in Colorado and other areas nationwide are faced with "accountability" for every drop of water we use. The average family uses about 180,000 gallons of water per year, most of it outdoors. Almost 40 percent is used on the lawn alone.

For persons in drought-stricken areas, even an after noon thundershower may mean an hour's reprieve for a slowly browning lawn. For those faced with water rationing, one less flush of the toilet, the recycling of rinse water and stopping drippy faucets can mean a few more gallons toward a total water conservation effort.

Campaign mounted

The Colorado State University (CSU) Cooperative Extension Service has mounted a major educational campaign in cooperation with the Colorado Drought Council and the Governor's office to reach Coloradans with water conservation information for agriculture and domestic use.

The challenge given the Extension Service by the Governor's Drought Council was to deliver a statewide educational program on water conservation, including optimal utilization of short water supplies and how to deal with water shortages.

Lowell Watts, director of Extension and community services at CSU, called a task force meeting to develop the most useful and accurate information and to organize the Extension staff.

Task force groups, composed of specialists, field staff, and other resource persons, discussed such topics as: individual crop production and management; crop insects, diseases and weeds; wind erosion and land use priorities; pasture and range

management; irrigation systems; control of soil and water salinity; livestock production and management; and economic outlook for agricultural commodities.

Other topics included: farm management alternatives; forestry and forest fire control; domestic programs, including homes and yards; industrial and municipal programs; and public policy programs, including emergency assistance programs, water resources, legislation, rural environmental health, and general economic impact.

Logo identification

A logo designed by Vila Schwindt, a graphic artist on the university communications staff, was chosen to promote the program. The design depicts a pair of hands holding a drop of water with the word "Conserve" below to indicate that even a drop of water is precious and that small conservation methods will count overall. The logo was introduced statewide in March 1977, which was designated as Water Conservation Month in Colorado.

The logo was widely used in media work and in publications, including a brochure on water conservation tips.

Extension made maximum usage of the 550,000 copies of the brochure through mass mailings with utility bills, payroll checks, bank statements, and newsletters to Colorado residents. Libraries, shopping centers, gardening clinics, community development groups, 4-H and youth groups also helped to distribute the pamphlets.

Media message

Public recognition of the coordinated campaign was extremely important, so slides of the logo were sent to all television stations in Colorado for use on weather shows and in news reports. A newsletter head and three newspaper advertisements were developed around the logo. Clip sheets of various-sized, camera-ready logos were mailed to all Colorado weekly and daily newspapers, and all Extension personnel for use in their publications and newsletters.

Other materials developed included a lawn-watering publication, a series of news fillers, newspaper articles, printed conservation reminders for restaurant tables, and a handout printed as a public service by the Colorado Association of Realtors distributed door-to-door by the Boy Scouts.

Extension agents and state staff also used electronic media. Three television spots (60-, 30- and 10-seconds) were developed on water conservation for use as public service announcements. These were produced quickly for distribution in early spring to television stations throughout Colorado and southern Wyoming. They were on color film, and later transferred to videotape. Sound for each spot was on audiotape.

Reports indicate that the spots were used frequently throughout the summer. Total cost of the project, including film, narration, recording services for sound and video, and production of duplicates on videotape was only about $400.

Workshops developed

As livestock producers on the state's Western Slope began to feel the economic squeeze of the drought and low cattle prices, the CSU Extension Service, cooperating with other state agencies, livestock producer groups, and bankers, held a series of drought workshops in seven areas of the state. These work shops explored the situational outlook for cattle, sheep, feeds, climate, and agricultural economy.

The meetings were arranged and announced on a very short schedule to aid ranchers in making immediate decisions, such as whether to retain ownership of livestock, keep the stock but move the animals closer to feed sources, or import feed from other areas of the state or country.

By the time the workshops were held in early August, as a result of moisture conditions, cattle producers in some areas of the state already had moved animals from summer ranges because of water shortages or poor forage.

A small aircraft flew Extension team members and news media representatives to and from the workshops as needed.

Gary Bennett, Extension editor, said three major Denver-area news outlets accepted invitations to fly to the workshop sites. An immediate result was an article in *The Denver Post,* and three television clips. Rather than covering the workshops, TV reporters opted for interviews and film coverage of drought conditions on farms and ranches in western Colorado.

Communications effective

County Extension agents used conservation materials extensively in local radio, television, and newspaper programing.

This successful conservation program continues to be a CSU priority as the outlook for winter moisture is uncertain. The CSU Extension Service will continue to inform the state's citizens on wise use of precious water and energy resources.

Information support of Extension, research, and resident instruction expertise continues as water and energy conservation education is now a part of on-going program planning, instead of a stop-gap emergency measure.□

A real-life lab for teacher training

by
David Benedetti
Instructor
and
Gene Whaples
Assistant Professor
Agricultural and Extension Education
University of Maryland

Ever wonder what "4-H" is in sign language? Or how humans are like trees? For that matter, do you know the five basic positions in modern dance? Or how to fall correctly in judo?

Several elementary school students in Maryland can show you these things and more as a result of a special project of the Agricultural and Extension Education Department at the University of Maryland.

Through cooperation with the Prince Georges' County 4-H program and two local schools, students are learning to apply in a real-life setting what they've learned in class. The course, "Developing and Managing Extension Youth Programs," is designed to prepare students to become 4-H agents or similar youth agency managers.

First the Maryland students explored surrounding communities with help from the school principal and a 4-H program assistant. They dug into the racial, social, cultural, and economic makeup of the areas; talked to students in hallways and playgrounds; visited school parent groups; drove the streets; and pored over endless stacks of census tract data.

Armed with this knowledge, the university students developed their respective programs. Their assignment: recruit and train the volunteers, plan a four-unit curriculum block, promote participation, uncover necessary resources, and implement the program either during class time or after school.

A fascinating array of projects was the result. "The Washington metropolitan area has the largest concentration of deaf people in the U.S., and therefore youngsters have good cause to learn sign language," reasoned student Ann Carroll. Third, fourth, and fifth graders in her program learned to spell, communicate stories and songs, and plan games—all in sign language.

Drawing ideas from the racial and ethnic mixture of the Mt. Rainier community, Martha

Creativity with handcrafts.

Having fun making something to take home.

Learning to spell her name in sign language.

Baines designed "Mexican Lifestyle" to acquaint youngsters with the foods, art forms, games, and customs of their Latin neighbors.

When she discovered the school had an overgrown greenhouse, increasing interest in nature study, but no faculty resources, Cathy Formwalt directed her program "Plants and Trees Make Good Friends," to fill this gap. Sixth graders collected and made cookies from hazelnuts, turned cones into decorations, and explored the interdependence between human and plant life.

Tennis, plant crafts, folk dancing, judo, puppetry, modern dance, indoor gardening and papier-maché were also offered, providing youngsters a wide choice of informal educational experiences. For many, this was the first exposure to 4-H.

David DeCenzo, a business and finance major, said: "I had no idea what I was getting into. At first, I had my doubts that we could pull anything like this off, let alone learn anything from it. But I learned more than I could have in a lecture course. I guess it's because I experienced the rewards and frustrations myself."

"The hardest part was just sitting in the back of the room, watching *my* program being taught by a volunteer," remembers one student. "Even though I had trained her, I'd cringe every time she would do something differently than I would have. Slowly I learned that someone else could have an educational philosophy different from mine, but still be successful."

As a postive response to the course, teachers and agents are planning additional, continuing 4-H programs in the schools. "We're always eager to provide outside experiences like this which supplement classroom learning," says Paint Branch Principal Ed Weslow.

"The Prince Georges' County 4-H program gained a great deal," said Susan Novick, Extension 4-H agent. "We renewed contact with a school that had been dropped, and we learned important information about the needs and interests of youth in these communities. I even found university students to serve as 4-H volunteer leaders in some of our existing programs, and willing to start new ones."

As one student summed up the experience, "I grew and I helped some kids grow a bit, too."□

Institute inspires work with aging

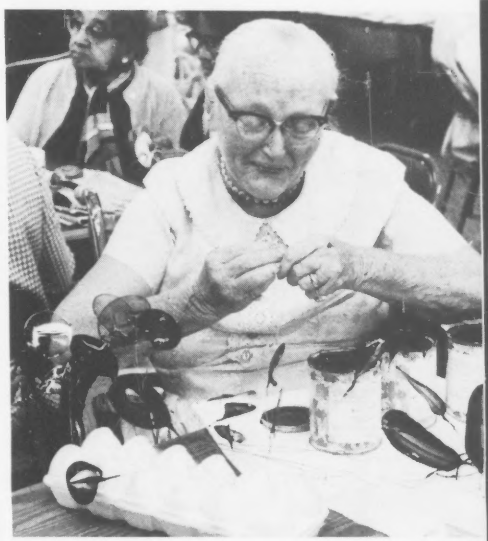
by
Jane Honeycutt
News Editor
Mississippi Cooperative Extension Service

The needs of the Nation's elderly are often overlooked—but not in Mississippi, where this special segment of the population is an integral part of Extension program planning.

The first Institute on Aging sponsored by the Mississippi Cooperative Extension Service (MCES) in 1977 attracted a capacity enrollment of 158 paid and volunteer workers from many state and community organizations. The spring workshop offered seven courses, and enthusiastic participant responses spurred planning for another one in the fall.

The two week-long sessions will be held each year, and credits earned will be cumulative. Certificates of Applied Gerontology will be awarded to those who complete 20 certification units of study. Certification will enable people to better understand the needs and problems of older persons and how they can become linkages to supportive services for older Mississippians.

At least 600 persons in Missis-



sippi work directly with elderly citizens, and Extension Gerontology Program Specialist John Lovitt, who coordinated the institute, hopes that at least half will become certified.

Lovitt points out that the Institute is the first cooperative, intensive effort to help train workers with the elderly. Although several separate courses had been offered through Extension, senior and junior colleges and other institutions, no single statewide effort had been undertaken.

With the Extension Service serving as a catalyst, the Institute is a cooperative effort of the State Department of Public Welfare, the State Board of Health, the Planning and Development Districts, area agencies on aging, ACTION, the Governor's Office on Training, the United Methodist Church, the American Association of Retired Persons, and the Mississippi Council on Aging. An advisory board, composed of representatives from these groups, developed the program. It was designed to help workers with the aging do their jobs better, to stimulate dialogue among these people, and to promote the study of gerontology.

Comments from participants best attest to the Institute's success:

"It was a challenging, exciting and rewarding experience," said Lila Donaldson, program director, Methodist Senior Services. "...I have never seen more effective team teaching," commented Janice Jones, Extension home economist. "I'm glad I was the first to sign up. I enjoyed every minute," wrote Catherine Spitler, Retired Senior Volunteer Program (RSVP) director. "I benefited greatly and feel so much better equipped to help my participants in day care," stated Jan Taggart, director, Southern Mississippi Planning and Development District.

Courses offered at the first Institute were: "Orientation to Gerontology," "Communication With the Older Adult," "Social Aspects of Aging," "Death and Dying," "Group Work with the Older Adult," and "Physiological and Psychological Aspects of Aging."

Another course, "Law and the Older Adult," was attended by most registrants. Sponsored by the young lawyers' section of the Mississippi State Bar, this session featured attorneys speaking on consumer protection, housing, social security, wills and income taxes. All targeted their presentations to the special needs of Mississippi's elderly population.

The major part of the Institute's program is offered at the MCES headquarters at Mississippi State University. Cooperation from other agencies, however, has helped launch the program into what it is today. Future plans include offering some courses at several locations throughout the state to make it easier for more workers to take advantage of this special training.

Lovitt, who pioneered day care for the elderly in Mississippi, believes that the Extension Service through its varied programs is the ideal agency to lead this new approach to education through the Institute on Aging.□

Washington in Review

USDA Announces 1978 Agricultural Conservation Program (ACP)

USDA recently announced the 1978 Agricultural Conservation Program (ACP), which places increased emphasis on rural pollution abatement, as well as soil, water, and woodland conservation. The program, to be administered by the Agricultural Stabilization and Conservation Service (ASCS), is funded at $190 million. State-by-state allocations will be announced at a later date. Extension Service will provide educational support and assistance in helping landowners and operators learn about ACP programs and their possible application.

Bergland Appoints Nielson to Head SEA Reorganization

Secretary of Agriculture Bob Bergland has designated James Nielson, present deputy assistant secretary for conservation, research, and education, to coordinate and implement the reorganization of the Extension Service (ES), the Cooperative State Research Service (CSRS), the National Agricultural Library (NAL), and the Agricultural Research Service (ARS) into the new Science and Education Administration (SEA). Nielson has been named Acting Director of Science and Education.

Nielson and Rupert Cutler, assistant secretary for conservation, research and education, have both met with employees of the four agencies to discuss objectives and optional structures for the new organization and to receive input from staff regarding the reorganization.

Audit Reveals Significant Increase in 4-H Enrollment

The USDA Office of Audit recently completed a routine survey of the national 4-H program. The audit revealed that while funding for the program has remained static over the past 6 years, participation of youth in 4-H has increased by approximately 61 percent. This increase occurred primarily in urban areas, although no decrease in rural areas was found. The audit also showed that 25 percent of the 1976 participants in 4-H came from minority groups.

The Office of Audit survey indicates that the 4-H program is providing for the needs of today's youth within the laws and regulations which authorize the program.

Environmental Impact Statement Filing Transferred

A Council on Environmental Quality (CEQ) memorandum announced recently that after December 5, 1977, Environmental Impact Statements should be filed with the Environmental Protection Agency (EPA) instead of CEQ. Check with your state environmental coordinator for additional information.

Dutch Elm Disease Program Being Initiated

Extension and Forest Service staffs are completing guidelines for a Dutch Elm disease project to be initiated in FY 78. Funds will be made available for the development of cooperative programs involving the State Cooperative Extension Service and the State Forestry Agency in Minnesota, Georgia, Colorado, California, and possibly Wisconsin and Maine.

In addition to these projects, about $250,000 will be made available to ES for the employment of a program coordinator and for the development of educational materials on Dutch Elm disease for distribution to appropriate states.

Update on Agricultural Service Centers

A general revision to the USDA service center policy has evolved according to the USDA Office of Operations. Items of concern to the General Services Administration (GSA) are:

- —State Administrative Committees are to continue to colocate local USDA offices and promote interagency sharing of work, equipment, and facilities among the participating agencies.
- —State Administrative Committees are responsible for designating and approving locations to be colocated.
- —Local committees, boards, and other appropriate public and producer groups are to be consulted and are expected to participate in the planning of colocated offices.
- —Office design, type of telephone system, etc., are to be dependent upon local needs and availability.

Energy team audits efficiency

by
Susan Mitchell
Extension Communications Writer
University of Massachusetts

The attic entrance was in a tiny bedroom closet that had barely enough room for a person to stand in. Tim gave Kathy a boost up into the attic. She pulled herself up for a moment and then came down.

"I saw what we need to know," she said, and proceeded to describe to Tim the type of insulation on the attic floor.

Kathy Mottor and Tim Boulder are part of the Energy Conservation Analysis Project (ECAP) of the Hampshire County Extension Service in Massachusetts. They work as a team, performing four or five home energy audits per week. These audits are free to any homeowner, landlord, or tenant in Hampshire County.

There are five other Extension offices with energy audit teams located in counties across the state. Since July 20, 1977, these teams have completed more than 600 energy audits, and now have a waiting list of more than 1,000 people requesting them.

A typical audit begins when a homeowner fills out a "request for analysis" form which asks for information such as the age of the house, type of heating system, average monthly fuel bill, and how much insulation is in the attic and walls.

These requests are screened by the energy teams, who give top priority to older homes which usually can benefit more from an energy audit than newer, more tightly constructed houses.

Once a house has been chosen for an audit, the team makes an appointment for an interview. The auditors ask questions about the amount of energy now used, as well as the general lifestyle of the household—what is the average thermostat setting, and how often fireplaces, woodstoves and other appliances are used.

After this, the energy team measures the home; checks the type and amount of insulation; evaluates the heat loss resistance of the walls, cellar, and windows; and tests the combustion efficiency of the furnace. The entire procedure takes about 1½ hours.

They then use these measurements and other information to calculate the energy efficiency of the house. Based on these calculations, a report with recommendations for energy saving improvements, and potential dollar savings these improvements can make, is sent to the owner. The team may also send additional information on energy alternatives, such as solar, wind, or wood, and up-to-date information about home weatherization materials including insulation, caulking compounds, and dual-setting thermostats.

The idea for the ECAP project originated in the Office to Coordinate Energy Research and Education at the University of Massachusetts, Amherst, in December 1976. Funding for two persons to plan the project in detail came from the Cooperative Extension Service, the university Graduate School, and the School of Engineering.

The initial project proposal was then used by individual county Extension offices who next applied to their local Comprehensive Employment Training Act, (CETA) offices for funding to hire people to conduct the audits. The proposal insured there would be a consistency between the proposals submitted by the county Extension offices, but allowed enough flexibility for them to meet the varying requirements of each local CETA office. The county proposals included a request for funding for six energy team members, a team coordinator, and secretary.

Once the team members were hired, they participated in a training program, including 1 week of intensive classroom training at the University of Massachusetts, Amherst campus, and 3 weeks of field training. This training is continually supplemented with ongoing inservice training.

The energy teams also conduct workshops and speak to groups and organizations about energy conservation. Their goal is to train homeowners so they will be able to independently evaluate the energy efficiency of their own homes.

The teams have discovered there are few materials about energy conservation readily available to the public. To meet this need, the teams are gathering and assembling a list of references on energy conservation and energy alternatives.

The ECAP project is now funded through June 1978. Encouraged by its initial success, program directors are looking for other financial support. They are not sure where the funds will now come from, but they are convinced of the need for the audit program.

The public's interest in energy conservation is obviously here to stay. □

people and programs in review

Epsilon Sigma Phi Honors Hutchison, Watkins, and Jones

John E. Hutchison, retired director from Texas A&M University, received the National Distinguished Service Ruby Award of Epsilon Sigma Phi, Extension honorary fraternity, at their annual banquet attended by more than 200 people in Washington, D.C., in November. The event also marked the 50th anniversary of the fraternity, which was founded in Montana in 1927. Hutchison, who has received many awards for his leadership nationally, was cited for his professional contributions to the Extension Service since 1945, including 18 years as director in Texas.

Marshall O. Watkins, retired dean of Extension at the University of Florida, received one of the two National Certificates of Recognition from Epsilon Sigma Phi. The other was awarded to the Honorable Ed Jones, Congressman from Tennessee, who was honored for his leadership as a member of the House Agriculture Committee and as chairman of its Subcommittee on Dairy and Poultry.

Hungarian-American Exchange Initiated

Twenty-five young Hungarian farmers arrived in the United States this fall for a 1-year practical training program in agriculture, concentrating their studies in the areas of dairy, beef, swine, and horticulture. They are participating in a new rural youth exchange program in which young Americans will also live and work on state farms in Hungary for 6-12 months.The National 4-H Council is coordinating this new program in cooperation with the Hungarian Ministry of Agriculture and the University of Agricultural Sciences at Godollo, Hungary. International Harvester has provided a 3-year grant to help initiate the eventual self-financing of the program.

Florida Counties to be Called "Energy Information Centers"

The county Extension offices in Florida will soon be designated "energy information centers" in cooperation with the Florida State Energy Office. "The county energy office will supply publications to the public, and the Extension staff will be ready to answer any consumer questions," reports Milt Morris, chairman of the Florida editorial department. The Florida editorial department has played a major role in energy education through the production of both publications and slide-tape sets.

New 4-H TV Series To Begin Production

The contract for the new 4-H television series on agriculture has been awarded to Battelle Columbus Laboratories of Columbus, Ohio. It calls for the complete design and production of the 4-H educational series, including six films and accompanying materials. Primary purpose of the series is to help 9-12-year-olds learn about agricultural production, processing, and distribution of food and fiber in relationship to the youths' present and future roles. The films and educational materials—suitable for broadcast, classroom, or group use—are scheduled for completion in late 1978. Eleanor Wilson of the ES 4-H staff is coordinator of the project.

Barby Barone "Outstanding" Recipient

Barby Barone, Arizona Extension community development specialist, was among those honored at the 1977 Ten Outstanding Young Women of America awards luncheon in Washington, D.C., in November. The Board of Advisors of the Outstanding Young Women of America sponsored the event.

*U.S. GOVERNMENT PRINTING OFFICE:1978 261-460/E8-6 1-3

EXTENSION review

U.S. Department
of Agriculture

March
and April
1978

Community Development...

EXTENSION
review
U.S. Department
of Agriculture
Vol. 49 • No. 2
March April 1978

Prepared in
Information
Science and Education
Administration—Extension, USDA
Washington, D.C. 20250

Director: Ovid Bay
Editorial Director: Jean Brand
Editor: Patricia Loudon
Art Director: Chester Jennings

The *Extension Review*, bimonthly publication of the Cooperative Extension Service, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through July 1, 1978. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at $1.20 per copy or by subscription at $7.00 a year, domestic, and $8.75 foreign.

The demonstration—a powerful teaching tool

Extension agents early discovered and used a powerful teaching technique—the demonstration. What farmers and homemakers saw happening in their own and neighbors' fields and kitchens they believed.

It was only natural, then, that the time-proven demonstration was used as a teaching tool when Extension's educational programs were introduced in the community as well. What folks saw happening in their own and other communities, they believed and applied.

Butler County, Kentucky, was one of 55 counties selected as a demonstration rural development county in 1956. It was picked as a pilot because of need and potential for development. Using an organization approach, Butler County started thriving instead of declining. People from this country and 30 foreign nations, who came to see the method and the results, applied the principles in their own communities.

Today, more than 20 years later, "Rural development is strong here and will get stronger," in the words of Jim Spradlin, store owner and original chairman of the county's development association.

When the first funded rural development legislation was enacted in 1972, Extension once more opted for the demonstration approach to carry out the objectives of the new Act. Clinton County, New York, was one of the areas where the technique was tried. The major thrusts in housing, job creation, and improved services have resulted in cooperative local efforts to develop new solutions to old problems in rural areas. The Clinton County project formally ended in 1976, but the demonstration continues.

Similarly, a manpower project in Idaho, a local government-for-youth project in Georgia, and a business management education program in Illinois are using the demonstration idea.

If these tests of action through group consideration and decision pan out as well as Butler County's, the demonstration approach will once more prove its worth.

As Butler County's Spradlin says, "We have the right approach."—**Donald L. Nelson**

Contents

Clinton County coordinates CRD

by
Donald J. White
Regional Extension Specialist
Community Resource Development
Cornell University

Clinton County, located in the northeastern corner of New York, faced many problems identified with other isolated rural areas—inadequate housing, high unemployment and underemployment, and poor-to-nonexistent service delivery systems.

From January 1974 through June 1976, the New York State Rural Development Advisory Council in conjunction with the College of Agriculture and Life Sciences at Cornell University, sought to solve these problems by concentrating their rural development Title V funds into a pilot project in Clinton County.

A local steering committee planned the focus of the project. Committee members represented various geographic areas and organizations throughout the county. They felt that both research and education were needed to tackle the problems in Clinton.

Nearly half the project funds were spent to initiate research in the areas of access to services, increased employment and family income, and housing education and rehabilitation. The other half were used to support Extension educational projects in these areas.

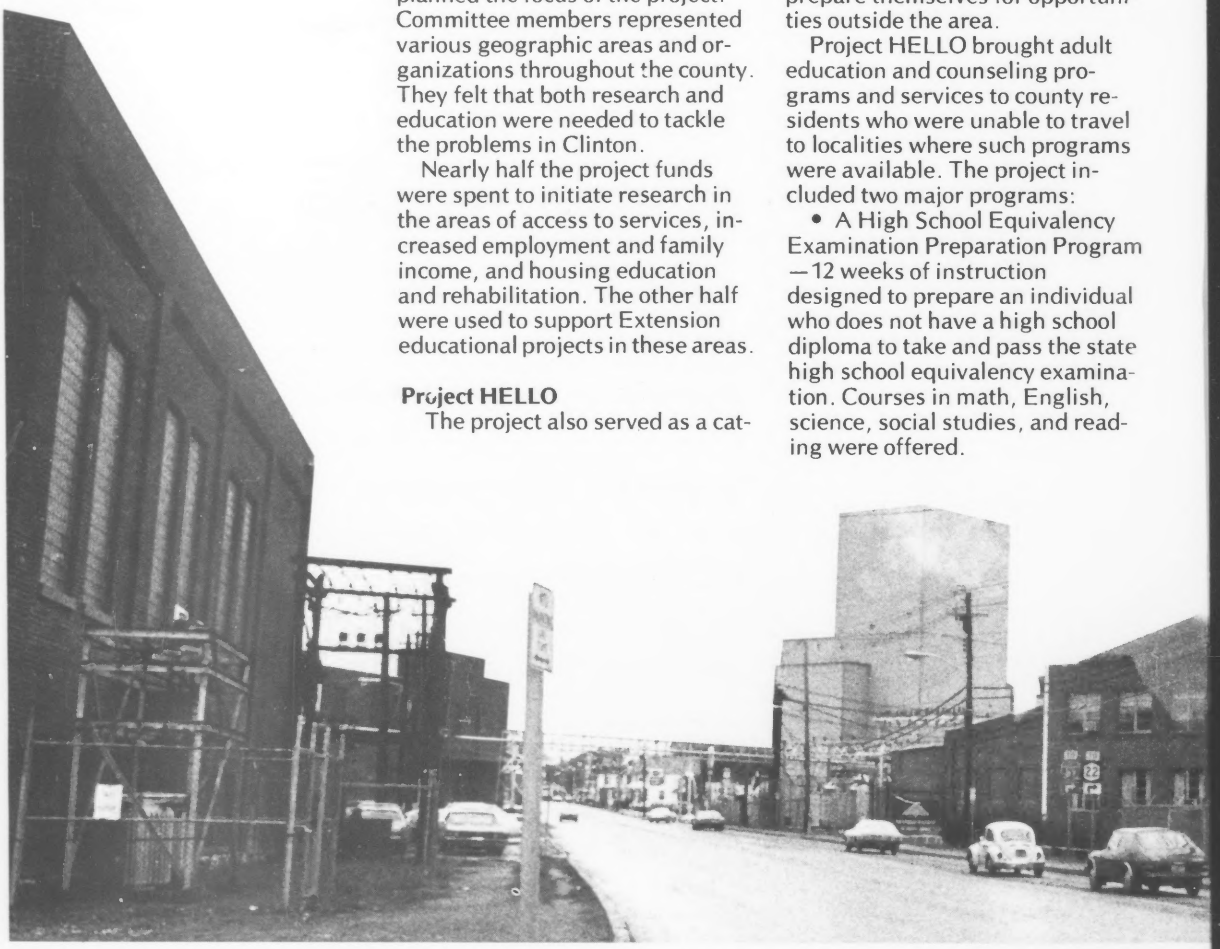
Project HELLO

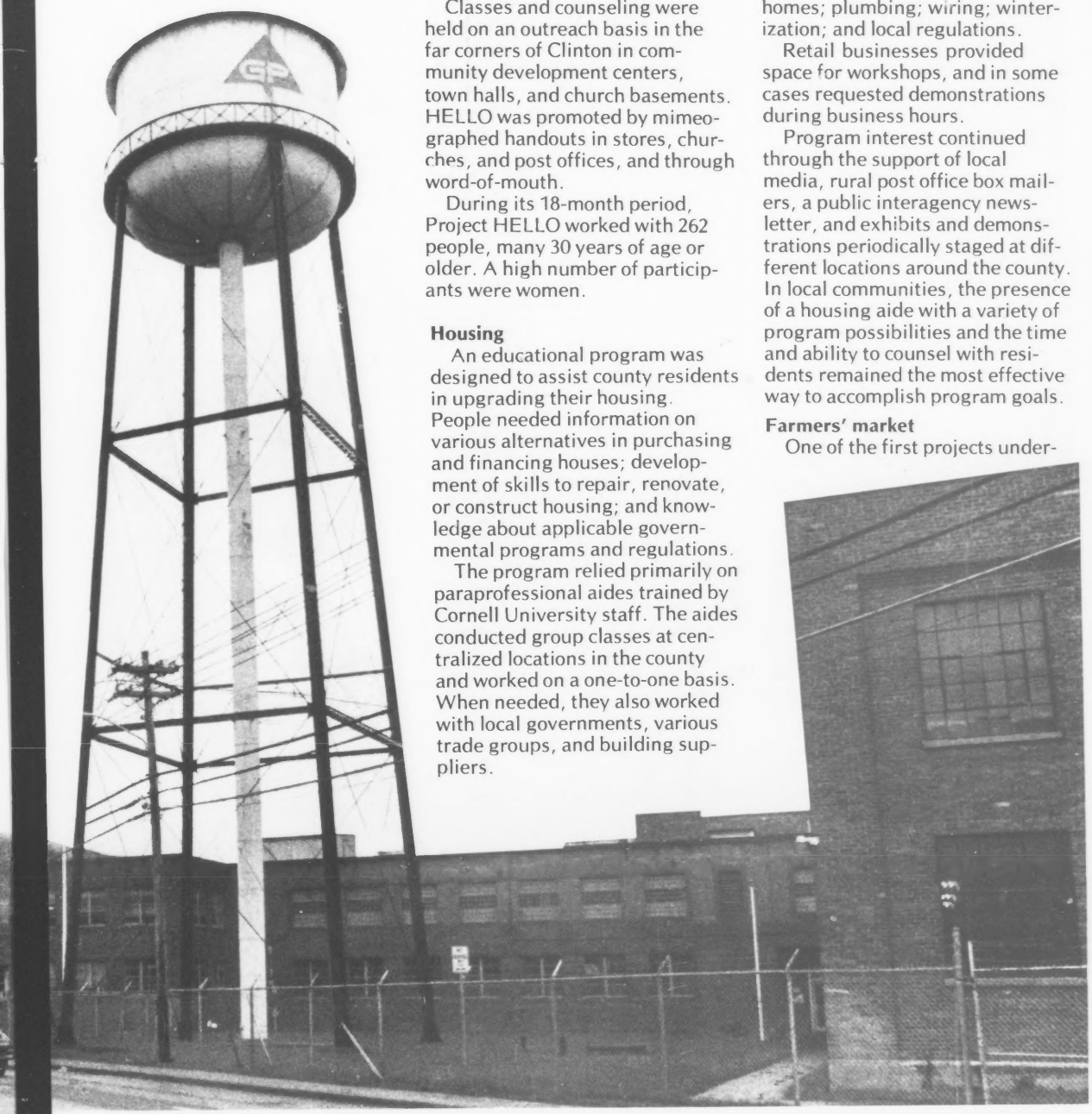
The project also served as a catalyst in stimulating complimentary service efforts from local colleges, county and state agencies, and volunteer organizations.

The committee established a basic skills education project named HELLO (Higher Education Living Learning Opportunity) to increase the ability of people to compete for already scarce jobs or prepare themselves for opportunities outside the area.

Project HELLO brought adult education and counseling programs and services to county residents who were unable to travel to localities where such programs were available. The project included two major programs:

- A High School Equivalency Examination Preparation Program—12 weeks of instruction designed to prepare an individual who does not have a high school diploma to take and pass the state high school equivalency examination. Courses in math, English, science, social studies, and reading were offered.





• A Career Counseling Program —12 weeks of counseling to help an individual identify and understand his or her job interests and abilities and to develop necessary skills to locate, obtain, and maintain a job.

Classes and counseling were held on an outreach basis in the far corners of Clinton in community development centers, town halls, and church basements. HELLO was promoted by mimeographed handouts in stores, churches, and post offices, and through word-of-mouth.

During its 18-month period, Project HELLO worked with 262 people, many 30 years of age or older. A high number of participants were women.

Housing

An educational program was designed to assist county residents in upgrading their housing. People needed information on various alternatives in purchasing and financing houses; development of skills to repair, renovate, or construct housing; and knowledge about applicable governmental programs and regulations.

The program relied primarily on paraprofessional aides trained by Cornell University staff. The aides conducted group classes at centralized locations in the county and worked on a one-to-one basis. When needed, they also worked with local governments, various trade groups, and building suppliers.

More than 300 families received assistance through individual counseling or class participation. Printed information and consultations were available on buying, financing, building and remodeling single family and mobile homes; plumbing; wiring; winterization; and local regulations.

Retail businesses provided space for workshops, and in some cases requested demonstrations during business hours.

Program interest continued through the support of local media, rural post office box mailers, a public interagency newsletter, and exhibits and demonstrations periodically staged at different locations around the county. In local communities, the presence of a housing aide with a variety of program possibilities and the time and ability to counsel with residents remained the most effective way to accomplish program goals.

Farmers' market

One of the first projects under-

New businesses may spring from participation at the farmers' market.

taken was establishing a farmers' market as a place for people to supplement their incomes. Local interest was determined through surveys and meetings, and a formal organization was legally established for operating the market. Twenty-five of the 100 members participated in market sales offering a variety of projects and services.

Natural resources

Often rural development programs and alternatives are tied to an area's natural resource base. To assist town planning boards and other local planning groups, the project developed, for each of the 14 towns in the country, maps, overlays, and related data. These showed existing land use, slope, and soil and surface drainage for use in land planning and management. The technique has been successfully transferred to other planning groups and regions in the state.

Community development centers

Originally begun in 1966, community development centers continued to provide services to the rural residents of Clinton County. The pilot project promoted management training in decisionmaking, problem solving, communications, and supervision; a skills index cross-reference file for persons wanting or having jobs; and agency outreach days at these centers.

Crossroads

A crossroads survey was undertaken to determine what services existed in the county and what small rural communities might be able to support in terms of health services, small businesses, and social services. The field inventory process indicated 157 different services in 80 rural communities, and personal interviews with 100 people provided information on access to services for rural residents.

Study information is being analyzed by Cooperative Extension agents to develop strategies and programs to help these agencies and institutions expand and better distribute their services.

Inter-industry

The economy of any region or county has many relationships among the various business sectors. Often, changes in one sector will cause changes in another. An increase in housing will increase demand for inputs into the construction process, such as labor and building materials. A detailed study of 25 separate sectors was made to begin providing information about the following economic

On-the-job consultation about new materials and proper techniques speeds the wiring of a new home.

questions:

- Expansion of which sectors would contribute most to raising income?
- Expansion of which industries would have the greatest impact on employment?
- How dependent is the county upon the government sector?
- What would be the economic impact from expansion of selected industries, such as housing, recreation, and small farm projects?

Study results are being analyzed and will be shared with local governments, businesses, and groups having inputs into employment and economic viability in the county and region.

Summary

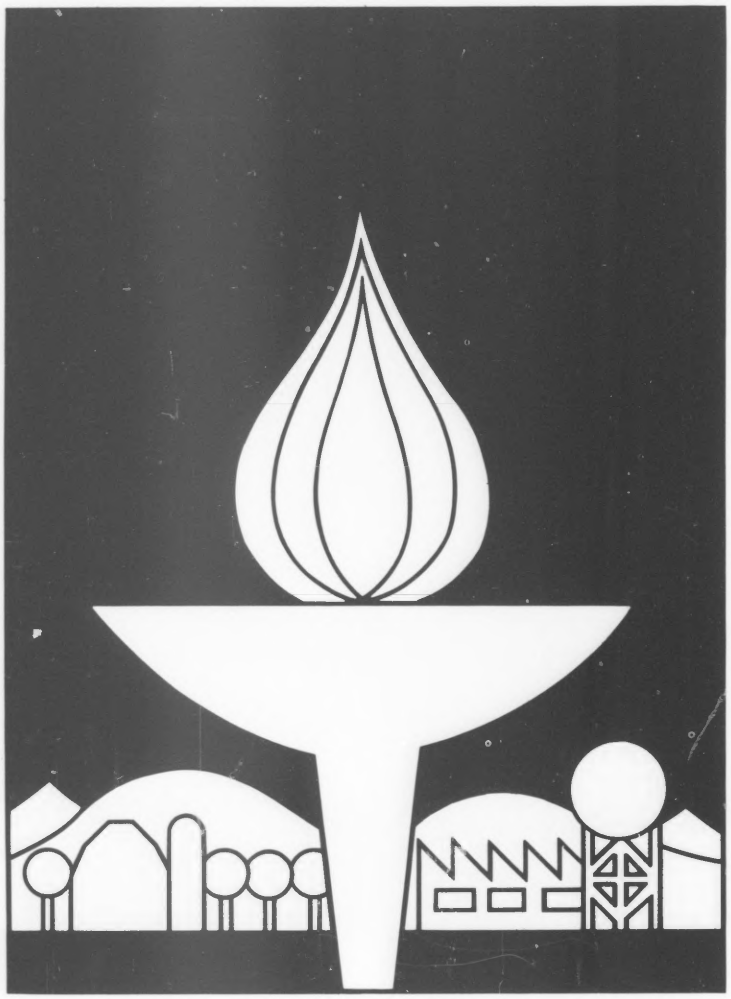
Through the cooperative efforts of many individuals, lay committees, institutions of higher learning, and various agencies, the rural development project in Clinton County, New York, made significant measurable progress. The major focus on housing, unemployment and underemployment, and access and delivery of services has resulted in cooperative efforts to solve these problems and develop workable solutions.

Through the recent hiring of a regional community resource development specialist for northern New York, many of the concepts and program materials are being extended to the other eight counties in the region. For further information regarding the project, please contact: Paul R. Fiske, community resource development specialist, Clinton County Court House, Plattsburg, New York 12901. □

The "pilot" light still burns

by
Mike Duff
Community Development Specialist

J. Henry Duncan Jr.
Extension Agent, Butler County
and
Leo E. Brauer
Extension Editor
University of Kentucky



"I move that the county undertake the responsibility to carry out the program."

Those were the words of a motion made by Butler County Judge L. V. Hudnall at a meeting in Morgantown, Ky., the Butler County seat, on an August evening in 1956.

The motion passed unanimously—and Butler County, one of 55 counties across the Nation selected for a Federal rural development program, became a pilot area in the venture.

After two decades, that pilot light is still burning in Butler County.

The overall purpose of the Butler County program was—and still is—to create more jobs and improve living conditions.

Part of the story of achievement in the 20-year span is pointed up by advancement of community facilities and services: a cooperative stream channel drainage project completed . . . water systems expanded . . . a bridge built . . . a fairgrounds developed . . . a sewage treatment plant installed . . . a major toll road bisecting the county.

Three new housing projects were built to replace substandard housing; two others are under construction today. Four new consolidated elementary schools, a new library, a new health center, and a new courthouse were also built.

Agricultural developments include a bull lease program, headed by area farmers and established in cooperation with a local bank, to provide performance test bulls for livestock improvement in the county. Improved practices in adoption of new varieties of seed, field soil tests, and better live-

stock management methods were instituted. New agricash crops, including peppers and cucumbers, have been introduced. A farm and home field day is held each year on farms in a different community club area.

Seven organized community clubs have each established a club center and set up their own financial and social projects, plus developing other community programs.

Butler County has done it all through an organization approach, which includes four components:

- An overall county rural development committee, with an active steering committee which meets bimonthly, that plans and develops the countywide program.
- A county resource agency committee, composed of representatives of various USDA and other professional agencies serving the county, which conducts monthly meetings to provide a resource backstop to the overall county development committee.
- Community development clubs, with officers elected annually, also meet monthly to plan and implement individual community programs as well as to participate in the countywide projects.
- Other groups and committees, such as the county fair board, the fiscal court, the city council, and even a foxhunters' organization, support the overall rural development effort.

The county's general committee plans projects that fit countywide needs—ad hoc committees, backed by the committees of other organizations, plus the individual community development clubs, implement the programs. Included are projects to increase income, to develop home and farm improvement and social life.

The key to continued success of the Butler County approach is probably found in the community clubs. The area's population is made up of people who have a traditional attachment to the community. The words ''home community'' have an important meaning. Each rural development club has a community center as a first priority.

In the Little Muddy Community, a ''little red schoolhouse'' built in 1830 of handmade bricks was converted into a ''showplace'' community center. A ranch-style house was built as a center in one community. An old country store was remodeled into another center, while yet another community has a goal to buy land from a strip mining company as a site to build a center.

In Morgantown, the city administrators have always strongly supported community development. A major achievement was the organization of the Morgantown Development Association in 1971 after a fire destroyed much of the city. Since then, the city has installed new sidewalks and completely renovated the entire frontage of the business district, including the construction of a new mall.

With all the accomplishments, the people of Butler County don't think the area has ''arrived'' as yet. The county development committee has set additional goals that include comprehensive planning and zoning; expansion and provision of a countywide water system; a new landfill and countywide garbage pickup; countywide recreation facilities; countywide fire protection; standard health facilities; more information about state and Federal agencies and officials.

The *Green River Republican*, a local weekly newspaper, is a major force in the success of the Butler County rural development program. The newspaper, published in Morgantown, promotes anything that means progress and betterment for the county.

Residents of the county modestly admit a lot has been accomplished, but that much more can and must be done. In a recent county poll, citizens questioned saw the expansion of water facilities as a vital project.

''Rural development is strong here now—and it will get stronger,'' predicted Jim Spradlin, who was the chairman of the county development program for the first 15 years and is still active with the steering committee. ''We have the right approach. The people don't have any wrong ideas—they know what they can do. Our program begins with the individual—and not from the top down. We are strong believers in development in an organized way that includes the county agents, the county rural development committee, the community development clubs and all other groups in Butler County. It's a tremendous example of 'strength through unity'.''

Yes, the pilot light is still burning in Butler County, Kentucky. □

Matching people with jobs

by
Donald A. Harter
Ag and CD Leader

and
Jim Lutzke
Asst. Ag Editor
University of Idaho

It's not easy to find a job in a rural area.

Yet a unique Cooperative Extension Service project in Idaho—called the Rural Manpower Assistance Program—helped almost 2,000 people in a 5-county area find jobs in 1977.

The program began in 1971 under Operation Hitchhike—a federal project created to bring employment services to rural residents by "hitchhiking" these services onto an already existing, effective agency in the project area. It is now funded by the Comprehensive Employment Training Act of 1973 (CETA). Fred Kohl, assistant director, CES, began the program in consultation with Idaho Department of Employment officials.

The Idaho Manpower Consortium provides Extension with the CETA funds for the program. Donald Harter of the Extension staff and the CETA Grants Management Unit of the Idaho Department of Employment provide overall supervision.

Currently, Extension manpower agents are stationed in Valley, Caribou, and Franklin counties, with services extended to two adjacent counties. Location of these was determined by economic conditions. The areas selected suffer some of the highest unemployment and lowest average incomes in the state.

Harter says program founders decided to use Extension agents because such agents have traditionally played prominent roles in their communities, and it was thought many channels of communication might be open to them that would not be to others.

Manpower agents contact potential employers to explain the services provided by their office and to solicit from them openings for work or training positions. They interview job applicants, assess their needs, and serve those needs through placement, job development (or referral to training), counseling, or other supportive services. The agents also assist in community development and planning activities, especially those which benefit employment opportunities.

The Extension agents and CETA grant representatives determine an applicant's eligibility to participate in the program.

Training is given in classrooms and at work. Classwork is geared mainly toward achievement of the high school equivalency diploma (GED), plus enrollment in vocational education programs.

Susan Wilkes, a CETA work-experience participant, is enthused about the opportunities associated with her position. "This job allows me to support myself and is giving me valuable basic nursing skills while I pursue the goal of becoming a licensed practical nurse," she said.

Agents try to refer applicants to jobs or training suitable to their needs and individual proficiency and located in an area where the person wants to live. The program will not displace employed workers or impair existing contracts.

Larry Ward, of Franklin County, masters some tricks of the trade at Bridgerland Area Vocational Center in Logan, Utah. Larry is a CETA classroom-training participant enrolled in Meat Service Technology at Bridgerland, the only facility of its kind in the intermountain West. He expects to graduate next summer and work in southeast Idaho as a meat cutter.

A comprehensive evaluation recently completed by the Idaho Department of Employment showed that, with few exceptions, employers and employees were highly satisfied with this system. After 6 years of operation, the results have exceeded expectations.

"Cooperation between Extension and the Department of Employment has been outstanding," says Harter. "In fiscal year 1976,

Boundary County Extension Agent Dave Short interviews an applicant.

our agents made 2,246 referrals and 1,1374 of those persons were placed on jobs. In fiscal year 1977, 3,350 referrals were made and 1,925 of those applicants were placed in permanent jobs.''

''It's this kind of economic payoff, both to the individual and the community, that continues to engender strong support for the program at the local level.

''We've all been exposed to hordes of information about things that are being done to help people in the cities, and that's good,'' says Harter. ''But what about the person who has roots in the countryside, who loves rural living despite its changing complexion? This person has employment problems, too. That's why the Extension manpower program is something you can get really excited about.'' □

Local officials play teacher for a day

by
Robert L. Williams
Extension Editor-News
University of Georgia

In 1971, the legal age for voting was lowered to 18.

But, these newly enfranchised young people remain the least politically active age group in the United States. Fewer than 25 percent of them even bother to register to vote.

Two years ago, T. Z. Lanier, an Extension district agent for CRD, and Roger Carr, district agent for 4-H in eastern Georgia, and county agents in 12 pilot counties started a "Local Government in Action" week. This sent elected officials back into high school classrooms and 18-year-olds down to the county courthouse and city hall.

With the help of CRD Specialist Joe Hoskins, Extension Legal Specialist Len Davis, local government associations and county school officials and teachers, the "Local Government in Action" program has spread to almost every Georgia county.

Hoskins points out that Georgia's "home rule" tradition of local governments results in a variety of different political structures and types of services. "Teaching local government on a county-by-county basis is the only solution," he said.

Materials especially written for young people by Extension staff and the Institute of Government at the University of Georgia were used. The week-long activities center around five class periods in each of the high schools, with speakers from local government

High school students (left to right) Maritza Torres, Jane Caskey, Claude Tate, and Dexter Aquinde learn to use a voting machine during their tour of local board of elections.

agencies.

Topics covered include local governments and their services, the political process and local government administration, the legal process, police services, and tours of local government facilities.

High school seniors who have already turned 18 are also registered to vote during the week.

The county Extension agent is coordinator for all the program activities. The agent arranges with school administrators and teachers for class time and space, establishes a speakers' bureau of local officials, and sets up tours of local government operations.

Jerusha Whitaker, George Extension agent in urban Richmond County, has the largest participation in "Local Government in Action" week. Last year 32 local officials and more than 2,000 seniors in seven area high schools were involved.

Whitaker believes that the extra work spent in setting up the program is worthwhile:

"I saw it as an excellent opportunity for county and city officials to be involved in the schools. Many of them said they hadn't been inside a high school classroom since the day they graduated."

"And the students needed to meet the people who make local government function. They have questions and concerns just like any adult," she said.

After approaching the Richmond County School Board of Education with the program idea, Whitaker began working with Joe Olliff, coordinator of social studies curriculum in the county.

"Schools can't do the job of education themselves," said Olliff. "Jerusha provided the kind of outside resource we would like to have more of.

"One reason for the program's success was that we met with every principal and teacher involved and got their ideas and support. We worked the problems out together and allowed for changes to meet the school's needs.

In some Richmond County schools, the officials met with small classes, in others classes included 200 or more students. Activities also included a day when young people selected from each high school served as county officials. The "honorary officials" went everywhere and did everything their counterparts did.

In more rural Tattnall County, Georgia Extension Agent Max Smith found that the program could be just as successful if a few modifications were made.

"We had fewer classes, so we could have more than one speaker in each class. The variety was good, but scheduling was more of a problem than most people think. Our two high schools are more than 15 miles apart," Smith said.

"Even a small county like ours has some good resources available. Since the Georgia State Prison is nearby, we invited the warden and one prisoner over to talk about the legal system," he continued. "Everyone paid attention for that class."

The program hasn't been all successes. One Extension agent who used the program for the first time last year cautions that the government officials need to be briefed on what to expect in the classroom.

"Most of the people who helped us last year didn't realize how intense and how interested and knowledgeable these kids are. They just weren't prepared to handle many of the questions," the agent said.

This year, state CRD specialists have prepared a booklet to guide teachers and officials through the classroom instruction.

A few of the counties in Georgia used an evaluation form that was filled out by the students after the week was over. In addition to helping the agents and teachers make changes in the type and quality of the classroom instruction, the evaluations were filled with suggestions for other activities and ways to get young people involved.

One consistent suggestion for improvement was to involve young people more in planning programs like the "Local Government in Action" week.

Joe Olliff in Richmond County feels it is too early to measure the impact of the program. "It might take 10 or 20 years to see any real change. But I know that there is usually more change when young people are involved in a real-life educational experience."

One Extension agent pointed out that all of the problems are worth it "when you stop and think how many young people we reached in that one week that have never been involved in our traditional youth programs." □

Solving big problems for small business

by Chris Scherer
Communications Specialist
University of Illinois

Ask the managers of 33 small businesses in Stephenson County, Illinois, and they will tell you that management is the key to a successful business operation, especially a small one.

"In a small business you don't have enough people to delegate different jobs and responsibilities. You have to do most of the work yourself, and that takes management," says the head of an electronics business. "And there are not many people who know where to go to learn the necessary management skills to start up and operate a small business."

Seminar developed

Seeing a need for such a course, Robert Lahne, Stephenson County Extension adviser, set out to develop an educational program for small business managers. He reqeusted the assistance of Bruce Brooks, University of Illinois (U of I) agricultural economist.

Brooks and Lahne attended an ES-USDA special-funded program at the University of Wisconsin on designing and developing business management educational programs. The two returned to Illinois with ideas galore.

Needing a broad range of management expertise, they asked Robert Hartzell, U of I Division of Continuing Education, to assist. The result was a team that involved many segments of the university in the program.

Seven Stephenson County managers agreed to assist the team by cooperating in a management audit of their businesses. The auditors questioned these people, their employees and customers, and examined financial records.

The audits pinpointed management problems faced by these and similar businesses in the area. The managers reviewed the report prepared for each business, and discussed with the U of I team the most important management problems of these and other small businesses in the county. The problems surfacing most frequently were selected as topics for the seminars.

The steering committee next looked for persons knowledgeable in the selected topics to head the seminar sessions.

A U of I professor of management taught about organizing a small business. A professor of marketing and business administration discussed the use of goals and objectives in planning a business. An Illinois State University professor of management developed strategies and demonstrated techniques of time management. A U of I professor of business administration discussed rating scales and performance appraisals of personnel. And an Extension rural sociology specialist shared information and ideas on communications problems that exist in a small business operation.

According to those attending, one of the most useful sessions was on job profiles, taught by Brooks. Brooks defined a job profile as something worked out with the employee rather than developed by the manager and handed to the employee as a job description. "Job profiles encourage an understanding between the employer and the employee that is extremely beneficial to both," he said.

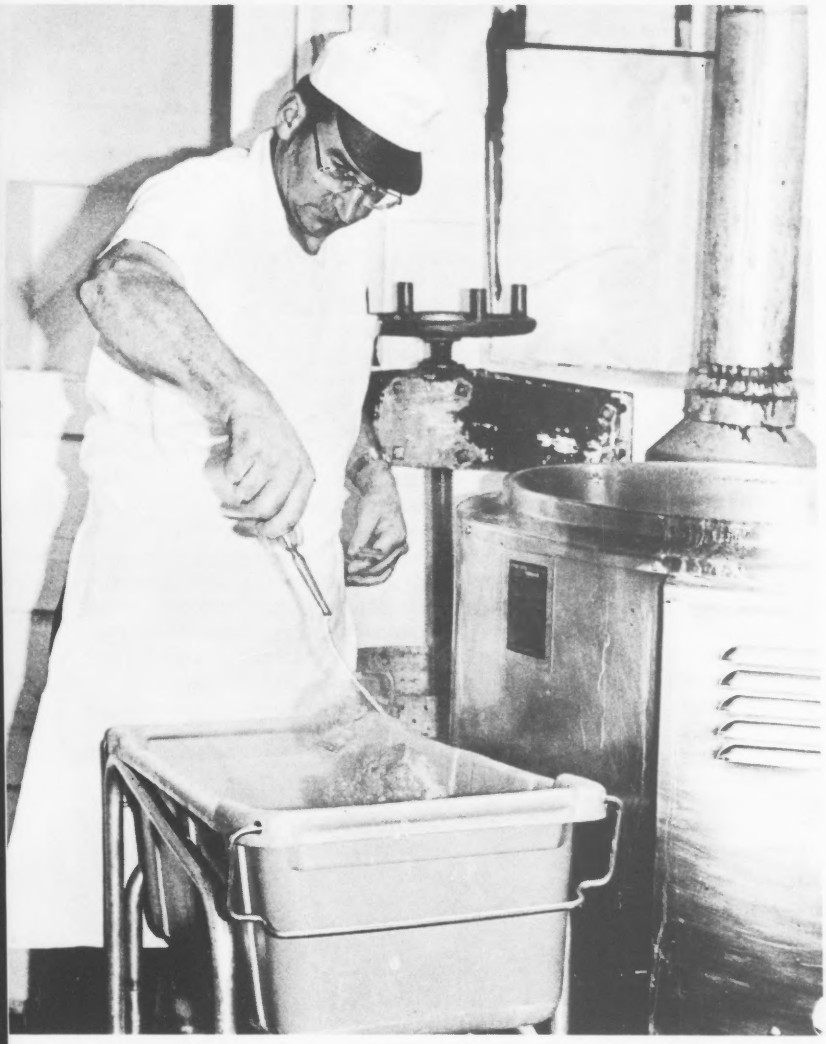
Results

Following the seminar, the vice-president of a lumber company said he had job descriptions for his employees, but had never taken time, or for that matter, even thought of job profiles. He has now developed job profiles with the employees' assistance.

The owner-manager of a butchering plant tried to put himself in the employees' place and rethink their job descriptions. "I have tried to show consideration for their needs. I found that I may have been showing favoritism. I also discovered that it was good to rotate people to various positions so they felt more a part of the total business. The seminar program also opened my eyes to many problems I might not have otherwise seen."

The assistant manager of a lumber company said the seminar made him more aware of the need for planning to get results. "The audit showed me that you have to get to the cause of a problem and not just work on the cosmetic effect. Having had no previous management training, I didn't realize how important it is to work through a problem."

The manager of a shoe store stressed the importance of the session on communications: "I was reminded not to talk *at* employees and to avoid putting them on the defensive. Also, as a result of the program I tightened up my inventory control."



In small businesses, managers get "up to their elbows" in daily operations.

The manager-owner of a cheese company found some of her employees resentful of the self-evaluation forms she made up, until she explained the purpose of the forms. And a posted list of standard operating procedures was welcomed by employees after they understood the purpose of the list.

Several of the managers reported that the seminar made them consider such items as incorporation, profit sharing, employee training, and advertising.

Future plans

But the late winter seminar did not answer all the participants' questions. The group decided to hold two summer dinner meetings prior to scheduling a six-session fall seminar. Topics of the summer dinner meetings were: "How the banker looks at small business loans," and "How to work with the Small Business Administration." The second seminar series focused on problems of financial management in a small business. Topics were financing and time value; cash flow analysis and budgeting; using financial statements; asset management and break-even analysis; partnerships, proprietorship, and incorporation; and using computers in a small business.

Program evaluation

Hartzell feels one of the major outcomes of this program is the cooperation achieved between different divisions and departments of the university and other institutions.

Lahne and Brooks see the program as an opportunity to reach new clientele with Extension programming. "Many of the people who participated were previously unaware of how the University could assist them."

The small business managers said they not only benefited from hearing experts, but also gained a great deal from the opportunity to share experiences. One participant said "One doesn't realize someone else in an entirely different business could be having the same problems."

Another summed up the program this way: "Much of the material was not new, but the seminar gave us a chance to sit down and think things through. It gave us an opportunity to look at our businesses in another way. I also think it helped many of us evaluate our management skills and gave us some ideas on where to go for help." □

Washington in Review

Soil testing on the increase

Soil testing by U.S. farmers increased more than 50 percent between 1974 and 1977 according to a recent laboratory survey. In 1977, government laboratories tested slightly more than half or 1,727,243 samples while commercial laboratories reported testing 1,448,336 samples.

Agricultural and rural transportation needs

In light of recent transportation legislation and the increased concern over lack of adequate transportation for agriculture and rural communities, the USDA is initiating efforts to remedy the situation. Under provisions of the Rail Revitalization and Regulatory Reform Act of 1976 (4-R Act), states that wish to apply for branch line subsidies must file a preliminary state rail plan with subsequent updating. These plans may not incorporate adequate input from all rail users, especially the agricultural and rural users. To assist states, USDA is developing two demonstration projects for measuring the impact of railroad abandonment upon rural and agricultural areas.

ES and EPA to develop educational materials

Extension and the Office of Pesticide Programs EPA, are working with the University of Georgia to develop educational materials on the safe use of nematicides and soil fumigants. They are also working with the University of Florida to develop a primer and slide set on the principles of Integrated Pest Management (IPM). These materials should be made available to all state Extension Services by spring.

USDA committee on land use established

Secretary's Memorandum 1807 has recently been revised to affirm the Department's interest in land resources, and to reorganize the USDA Committee on Land Use. Secretary Bob Bergland has appointed M. Rupter Cutler, assistant secretary for conservation, research, and education, chairman. Alex Mercure, assistant secretary for rural development, will serve as vice chairman. Committee members will be representatives from USDA agencies with major impacts, interests, and programs concerning land use.

The committee will make recommendations and assist in actions so that the Department can meet its responsibilities in coordination and review of programs and issues; assist state and local communities with technical and educational programs; collect data and program research on land-related problems; and provide education and information concerning land-use issues and programs. It will also coordinate the establishment of similar committees at state and local levels.

Land treatment effects on water pollution to be tested

After reviewing 50 projects in 42 states, USDA and the Environmental Protection Agency (EPA) have identified pilot project areas in seven states where the effects of proper land practices on water pollution will be tested. The seven pilot states are: Indiana, Nebraska, New York, Oklahoma, South Carolina, South Dakota, and Washington. In cooperation with EPA and USDA representatives, state 208 Coordinating Committees conducted meetings in these states during February to develop specific plans of action.

Yearbook reprints distributed

A sizable quantity of the following three reprints from the 1977 USDA Yearbook, *Gardening for Food and Fun* have been distributed free to county and state Extension staff:

—*Growing Fruits and Nuts*, AB-408
—*Growing Your Own Vegetables*, AB-409
—*Canning, Freezing, Storing Garden Produce*, AB-410

The reprints are for free distribution to the public upon request. The Spring consumers publications catalog will also offer these three reprints free from Pueblo, Colorado.

Grain reserve program initiated

President Carter has announced a 10 percent feed grain set-aside program for 1978 and increased the storage payment for the farmer-owner grain reserve program. Sign-up for these two programs will begin March 1, and will be conducted through May 1 in USDA Agricultural Stabilization and Conservation Service (ASCS) county offices.

Requests for the price support must be filed no later than February 28 for the *1976* crop barley, oats, and wheat; and March 31 for the *1977* crop barley, oats, and wheat. The length of the reserve loan is 3 years. National goals are approximately 300 million bushels of wheat and 715 million bushels of corn, sorghum, barley, and oats.

Something for the kids to do . . .

by
Maria Maiorana Russell
Program Leader
Cooperative Extension Service
The University of Connecticut

Creating leaf prints.

Education is important to the residents of Sterling, Connecticut—so important that 87 percent of each tax dollar is spent on it.

Still, the town school has no hot lunch or milk program. Sterling—with a median family income of only $8,800 per year—has also been forced to limit school programs in physical education, music, and art.

Seeing a need to provide developmental experiences for the town's youth, Windham County Extension Service established an educational-recreational program in the summer of 1976.

4-H Youth Development Agent Carole Eller, with support from seven volunteer 4-H leaders, planned a program to "provide something for the kids to do" during the summer. The 8-week program turned out to be a highly successful combination of the area's material and human resources. It may serve as a model for other 4-H community development projects in financially depressed rural communities.

Format

Three mornings a week, 125 children participated in programs related to nutrition and health, games and recreational activities, creative and nature crafts, horticulture, and special events. Eller trained ten teen leaders, who were chosen through open recruitment. Ranging in age from 13 to 16 years, the teens worked in pairs in coordinating the programs. Several 4-H leaders and parents also participated.

Content

Karen Chambers, part-time 4-H community relations aide, and Maureen Dingivan, University of Connecticut graduate student, held a nutrition education program twice a week. Educational units were geared to the understanding of the various age groups and focused on the preparation and eating of nutritious lunches.

Learning came through informal discussion and use of educational games such as "nutrient tag." Dingivan noted that "teaching with the assistance of teen volunteer leaders proved to be an effective, efficient, and economical way of providing the much needed nutrition education to these children."

The 93 children involved ranged in age from 6 to 12. They demonstrated an increasing awareness of the nutrients, calcium, and vitamins A and C, as documented through pre- and post-test activity.

Doris McMillan, Extension summer assistant in horticulture, taught programs in planting seeds, rooting cuttings, environmental education, and collection of natural materials. The children also created leaf prints, sand plaques, and vegetable prints through nature crafts. McMillan also prepared supplies for other crafts programs where teen and adult volunteers helped the children with sewing, yarn, and leather projects.

Led by 4-H leaders and teen volunteers, groups of children rotated into sessions of music and songs, games and exercises, and tours.

Special programs

Special programs, scheduled mainly on Fridays, included:

- Tours of the Town Hall, library, and local park. Kids learned

Kids learn mouth-to-mouth resuscitation.

how a voting machine works from the town clerk and how to get a library card.

- Training in safe use of bicycles from "Ralph, the Talking Bike". The children also attended a bicycle rodeo.
- Olympic games, special nature hikes, outdoor cooking, demonstrations of fishing equipment and techniques, scuba diving, using videotape equipment, and first aid techniques and resuscitation.
- Participating in health education programs, movies, and discussions on public health problems and careers.
- Creating a collective art mural project on "what a healthy Sterling would look like."

Eller said that town officials, other agencies, and local residents "went out of their way to assure the program's success."

The program had a lot of help:

—school rooms and grounds from the board of education
—recreation area and chairs from the town government
—sanitary facilities and water supply from a nearby church
—a cooler for food and milk from a local grocery
—a flatbed truck from a farmer
—fabrics and crafts materials from a nearby textile industry.

With unemployment in the area at 24 percent, the town qualified for a summer feeding program for those under 18. Windham Area Community Action Program (WACAP) tailored a lunch program to the needs of the project.

Recognition

At the end of the program, the youngsters held a parents' day, which local officials attended. They prepared nutritious refreshments for the guests, exhibited their arts and crafts, and showed a slide program on the summer activities.

The teens received special recognition for their leadership in the program—a trip to the University of Connecticut summer theater—donated by the Connecticut 4-H Development Fund.

1977

The summer of 1977 did not see the return of a complete 4-H summer recreation program to Sterling. Extension offered to supply technical assistance, but required the town to provide a coordinator and any necessary funding for the new program. This did not happen and, sadly, children were just hanging around again.

"However, the food and nutrition program used in Sterling was expanded to other USDA summer feeding sites," Eller said. "Six teens and a nutritionist traveled to nine playgrounds teaching about vitamins A and C, calcium, and protein to more than 250 children each week."

We found it important to remember that 4-H cannot become a town-service provider for one community. As an educational program, it can show people the way, but the people must decide if they wish to follow. □

Radio tours—even tractors tune in

by
Dan Lutz
Asst. Extension Editor
University of Nebraska

Touring farmers inspect corn at a stop on the Radio Irrigation Tour, while hundreds more listen in.

"We invite you to attend the tour by listening to KTTT radio station as it follows us on the stops."

The educational tour is one of the oldest tours used by Extension workers to impart and interpret information to its clientele.

The "play-by-play" broadcast is a longtime feature of radio programming.

Combined, these tried and true techniques resulted in an educational "winner." Partners in the enterprise were the Platte County and East Platte Extension Services in east-central Nebraska, and local radio station KTTT at Columbus.

Bob Voboril, Platte County Extension agent, and Joe Stavas, general manager of KTTT, a station heavily involved in agricultural development, both were pleased with their third annual "Radio Irrigation Tour."

The tour began at 6:30 in the evening, and was broadcast live over KTTT AM and FM.

Four farm stops were made to focus on new developments in irrigation technology in the rich Platte River Valley, with heavy emphasis on corn, alfalfa, and irrigated pastures. The fifth stop was at the Platte Center auditorium, where both the "tourists" and radio listeners were able to ask questions of University of Nebraska agricultural specialists.

Voboril acted as narrator, telling tour participants and radio listeners about each stop and introducing the farmer hosts and the University specialists on hand as resource persons.

High interest in both water and energy conservation in Nebraska makes the irrigation tour an excellent forum for both new and experienced irrigators to get their questions answered. Because of the busy season (late July), producers who were tied down with irrigation, haying, or other demands could tune in to the broadcast tour, with two-way communication at the concluding question-and-answer session.

The large number of radio-equipped tractors today makes the radio tour an effective way to disseminate information to working farmers.

Commitment of a large block of air time by the station makes it possible to carry more detailed information than could be included in followup coverage by either print or television media.

Stavas said he feels the live broadcast "is a very important asset as far as exposing the farmer to a different type of program . . . an actual on-the-spot program." Stavas said the station has been doing the irrigation tour live for 3 years, and has been using a similar approach in several subject areas, such as tours of feedlot operations, and of silage and materials handling facilities on farms.

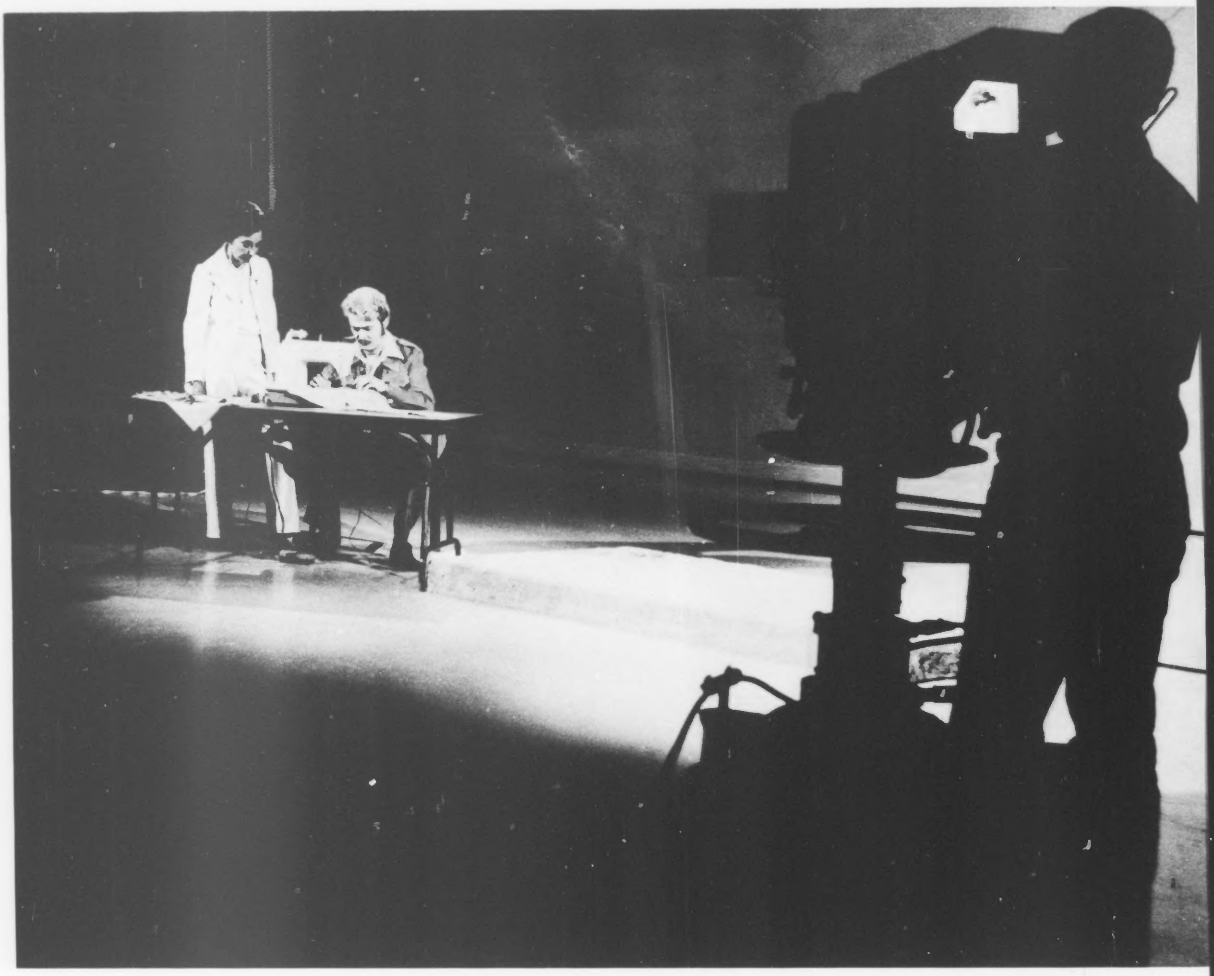
The station devoted 15 or 20 minutes to each stop, plus 30 minutes for the question-and-answer period at the end—a total of about 2 hours air time. The station supplemented the program with a heavy promotional schedule of radio spots beginning about a week in advance at the rate of 10 to 15 a day.

Stavas said the station needs to do very little organizing for coverage at each stop because of the excellent cooperation of Voboril and Area Extension Agronomist Duane Kantor. He said Voboril had seen an account in an agricultural publication about a similar arrangement with a radio station. He approached Stavas, and they decided to give it a try.

Stavas estimates that several thousand persons listen to this "specialty program"—people who have an interest in irrigation, including both operating farmers and landowners. He believes the question-and-answer period is important: "a fellow may come up with something we may not have though of."

The interest of KTTT radio in agriculture is not a passing fancy. The station for several years has sponsored a large winter agricultural exposition, which has drawn thousands of farmers from central and northeast Nebraska. Much of its focus is on new types of equipment and new practices, with irrigation one of the headliners.

The radio irrigation tour is an example of the close liaison county or area Extension staff can build and maintain with local and regional mass media. The cooperation between Extension professionals and journalistic professionals helps Extension carry out its projects effectively and improves the image of radio with farmers. The consumers, in this case irrigation farmers, are the winners. They gain ready access to reliable information legitimized by its origin on the "home turf" of peers—neighboring farmers who are innovators and leaders in adopting new ideas and concepts. □



Man makes suit? . . . on TV?

by
Katherine Everson
Extension Home Economist
University of Nevada

Have you ever tried to sew on TV?

Being a firm believer that it's fun to make clothes that fit well and look like expensive tailored items, I challenged Don Stubbs, a Las Vegas TV host, to make a leisure suit on his morning show. Don had never used a sewing machine before. We agreed that I would show him the steps involved and he would actually make a suit, in a series of six 30-minute television programs.

Selecting fabric

First, Don and I went to the fabric store. We discussed styles, and he selected a pattern. Don looked at a number of fabrics, picked out several he liked and I helped him decide on one that would be easy for a beginner to handle. His choice was a silver-gray polyester doubleknit with flecks of beige and silver. It was becoming with his silver-gray hair.

Now we were both excited about our venture. We think this might be the first time someone with no sewing experience did the cutting out, fitting, and construction of a suit on a television show.

Steps

We checked his measurements with the pattern to see if any adjustment was needed while the fabric was being cut out. In the next program, Don laid out the pattern on the fabric, and started cutting. The suit was underway.

His first sewing experience was making the pocket, and Don sewed perfectly straight lines, amazing for a beginner. Next came the yoke, making the collar, and setting the sleeves. Don had a little difficulty easing the sleeve in smoothly, but after the first attempt that went well, too.

As the series progressed, it became more exciting as Don proved to be a very apt pupil. He was patient with the fitting and very accurate with the stitching.

After pressing and hemming, the jacket was done and he started the pants. Putting a zipper in pants is difficult. Don followed instructions beautifully and did a perfect job the first time. Then, he completed the pockets, attached the waistband, and pressed creases in the legs. We measured the pants for length. The whole suit was complete.

Audience interest

While 52 percent of the Las Vegas area audience watched the Morning Show, Don had made a suit. As the finale, he modeled his creation for the television audience. Gregg Cooper, community affairs director of KLAS-TV, modeled a caftan he had made in a sewing class I just finished for personnel at the television station. Charlie Cruden, Nevada Fish and Game information officer, (a former student in one of my earlier sewing classes) modeled an outfit he had made, and Dave Chamberlain, area livestock specialist from our Extension office, modeled a western-styled suit.

Viewers were enthusiastic. Many called both the station and me to see if the program could be repeated. One morning the show was preempted by a presidential press conference, and the station was swamped with calls to see when the sewing class would be shown. During the show, the audience for the Morning Show increased by 15 percent.

A number of men have decided maybe sewing is a great way of getting more—and better fitting—clothes, and that it can be a relaxing and satisfying hobby. More classes have been requested and are scheduled.

With the help of electronic communication, sewing received a big boost in Las Vegas, and Don Stubbs proudly wears his leisure suit to many functions. □

Big brother project profits producers

by
Lee Jorgensen
Ag News and Feature Editor
South Dakota State Universtiy

There's a group in South Dakota that believes they can help improve opportunities in agriculture, and that the best opportunity right now is in sheep production.

They call themselves the Central S.D. Sheep Producers Inc. They're a nonprofit organization incorporated in July 1977, involving county Extension agents and sheep producers in Hyde, Hand, Hughes, Sully, and Faulk counties. Their purpose is to expand the number of sheep in the five-county area.

These were the counties hardest hit in the 1976 drought that resulted in a sell-down of cattle herds. The corporation is providing a comeback enterprise for ranchers and farmers.

Wildord Paynter, Hyde County Extension agent, helped get the program started and was a key resource person, according to Herley Miller, Extension sheep specialist at South Dakota State Universtiy.

The cattle sell-down had brought in money, but that went to pay bills. The money wasn't there to buy replacement cows when the grass began to come back. Sheep, which take a smaller initital investment and provide a quicker turnover than cattle, were one way to keep up cash flow on farms.

Generating interest

One of the first tasks of the new organization has been to generate interest in the possibility of making money in sheep, and then to help potential producers acquire breeding stock. In August they bought 800 yearling ewes and 300 solid mouth ewes from producers in western South Dakota, Montana, and Wyoming for their members.

"Sheep numbers have been on the downward trend throughout the Nation and breeding stock is hard to find," explains Paynter, who also is a director and secretary for the sheep group. "But there's money to be made in sheep."

"Big Brother" Project

Paynter observed, "It's been really a 'big brother' project. I don't know of any other group of people in agriculture today more willing to help someone else than these sheep producers are. Even if you call them in the middle of the night with a problem, you are going to get help."

Dennis Ruzicka of Highmore, president of the corporation, is a sheep grower himself and isn't worried about creating competition. He and several other directors are purebred producers; increased sheep production could improve their market for breeding rams.

"It would take 10 years of continuous buildup nationally to meet the demand, even if producers kept all their ewes for breeding animals," says Ruzicka. "Bad cattle prices and the recent drought knocked cattle numbers down to 40 percent of what they were in the early 1970's. These farmers have got to have another enterprise if they intend to keep their land."

Funding

The "seed money" for purchasing western breeding sheep—$100,000—was obtained from the Rural Development Fund. These funds are administered by the state departments of agriculture under guidelines of a use agreement with USDA's Farmers Home Administration.

The funds aren't used to finance the sheep producers—they have to see to their own financing—but just for procurement by the corporation until the sheep arrive at the farm.

The funds were placed on time deposit at the bank and used as collateral to make the purchases requested by members until time of delivery. Any sheep producer can become a member for $10. Those who want ewes pay $10 per head in advance. This arrangement enables the corporation to buy in volume and save on shipping.

System works

How's it been working? Willie Klebsch and his son, Mark, bought 300 yearling ewes last summer after having sold off all their cattle in 1976. They operate on 2,560 acres of land, and sheep are the animals they'll use to make their comeback.

A couple of years ago, when he still had cattle, Willie recalls that during calving in a foot of wet snow, "I went for 7 days without a change of clothes and no sleep to save those calves. I got my son up in the middle of the night to help and he had to go to school during the day. And we didn't make any money."

Mark says, "The sheep replacement program is a pretty good deal. The directors will come out and help you get started and tell you the things you need to know about sheep."

Paynter says there'll be a series of educational meetings in the winter for people like Mark who have never produced sheep, as well as people like his father, who has.

All of the county Extension agents and Specialist Herley Miller will be involved in the programs.

Comments

Gary Haiwick, purebred producer and a corporation director from Hyde County, feels the organization is on the right track. "From all reports we have on the first shipment of ewe lambs, these new producers are satisfied."

Bruce Hoffman, 25, of Rockham, vice president of the association, says, "At this stage, we are just trying to line up sheep for individuals to increase sheep numbers in this area. In the future, we hope to put a group together to pool wool sales and perhaps work on marketing."

John Misterek, 57, has been raising sheep since he was 8 years old, and says sheep "may be the only thing these younger fellows can make a dollar on." His "big brother" advice to new producers is to "buy either good big ewe lambs or yearlings."

Insights

Faulk County Extension Agent Ray Larsen says 20 Faulk County farmers wanted to purchase ewes, and half of those farmers had not previously run sheep. Though some Hutterite colonies have moved out of sheep production in his county in recent years, he feels sheep production is making a turnaround.

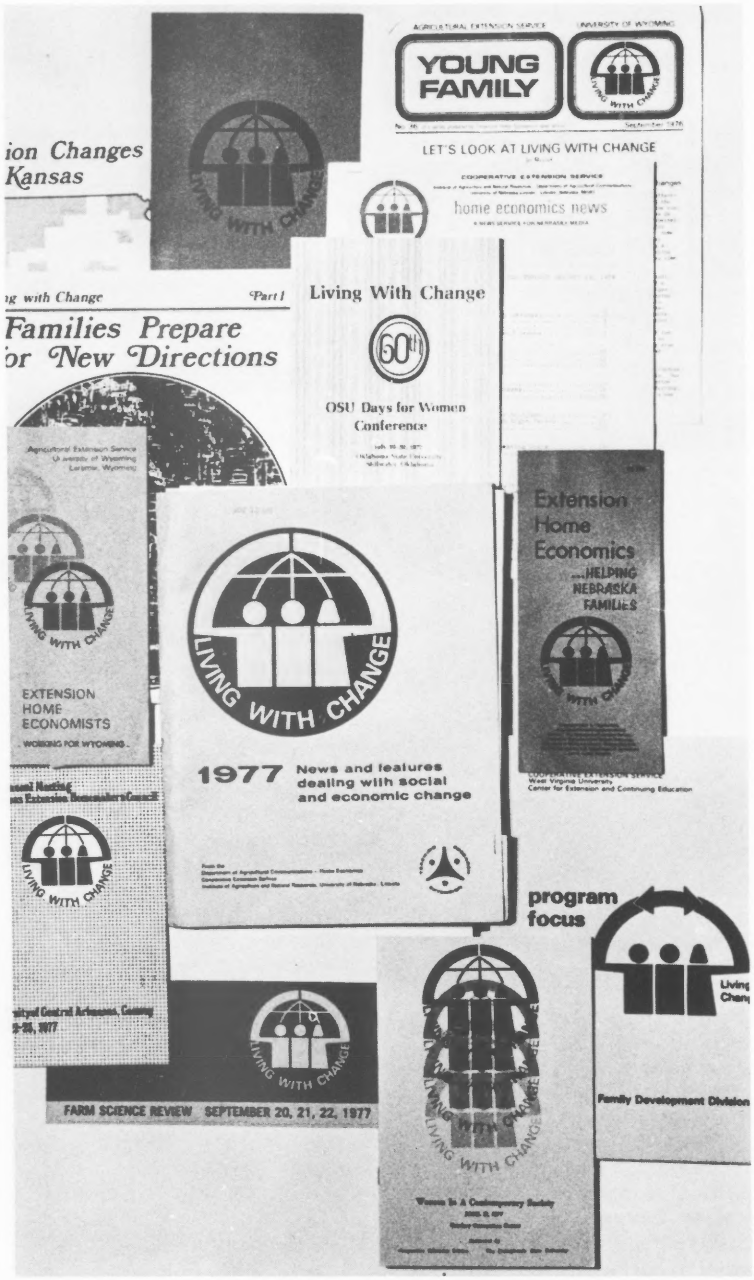
Hughes County Extension Agent James Likness stresses that one purpose of the organization is to help young producers manage sheep. Sully County Extension Agent Harold Wood observes that the competition from synthetic fibers is going to be less because the prices on them are going up.

Hand County Extension Agent Robert Schubloom, who is from one of the most extensive beef and feeder cattle producing areas of the state (before the 1976 drought), says association goals are to establish a quality ewe sale and to become the focus for a quality South Dakota sheep market.

South Dakota Secretary of Agriculture Bob Duxbury, especially interested in strengthening the market for South Dakota agricultural products, observed that one big problem is that slaughter plants have been hard pressed to find enough lambs to keep a kill line going. Increase in market lamb numbers should help stabilize that situation.

"I don't look for large flocks to increase very much," he says, "but I do think that growth in the sheep industry will be with family-size farm operations like those in these five central South Dakota counties." □

Living with change —two years later



by
Elizabeth Fleming
Information Specialist
Extension Home Economics
Science and Education Administration

Two years ago, the ES-Home Economics staff introduced a new national program—**Living With Change**.

States received a packet of materials—publications, slides, TV and radio spots, posters, logos, and exhibits—all adapted to the theme of helping people live with the many changes taking place in modern society.

With the help of 23 states who sent in ideas, here is a quick view of a few of the ways the Living With Change theme is being used:

Nebraska

"The Living with Change theme is a good tag for tying all our program areas together," says Kathy Sullivan, associate state leader, home economics. "We've just recently developed a circular using it to help us with public awareness."

Nebraska has also used the Living with Change theme for a packet of news releases and brochures describing their home economics radio service.

Nevada

More than 1,000 Nevada residents recently saw a Living with Change display describing work with handicapped. Barbara A. Gunn, program leader for Extension home economics, says: "Living with Change epitomizes not only growth of the disabled toward independence, but also the positive attitude change of the nondisabled." A portable bulletin board exhibit accompanied by color-coordinated brochures has in Gunn's words, "taken the theme throughout the state." Contact Sally Kees, state specialist, children and families, School of Home Economics, University of Nevada, Reno, NV 89557 for more information.

Georgia

Families living with change have been the theme of many pub-

lic service announcements produced for television by the Georgia Cooperative Extension Service. "The TV spots are viewed in five metropolitan areas with a viewing audience of approximately 2.5 million," says Janett A. Gibbs, Extension home economist-home management. The 60-second announcements are written by county Extension agents and deal with home economics, agriculture, and community development. Extension Service-USDA published an article in the July-August 1977 issue of *Extension Service Review* on this program. A free set of TV slides and scripts for 60 spots has been sent to each state as an expansion of the Living with Change project. Now, a clearinghouse of TV spot slides and scripts is being organized at the federal level.

Hawaii

Living with Change has been the theme for state fairs in Honolulu and Kuilima. County fairs are planned for Maui, Hawaii and Kauai. "Workshops for leaders have also been held," says Vera Y. Reid, home management and home furnishings specialist.

Hawaii's telephone call-in show —Living with Change—recently celebrated a 1-year anniversary. Fifty-two programs (40 recorded for county loan) include topics such as consumers and energy, services for the elderly, cost of living, lifelong educational projects, etc.

Wyoming

Wyoming used the logo on a new "Focus" leaflet describing their Extension home economics program. The cover of this publication has also been used for a booklet of package programs. The Wyoming home economics staff also developed a 30-minute TV show—aired on cable TV in Cheyenne and Sheridan—describing their use of the theme and matrials.

New York

"A number of counties have used the logo and materials in their program efforts," says Josephine Swanson, Extension associate—consumer economics and housing. "Some counties have focused their entire 1977-78 home economics program on the theme." The slide set is introducing new audiences to Extension home economics. Many of the Living with Change ideas were also incorporated into New York's successful CHANGE FOR YOUR DOLLAR program.

North Dakota

Beth Johnson, Extension home economist for the Fort Totten Indian reservation used the logo to update her newsletter which goes to 450 families. She says the logo has helped her achieve more identity, and that families are now more aware of changes in their lives.

Ohio

Is it worthwhile to do a family information exhibit at a 3-day machinery show? Extension and the Ohio State School of Home Economics say it is. They reached approximately 3,000 people with their 1977 Living with Change exhibit at the Farm Service Review. A brochure lists topics covered: energy, community food programs, home safety and children's clothing.

Massachusetts

Massachusetts identified four major Living with Change concerns: economic, social, physical and emotional, and community change. "These areas have been our big program thrusts since 1976," says Anne Rideout, assistant director of home economics for Extension. "The exhibits were used until some of them were almost worn out."

Oregon

"The Living with Change theme came at a good time as it tied in nicely with our program emphasis on how decisions influence change," says Len Calvert, Oregon communication specialist. "Oregon Extension agents and specialists have made effective use of the theme, particularly the logo in newspapers, publications, and at meetings and county fairs."

Kentucky

"Living with Change has become a part of program planning in every area of the state," reports Doris A. Tichenor, assistant director for home economics. More than 2,000 leaders were trained to present a lesson titled "Living with Less" as a result of the national workshop.

Idaho

More than 3,000 people attended seven Idaho Town and Country Fairs featuring the theme. The homemakers' council used it for their Fall 1977 meeting. "This indicates that we are using Living with Change in home economics programing with volunteers as well as professionals and paraprofessionals," says Ruth Spidahl, state home economics leader.

Indiana

"As an editor, I have found the theme and logo helpful," says Judy Sorton, information specialist. "We have adapted the logo to several publications. The agents like the clip art and could use more. We are building a 3-year plan based on the theme."

Arkansas

Approximately 1,000 people attended the 1977 Arkansas Extension Homemakers Council meeting with its theme of Living with Change. "Subject matter classes were designed to emphasize changes occurring in everyday living," says Betty Jean Brannan, state leader-home economics.

Oklahoma

Oklahoma held training for Extension home economists on Living with Change in January 1977. During the training, a "Family Focus Fiesta" was held to display materials.

Another "Family Focus Fiesta" was held during Oklahoma State University Days for Women in July 1977, which 575 women attended," says Grace L. Spivey, associate dean of home economics. □

FACTS at county fingertips

by
Gay White
Information Specialist
Purdue University

A system known as FACTS (Fast Agricultural Communications Terminal System) will soon link terminals in each Indiana county and each academic department on the Purdue ag campus to a central computer facility.

The statewide computer communications system was made possible by a $1.16 million development grant to the Indiana Cooperative Extension Service from the W. K. Kellogg Foundation of Battle Creek, Michigan. "FACTS means that the county Extension agent and the campus-based specialist will have immediate access to the latest information in a usable form. It will increase the personal nature of our service, as well as the speed," said Indiana CES Director Howard G. Diesslin.

Dean of Agriculture Richard L. Kohls noted that much of the miracle of modern agriculture has been due to our ability to deliver the findings of research into the hands of farmers, business people, homemakers, and others who needed them.

"The exciting challenge of this venture is to successfully harness the speed and efficiency available through computer technology into the ongoing research and Extension operation. It will become the prototype model for the research-Extension systems of other states," Kohls said.

Among the unique elements of the FACTS system is the use of "intelligent" terminals. These terminals, which are actually small computers in their own right, have onsite information processing power, which expands the capability of the system vastly.

The terminals, besides having their own programs and memories, will be linked to a central facility on campus, which will handle the more complex problems and situations. Communications will be by automatic telephone call, usually made at night. The time elapsed can be as little as ten minutes from question to response, and no longer than overnight.

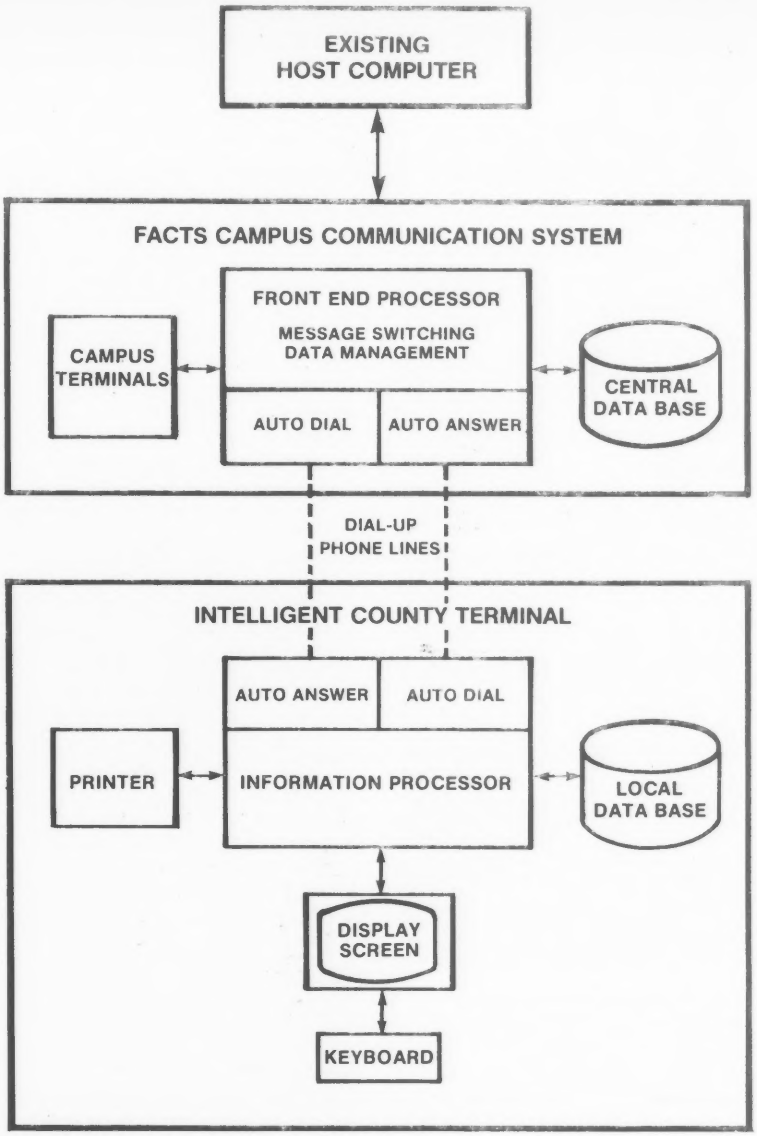
Some examples of what can be handled by the FACTS system are:

- 4-H enrollment—many Hoosier counties are already using a computerized enrollment system. With FACTS, an enrollment program will be available to all counties. Agents can then use the information on everything from generating mailing lists, to delineating members in specific projects, to maintaining historical records, to inventory control. Estimates are that a hand-operated enrollment system takes 2½ hours per member per year, as compared with 2½ minutes with the computer system.
- A homemaker is trying to manage the food budget better. She visits the home agent, who takes her family data and types it into the FACTS terminal. Back comes a personalized analysis correlated with national standard budgets for her size family.
- A farmer is trying to make a marketing decision about his corn crop. Should he sell or store? He completes a questionnaire which is fed into the FACTS terminal, and back comes a complete analysis of all his alternatives for marketing, along with what price he must get to show a profit.
- Community planners are attempting to prepare a document to attract new industry to their community. They need large amounts of social and economic data. They can go to the FACTS terminal and have the needed information printed out at the local terminal, along with localized updates. Additionally, the system can interface with other information systems, if expanded data are needed.

Project Director for FACTS, Rodney B. Harrington, said, "FACTS will also be a means for the county staffs to articulate for researchers just what new knowledge is needed."

Time schedule for the system calls for the first terminals to be placed in the counties in 1978. More than two-thirds of the counties in Indiana have already budgeted for the purchase of these terminals. Work establishing the data bank has already begun, with task forces in all areas of Extension developing programs for FACTS. Selection of the computer hardware also is underway. The entire system is expected to be operational by late 1979.

Besides serving the information and communications function, the



A diagram of the FACTS system at Purdue.

FACTS system is to be a prototype for other states. Because of this, the system is being designed to interface with the existing Purdue University computer center. Project planners felt that most university computer facilities already have the types of systems which can support remote job entry operations, so they can be a starting point for such a network. Considerable economies can be achieved in this way.

After the completion of FACTS, a training program on the planning and implementation of such a system will be presented for Extension staff in other states. □

What's in an "Arts·in"?

by
June Schultz
Assistant Extension Specialist
4-H Youth Development
University of Minnesota

A week long live-in, share-in, learn-in experience in the arts is called an **Arts-in** by Minnesota teenagers.

The **Arts-in** is held in the 4-H building on the Minnesota State Fairgrounds in mid-August. This informal environment becomes home base for testing ideas, cooperating with people you didn't know yesterday, developing unknown potentials, and achieving goals.

Participants arrive weighted down with sleeping bags, resource materials, their own art for their private galleries, musical instruments, sewing machines, paint brushes, and the energy of 16 to 19-year olds. Immediately, they get involved. They paint murals with their feet, or transform their visual character with stage makeup. They build an environment in the park, using miles of binder twine and every available tree and bush, to house a picnic supper.

They climb scaffolding with paints and brushes to work on a super graphic half a block long and 12 feet high. A trip on a paddle-wheeler down the Mississippi with a Dixieland band gives them a chance to dance, sing, and communicate. There's a feeling of comradeship before the first day ends.

For this one week, the whole Minneapolis-St. Paul community becomes the classroom for self-motivated learning. The stages of the Guthrie, Showboat, Peppermint Tent, and the Chanhassen Dinner Theatre illustrate techniques for those interested in the theater.

The galleries of the Walker Art Center, Minneapolis Institute of Art, and the Minnesota Art Museum open endless debates on modern art, personal preference, and art judgment. Tours of costume houses, sound studios, college art classes, artists' studios, and specialized museums make each participant aware of supporting roles and job opportunities in the art field.

Back at "home base," artists, musicians, actors, directors and other resource people conduct seminars, workshops, and demonstrations. The artists become real to young people. They are no longer just names on a theater program or brass plate. As they share themselves with the group in small informal sessions, the discipline and struggle required to achieve success in the arts also become real to idealistic youth.

There are long hours of hard, sometimes frustrating, work. Early in the week each group establishes its own goals, time schedule, and division of labor. In one week a band, chorus, and small combos are ready to perform to the most discriminating audience—their peers. Dance and theater groups have designed and rehearsed their acts. Another group has designed and sewn 150 costumes. A newspaper is written, with photos taken and processed.

The stage and lighting, with sets and effects, has been prepared by the technical crew to be used by **Arts-in** performers and also by the 4-H Dress Revue and Share-the-Fun programs throughout the state fair. Visual arts majors design and produce an esthetically appealing environ-

ment for the 1,200 4-H exhibits for the fair. Inspired ideas and latent talents surface. This week of intensive application requires physical and mental endurance. Relief comes briefly when everyone floats down the Apple River on innertubes.

How can high quality performance, a human environment, and personal development co-exist? Having a deadline helps by forcing the pressure of time to become an ally. All performances must be costumed and ready on the stage for the open house on the last afternoon. The university staff, parents, state fair personnel, and friends will be viewing and critiquing the banners, wall murals, mobiles, and new exhibit units. People are waiting to grab the first issue of the newspaper hot off the press.

There is the larger goal of being able to share the results of their efforts with thousands of fair visitors. Cooperation and appreciation grow as each person realizes he or she needs the other members to accomplish group goals. Each is committed to high standards of production and personal responsibility toward the group and the purposes of the **Arts-in**. The challenge of the job develops principles of design, quality craftsmanship, and sensory perception. Selfsatisfaction and approval from the **Arts-in** community is the reward.

The scene changes. Following several days of rest at home, the entire group returns to the Minnesota State Fair with renewed energy, and clean clothes. Once again they face exhausting rehearsals, dozens of performances, and new responsibilities in assisting the 1,200 Share-the-Fun performers. The photo corps records the action. The costume department stands by to repair and clean the costumes. The visual arts group carries art supplies to quiet shaded corners of the noisy fairgrounds, to share their love of art with small children.

The contributions made by the participants and the arts knowledge and skills they require justify the existence of the **Arts-in**. But **Arts-in** is only a tool used to attain higher goals—goals making it possible for each young person to gain greater self-awareness, problem-solving skills, and ability to interact socially.

To community educators in the Minnesota 4-H program, the **Arts-in** is a tested model of short-term, accelerated education in the arts for 150 to 200 teens participating each year. The common bond of youth is their interest in dance, technical theater, drama, journalism, music, photography, or visual arts. Their evaluations of the experience are consistently enthusiastic and positive.

"The **Arts-in** atmosphere was a good healthy kind of place. It feels good to work under pressure for very long hours when I'm doing something I like," said one participant. Another said, "The **Arts-in** influenced my career expectations. I have been thinking about going into art education since working with the younger children."

Arts-in participants have come from as far away as California and Japan. Most are from Minnesota. They come from towns of 350, and from large suburban schools.

One answer to "What's in an **Arts-in**?" is that, whatever their backgrounds, the **Arts-in** experience turns individuals into a caring, supporting, and creative group. □

people and programs in review

Seymour safely kit available

An eye care education kit called, "Seymour Safely Meets 4-H" has been developed by the American Optometric Association and Marion Bartoo, well-known educator and puppeteer, in cooperation with the National 4-H Council. The kit contains songs, jingles, puppet patterns, skit outlines, games, and other helpful suggestions on producing and presenting puppet shows about eye care.

The kits can be ordered from the American Optometric Association, Communications Division, 7000 Chippewa Street, St. Louis, Missouri 63119, for $1.25 each, plus $0.50 postage.

Bicycle safety booms in Minnesota

Pedal Power is Minnesota's Agricultural Extension Service and Department of Public Safety's answer to the increasing use and accident rate of bicycles. Since more young people are interested in working on safer biking techniques, Minnesota has organized an annual summer workshop to train leaders for county and community safety programs, called **Pedal Power.** County Extension agents, in cooperation with adult volunteer leaders from groups such as local service clubs, interested police officers, and the state safety education troopers, recruit and train teen leaders from 4-H and other youth organizations.

Discover the Atlantic Ocean

That's the title of a new 40-page coloring book recently published by Virginia Polytechnic Institute (VPI) and State University's Sea Grant program to encourage children's interest in fish and shellfish. George J. Flick, head of the Sea Grant program, is the author, and Roy Clayton of VPI, is illustrator. The coloring book may be ordered from Sea Grant, Extension Division, VPI&SU, Blacksburg, Virginia 24061; ask for Stock No. VPI-SG-76-05. Single copies are available for $1.50; group orders receive a special discount.

Massachusetts conducts new conservation program

Massachusetts is conducting a CRD and Youth Conservation Corps (YCC) program directed by Joseph A. Keohan, state 4-H leader for urban programs. The YCC, jointly sponsored by USDA's Forest Service and the U.S. Department of Interior, employs environmentally disadvantaged youth aged 15 to 18 on both federal and non-federal land an water conservation projects.

The Massachusetts CES received $400,000 to provide conservation employment and education for 300 teenagers, supervised by forestry and wildlife college students. The completed projects—from nature trails for the handicapped to riverbank beautification—will be used for both 4-H and public environmental education programs.

Five states receive eyecare grants

Florida, Michigan, Mississippi, Oklahoma, and Washington have been awarded grants totalling $10,000 to carry out projects in 4-H eye care education during the coming year. The funds were made possible by a grant from the American Optometric Association, St. Louis, Missouri, which has supported 4-H programs in eye care education for the past 3 years.

The state programs will range from specific efforts to identify, prevent, and correct vision problems among young people, to general eye health awareness programs.

Materials and experiences developed and project evaluations from the five states will be shared with Extension staff in other states. Hope Daugherty of the ES 4-H staff will work with the 4-H Council on this project.

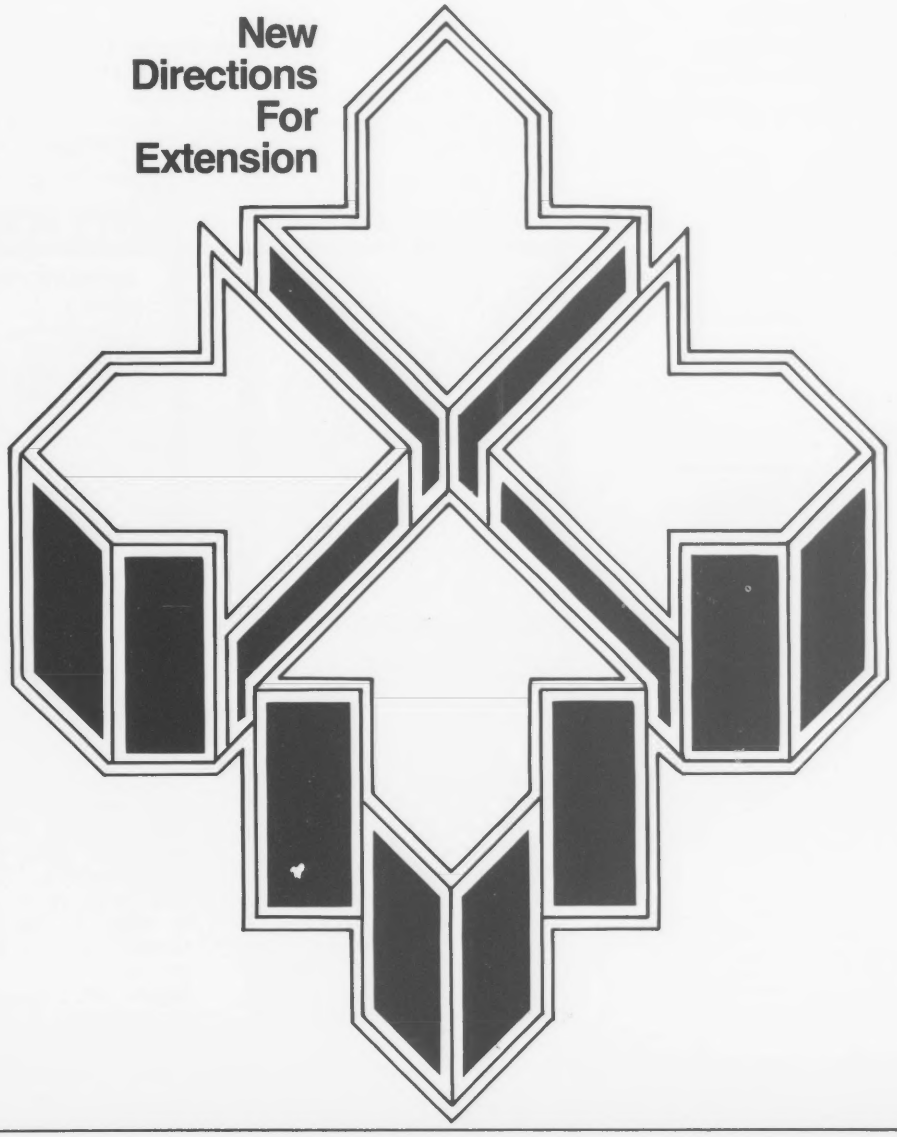
Epsilon Sigma Phi elects new officers

Officers of Epsilon Sigma Phi, national honorary Extension fraternity, for 1978 are: *President*—George R. Gist, Jr., Ohio; *Vice-President*—J. Cordell, Hatch, Pennsylvania; and *Executive Secretary-Treasurer*—Mildred A. Payne, Virginia. Regional Directors are: *North Eastern*—Betty Bay, ES-USDA; *North Central*—Horace Tyler, Indiana; *Southern*—Jessee E. Francis, Tennessee; and *Western*—Marian Moline, Montana.

EXTENSION
review

U.S. Department
of Agriculture
May
and June
1978

New Directions For Extension



EXTENSION SERVICE
review
U.S. Department of Agriculture
Vol. 49 No. 3
May-June 1978

Prepared in
Information
Science and Education
Administration—Extension, USDA
Washington, D.C. 20250

Director: Ovid Bay
Editorial Director: Jean Brand
Editor: Patricia Loudon
Art Director: Chester Jennings

Photo credits: Stan Griffin, University of District of Columbia, pp. 20-21

The *Extension Review*, bimonthly publication of the Cooperative Extension Service, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through July 1, 1978. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at $1.20 per copy or by subscription at $7.00 a year, domestic, and $8.75 foreign.

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Farm safety—every week

Safety management is just as important to the farmers and ranchers in your state and county as helping them decide what kind of corn or wheat they should plant.

Farm Safety Week—the last 7 days of July—has been around longer than most of us can remember. Each year the National Safety Council (NSC) develops a theme; in fact, they develop a theme for each month. Themes for May and June are shown below in our Safety Corner feature.

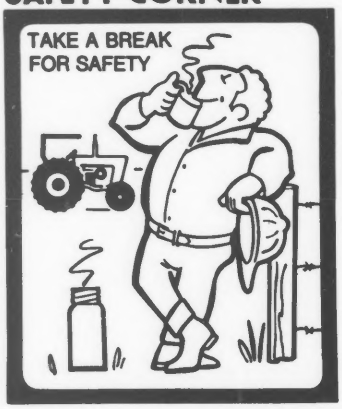
Manage to Prevent Farm and Ranch Accidents is this year's focus. According to the NSC, the dollar loss attributed to farm and ranch accidents and fires now approaches $4 billion annually.

Each year NSC develops an educational kit for you to use in promoting this important week. Each state receives enough kits for distribution to counties. You should receive your kit soon. We hope you can use it—a farm accident could mean a $50 to $100 doctor bill for a farm family. It could also mean a $5,000 or more loss, if that injured farmer is unable to harvest a crop.

Help the farmers and ranchers you serve set up a safety management plan. They'll thank you for it. — **William E. Carnahan**

MAY

SAFETY CORNER



TAKE A BREAK FOR SAFETY

Non-stop work can be hazardous. Take a break to help fight fatigue and reduce accident-producing errors. Stop for coffee or other refreshments mid-morning and mid-afternoon. Stop and rest when you feel drowsy or exhausted. Pace yourself when doing hard work in hot weather; stop for rest; drink plenty of fluids, and NO extra salt without your doctor's o.k. Stop for meals, relax. Working through without food can hasten fatigue.

JUNE

SAFETY CORNER

INSTRUCT FARM HELP

Good instructions to those that work on your farm or ranch—your own family or hired hands—can pay big safety dividends. Train new workers so they will learn the job and the proper method of doing it. Four steps to instructions—(1) Put worker at ease, (2) demonstrate the job in steps, (3) have the worker repeat the steps and (4) follow up on performance. Have workers study operator manuals of equipment they will run.

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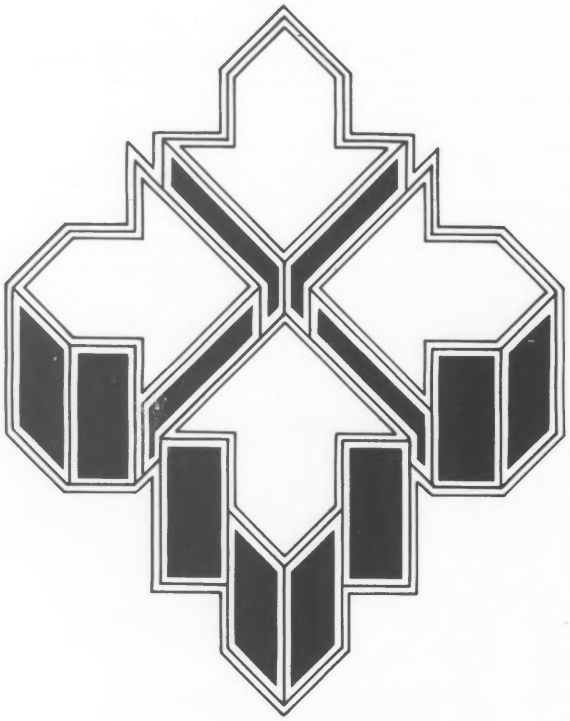
New directions for Extension



by
W. Neill Schaller
Acting Deputy Director
SEA-Extension

No organization can remain viable and effective without continuous renewal. That's why, for many months now, I have been considering carefully possible improvements in the structure of Extension within the new Science and Education Administration. Three related developments underscore the need for structural improvement.

First, more people and organizations now look to Extension for educational assistance. Their problems are increasingly complex. So, Extension is challenged not only to serve a larger and more diverse clientele, but to expand the skills needed to field the required educational programs.

Title XIV of the Food and Agriculture Act of 1977 is a second reason for the importance of renewal. Title XIV does more than reemphasize the number of previously authorized Extension programs, like nutrition educa-

tion. It encourages or directs new initiatives, from small farm Extension to solar energy demonstration.

The Science and Education Administration is itself a response to Title XIV of the Food and Agriculture Act. SEA provides a new and stronger backup to Extension through closer ties with the research, teaching and technical information functions of the Department. These developments have convinced me that now is the time for a bold and imaginative restructuring of Extension. Such a structure was approved on April 17, 1978. It involves the following changes:

Program Staffs

For some time now we have had four program units: Agriculture and Natural Resources, Home Economics, Community Resource Development, and 4-H Youth Development. Under the restructuring, SEA Extension program responsibilities will be carried out largely through six staffs, each headed by an Assistant Deputy Director for Extension, Science and Education Administration:

Agriculture
Natural Resources
Food and Nutrition
Family Education
Rural Development
4-H Youth Development.

Agriculture Program—This staff will handle the agriculture Extension responsibilities previously carried out by the Agriculture and Natural Resources (ANR) unit. These are programs oriented mainly to the needs of feed and fiber producers, marketing and transportation firms, and input suppliers.

Natural Resources Program—The intent here is to build on national Extension leadership in an area previously covered by the ANR unit. A separate natural resources program will not only meet increasing demands for leadership in forestry extension, fish and wildlife extension, and various land and water programs, it should also allow the agricultural staff to reconcentrate their efforts on the growing array of complex problems facing Extension's agricultural clientele.

Food and Nutrition Program—The Nutrition message in Title XIV of the Farm bill is clear. We are to expand and improve our nutrition education. The Human Nutrition Center now being established in SEA is a direct response to this Congressional mandate. Separate food and nutrition Extension program staff will help to strengthen the nutrition role of Extension, as well as our ties to the research that will be conducted or coordinated by the new Center. The staff will be concerned with all food focused programs with low income and other consumer audiences.

Family Education Program—Included in the responsibilities of this staff will be Extension programs for families and individuals other than food and nutrition programs. These activities were previously handled by the Home Economics unit. This staff will work closely with the Food and Nutrition unit.

Rural Development Program—This staff will continue to be responsible for rural and community development program leadership.

4-H Youth Development Program—Similarly, the restructuring does not involve a change in the organization of 4-H Youth programs at the Federal level.

Program Coordination, Evaluation and Development Staff

This staff will ensure the complementarity of SEA-Extension responsibilities and those of the Cooperative Extension Service. The intent is to strengthen Extension efforts across program lines in close cooperation with counterpart units in SEA.

Members of this staff will have leadership and liaison assignment in program areas such as energy conservation, small farm Extension, public policy education, Extension programs in urban areas, and health education.

The staff will also be home base for individuals involved in the evaluation of Extension required in the Food and Agriculture Act of 1977.

Administrative Management and Cooperative Relations Staff

This staff will provide administrative liaison with management units in SEA and enhance administrative and special relationships with the State Extension Services. The staff will also serve as a focal point for cooperative relations with 1890 Land Grant Universities, the District of Columbia, and groups such as American Indians.

Most of our discussions with Extension personnel and allied organizations concerning the restructuring have focused on the changes in program units. A major concern expressed to us was that home economics Extension would be fragmented. The fact that the words "home economics" were not used raised further questions as to our support for home economics Extension.

Let me again emphasize that the purpose of the restructuring is to increase our leadership and support of Extension nationwide, including home economics Extension. Present plans are to strengthen, not reduce our support of home economics Extension, through a combination of permanent positions and staff assignments under the Intergovernmental Personnel Act.

I expect our new program units to work as a team. We will make every effort to see that our program guidance and reporting requirements remain compatible with State Extension practices. We intend to work closely with the states to implement and monitor the new structure, and to further develop our staffing here in Washington. □

Several of Marion's main streets were still impassable the day after the storm. Dozens of houses were flooded and many families had to be evacuated by boat.

Flash flood! Would you be ready?

by
Dave Vranicar
Administrative Editor
Office of Agricultural Communications
University of Illinois

It was a million-dollar rain for many drought-threatened Southern Illinois farmers, and that's almost what it cost Williamson County. In March 1977, a total of 7 inches of rain fell in less than 24 hours.

Nobody in Marion, Illinois, normally pays much attention to a few inches of standing water, especially after a springtime storm. The city stands on the low side of Williamson County, and minor flooding is not unusual. Virtually the whole eastern half of the county drains into the Crab Orchard Creek, which runs right through town.

None of the Williamson County Extension staff experienced any flooding in their homes, and until daylight they didn't know how much damage the rain had caused. But by 8:00 on a Monday morning, they were already planning what they could do to help.

Damage reports were still sketchy. The Extension

staff heard that about 60 low-income residents had been forced to find shelter in a church, and that elderly residents of a public housing unit had to be evacuated by boat. The staff assumed that flood victims would need information about how to return home safely, so they began condensing material from the *Disaster Handbook for Extension Agents*.

Thelma Malone, the home economics adviser, borrowed a typewriter and helped two secretaries prepare stencils. Randy Davis, the 4-H youth adviser, and Dennis Thompson, the agriculture adviser, leafed through the handbook for appropriate information.

While the others were still working on the booklet, Thompson surveyed local damage from a small airplane operated by the county executive director of the Agricultural Stabilization and Conservation Service (ASCS). He saw that the entire multimillion-dollar sewage treatment plant was under water, and he imagined the mess that filled the houses in submerged areas.

By 7:30 p.m. that day, the Extension staff had collated enough booklets for Thompson to deliver to the headquarters of the Williamson County Emergency Services and Disaster Agency.

The next morning Thompson and Malone answered questions during a special call-in radio program. They notified the media that copies of the booklet were available at the city hall and the emergency services agency.

John Crafton, representing the Bi-state Division of the American Red Cross in St. Louis, arrived at the Extension office, ready to coordinate his first solo disaster relief assignment.

"Where's the problem?" he asked. Crafton had already visited the Greater Marion Chamber of Commerce and the local welfare agencies. His job was to assess the damage so that he could apply for whatever further assistance he would need. Crafton couldn't tell which houses had been flooded because the water had mostly subsided by the time he arrived. He came to Extension because they knew the situation and had previously worked with some of the families who needed aid. By evening they had established a walk-up headquarters on the second floor of the city hall.

They dropped off copies of their booklet at Red Cross headquarters. Crafton reported that he couln't get enough of the right kind of volunteers to help him fill out claims, and he asked the Extension advisers if they would organize a small work force. "We needed volunteers with rapport and empathy," Crafton later said. "We needed a specific kind of worker to help these people—not just anybody. So we couldn't advertise on the radio for help."

Thompson and Malone recruited Wanda Soldner, Extension nutrition coordinator, and Julia Cox, program assistant. They also called on members of the Homemakers Extension Association (HEA). Soldner worked all day Wednesday with the Red Cross, filling out forms and distributing papers the victims used to secure food, shoes, cleaning supplies, and bedding.

The advisers delivered booklets to Paul's Chapel, the church where people were still sheltered. Several victims said the water in this low part of town had poured in over their windowsills and surrounded the church so it looked "like Noah's ark." They told of water gushing from sewage drains with so much force that it blew off the cast-iron grills and shot up like small geysers.

Marion was declared a disaster area early in April, with damages estimated at more than $750,000. Only those property owners whose holdings lay within narrowly drawn limits could collect federally backed flood insurance. Dozens of middle-class families and businesses simply swallowed their losses as best they could. About 190 low-income families, who lived in mobile homes and framehouses in the lower parts of Marion, had no choice but to accept aid.

Some people lost virtually everything they owned. Malone said that many victims didn't know which of their belongings were recoverable and which they should simply throw away.

Soldner, Cox, and HEA volunteer Alice Rix spent nearly 2 weeks helping flood victims pull their lives back together. They visited the elderly and invalids who couldn't climb the stairs to Red Cross headquarters. They canvassed damage by telephone and helped fill out Red Cross claims.

Thompson, Davis, and Malone, in retrospect, were surprised at how well everything worked out, considering how chaotic the situation appeared at times.

Eight months after the flood, Thompson met for the first time with Tom Redickas, director of the all-volunteer Emergency Services and Disaster Agency for Williamson County. The two agreed that Extension and the emergency services agency should meet to plan for future disasters. Redickas told Thompson his staff should be photographed for special identification cards that would permit them to work at emergency sites.

The lesson: Get to know your local disaster relief organization and how they work before you have to call them for help. Know your *Disaster Handbook*.

The Williamson county staff expect relief agencies to call on them for help during future emergencies. "Extension has done a lot to help the community," they say. "We got a lot of mileage out of the assistance we gave. People know Extension now, and they know we have information that can help them." □

Dairy Feed Testing Pays Off

by
Gary L. Vacin
Extension Editor
Kansas State University

Dairyman Larry Klein from near Garden Plain, Kansas, has taken some giant steps forward during the past couple of years. His rolling herd average has jumped 2,000 pounds—to well over 16,000 pounds—in the past year alone. And it's still going up!

His neighbor, Jerry Martin, has something to brag about too—his rolling herd average easily tops 15,000 pounds.

"It's hard not to get excited about production increases like that," says Steve Westfahl, Sedgwick County Extension agricultural agent. "These two dairymen have undergone major expansion, without adding a single cow to their herds."

Both farmers credit a big part of their increased production to a simple feed analysis which they started making on Westfahl's recommendation. Instead of guessing at the nutritional value of ration ingredients, they're finding out exactly what they're dumping into the feedbunk. It's paying off for them in decreased feed cost and increased production.

Klein, who's running 80 Holsteins in his milking herd, says that before he started analyzing his feed, "We were using a trial-and-error method for mixing rations. If the cattle were doing good on one ration, we'd give them a little more, hoping that production would go up a little more.

"But we were overfeeding protein more than anything else. And since we didn't know exactly what our calcium-phosphorous ratio was, we had to overfeed on it, too, to make sure we were getting enough in the cows," he says.

"And, you bet, it was costing us. We try to get all the feed into the

cows that we can. But when you're talking about soybean meal that costs $10 a hundredweight, it adds up fast if you're overfeeding it.

"But now, every feed that comes onto the place is analyzed. We want to know exactly what's in a ration before we even start thinking about mixing it up," Klein said.

Martin, with 50 Holsteins in his milking herd, is every bit as sold as his neighbor on the value of analyzing feeds. "We used to think we were feeding a balanced ration, but we were guessing. And it was costing us."

Both Martin and Klein got interested in analyzing their feeds through their county agent, Westfahl.

When Westfahl took over as county agricultural agent in charge of livestock production, he felt that Sedgwick County dairymen could be doing a better job. "This is the largest dairy-producing county in Kansas. But Dairy Herd Improvement (DHI) records showed that our production was below the state average," he says.

"The problem was that a lot of our dairymen didn't really know what they were feeding. They were guessing at nutritional values of feed. You just can't afford the gamble. Not when $10 or $15 or the price of a feed test will tell you for sure."

Westfahl started an Extension demonstration project in which he sampled feeds from a dozen or so dairy farms. With the actual feed value and Kansas State University recommendations, he then worked with the farmers on balancing rations. It wasn't long before the rolling herd averages started booming.

During the past year, production has gone up about 1,500 pounds for Sedgwick County farmers who had their feeds analyzed. That amounts to about $150 more in gross farm income per cow. Going on that, a 50-cow herd should have had an increased gross income of about $7,500, and that's without considering savings on the feed bill.

Dairymen who haven't been testing their feeds have had increased production too, but only a little more than 300 pounds per cow, or $30 of additional gross income per cow.

Westfahl says the farmers with the biggest production increases are probably the better managers, but the feed analysis is vitally important too. "If you don't know what you're feeding, and if you're feeding for average, you'll be producing average," he says.

Westfahl says most of the farmers he worked with were underfeeding protein. As part of his demonstration, he collected other information about the feed he had sampled.

"We also wanted to show what effect the stage of maturity at harvest had on quality of feed. In general when the silage had been harvested at the boot stage, the protein was a lot higher. Silage that had been harvested near the boot stage had a protein content of almost 15 percent. But if the crop had passed the heading stage, the protein dropped to about 8 percent," Westfahl says.

"I think most farmers would be a lot better off if they went for quality rather than tonnage. But in years when forage supplies are going to be tight, it may be best to let the crop head out, then plan on buying supplemental protein. This way, you'll be assured of getting the volume or tonnage you need to carry you through."

Westfahl says it's important to run an analysis every year. "This year our tonnage is going to be pretty high, but quality will be down. Next year, we might have more favorable harvesting conditions, with quality twice as high."

He emphasizes that a feed analysis is only part of a total management program. "You might have increased your rolling herd average 1,000 pounds per cow with a better nutritional program and with feed testing. But it may be that you could have increased it 1,500 pounds if you had been using a different herd sire," he says. □

Marine mobile makes waves

by
Gay Hawk
Media Specialist
New York Sea Grant

Since March, 1977, New York Sea Grant has been "taking" the ocean to elementary school children via a traveling resources center called the "Marine Mobile."

Using innovative teaching tools, this unique project develops an awareness of New York's marine resources. The Marine Mobile features sea-related activities. A training session for teachers enables them to continue marine education projects after their schools have been visited.

The program is a cooperative effort of the New York City 4-H/Sea Grant Youth Development Program and the Board of Education, which staffs the vehicle with both a full-time teacher, Jay Dagress, and a paraprofessional. Sea Grant coordinates the Marine Mobile; the Umbrella Bureau of the New York City Board of Education provides funding.

"More and more in recent years, major urban Extension programs have found that working on a partnership basis with other agencies is often the best way to bring successful and imaginative educational programs to people," said Phil Pepe, program leader for 4-H youth development in New York City. "The Marine Mobile project is a successful example of compatible partners each putting in that which they do best."

The Marine Mobile visits each elementary school for 1 week. Classes receive lessons designed to develop an awareness of the important features of the marine environment.

These lessons include information on the history of New York City's waterfront, ocean life and its ecological importance, properties of water, ocean-related careers, and seafood use. As part of the lessons, the students experiment with the density of both fresh and salt water, and float a needle on water to demonstrate tension. Using a marine resource for art while learning why fish have scales, they make a Japanese fish-print.

Demonstrating fish printing.

Students also taste unusual seafood products. They discuss how their parents' occupations or their own aspirations might fit into working with the sea. As part of a marine biology lesson on adaptations, the children get a chance to handle and investigate live specimens from New York wetlands.

Elementary school principals are enthusiastic about the project. "Not only did you steer 33 curious minds toward an important, yet unexpected, aspect of their world, but you also brought new ideas and

techniques to their teachers,'' wrote one principal.

Teachers also have favorable comments. One noted that the Marine Mobile program is ''very worthwhile and very necessary if we hope to have water resources in years to come.''

Students reflected positively: ''Mr. Jay, I love you and wish you would come back.''

Although some teachers and principals felt that several components of the project could be improved, its benefits were summed up in the words of one principal:

''The children cannot stop talking about their experiences. So vivid an impression have you left them with, that this past weekend developed into 'sea' excursions for many of them. Two families took the Circle Line tour, one the Rockaway tour, five went to the beach and returned with various mementos, and several other children rode over bridges and commented on the waters that pass under them. I now discover that they have grasped more than I had previously given them credit for.''

Sea Grant is a new way of helping coastal users and communities with their problems. Having concern for the Great Lakes and marine coasts, Sea Grant can help people resolve problems of using and preserving coastal resources in New York.

The New York Sea Grant Extension Program is administered through New York Cooperative Extension and has nine offices around the state. For addresses and telephone numbers contact the Office of the Program Leader, Sea Grant Extension Program, Fernow Hall, Cornell University, Ithaca, New York 14853. Or phone (607) 256-2162. □

Marine Mobile teacher Jay Dagress captivates his audience with learning-by-doing marine activities.

Prime time for public affairs

by
Tom Gentle
Information Representative
Oregon State University

Richard Beck surveys a reservoir which was inadequate for needs of Washington County.

Prime time television and the Oregon State University Extension community development program in Washington County have come together.

Located in the western portion of the rapidly growing Portland metropolitan region, the county is a study in contrasts. Although it is an area of small communities, agricultural lands, and forests, growth has been rapid.

With a population that has doubled in the last 18 years to more than 200,000 people, Washington County faces problems of a deteriorating environment, urban sprawl, and increasing demands on limited public services.

In an attempt to help the community deal with these problems, Richard Beck, Washington County community development agent, in cooperation with KPTV, Channel 12, is producing half-hour public affairs programs which explore community development issues in the county.

Beck works closely with Gene Brendler, KPTV public affairs director, to create the programs, which air during prime time on Sunday evenings. Beck has no money budgeted for television. The expense of production and air time is borne by KPTV as part of its public affairs programing responsibility.

Beck and Brendler have completed three programs. The first, exploring land-use planning issues in Washington County, aired in June 1977. Subsequent programs focused on specific issues identi-

Richard Beck, (left), and Gene Brendler cooperate on their half-hour public affairs program.

fied in the first program. The second, broadcast in August 1977, dealt with citizen involvement in the county's land-use planning process. Shown in October 1977, the third analyzed the long-range water needs in the county.

According to Brendler, the cooperation between Beck, the Oregon State University Extension Service and KPTV opened areas of knowledge that would otherwise have stayed closed.

"I simply don't know all the issues facing the local area, so Dick's knowledge and community contacts give me an excellent connection with Washington County that I couldn't develop on my own," the KPTV director said.

Beck and Brendler share the responsibilities for each program. Beck is primarily involved with defining the issues, developing a story line, and identifying experts and community leaders. Brendler concentrates on technical production. In addition to appearing as program moderator, he schedules the studio crew and director, and arranges for graphics and other illustrations.

This cooperative arrangement between a commercial television station and a public agency grew out of a community development workshop Beck organized in Washington County. As part of his pre-workshop publicity effort, Beck contacted those persons responsible for public affairs at all the television and radio stations in the Portland area. That was how he met Brendler.

The two men quickly realized they had common interests. Brendler wanted to develop public service programs that would provide viewers with vital information directly affecting their lives. Beck, in turn, wanted to expand his mass media efforts, which had been confined to newspapers.

Production techniques for the programs have become progressively sophisticated. Filmed in the studio, the first program used a talkshow format. The second program used the same format, adding slides to accompany the discussions of citizen involvement projects.

"The slides showed viewers that projects were actually being completed and that citizens were doing more than just talking," said Beck.

The third program journeyed into the county for interviews with local government employees, community leaders and involved citizens. Sites included a new sewage treatment plant, a reservoir, and a proposed water development site.

William Smith, OSU Extension broadcast communication specialist, shot the on-location footage with film supplied by KPTV. The OSU Extension Service paid for film processing. The television station performed the final edit and added an open and close. Out-of-pocket cost to the OSU Extension Service—$93 for film processing, $25 for travel.

Brendler and Beck spent 7 to 8 days producing each program. They plan to do at least three more. The next deals with the strain placed on public services by the rapid population growth experienced in Washington County.

Beck's television work has given the Extension community development program considerable public exposure, and become a basic part of his educational program. In addition, he uses videotape copies of the programs in his other county educational efforts.

As a result of his media work, Beck plans to develop an educational program to help other public agencies use the mass media more effectively.

How can others use public service programming?" Find out who is in charge of producing public affairs at local television stations and let them know the many areas of knowledge the Extension agent can make available to them," said Brendler.

The key, according to Beck, is knowing the natural and human resources in the county. Knowledge of the geography; the economy; the various stages of industrial, commercial, and residential development; must be gained before defining problems and proposing solutions to them.

"Once you know the area, then make personal contact with public affairs people at the local media. Let them know what information you can provide them. Also find out what they want—public service announcements, short news stories, lengthy programs—and when they want it," advised Beck.

Citing his limited previous television experience, Beck noted that working with television as he has done is something that others can do.

In addition to educating the public about community development issues, the television programs help establish that the OSU Extension Service has expertise to offer urban residents as well as its more traditional rural clients. □

Washington in Review

Secretary of Agriculture Bob Bergland discusses the 1977 Farm Bill and Grain Reserve Program at a press conference in Lincoln, Nebraska.

USDA funds ten special demonstration projects

Ten special rural development and conservation projects, totaling $1.3 million, have been approved by Secretary of Agriculture Bob Bergland. The projects are designed to help farmers with gross incomes of less than $20,000 and to solve conservation and water quality problems. They are located in: Alaska, Illinois, Michigan, New Mexico, North Carolina, Ohio, Oklahoma, Tennessee, Washington, and West Virginia.

Funding is provided from a special optional reserve of the Agricultural Conservation Program (ACP) administered by the Agriculture Stabilization and Conservation Service. The projects are intended as demonstrations of the type of programs that can be accomplished through cooperative efforts of farmers, USDA, and other agencies and organizations at the local level.

USDA releases $15 Million for SEA competitive grants

Assistant Secretary of Agriculture M. Rupert Cutler recently announced the availability of $15 million for competitive grants for research in plant biology and human nutrition. Cutler said $10 million has been allocated for four areas of plant biology—biological nitrogen fixation, biological stress on plant, photosynthesis, and genetic mechanisms of crop improvement, and $5 million for human nutrition. SEA's Competitive Grants Office will manage the program.

Oklahoma receives railroad demonstration project grant

USDA has awarded the Cooperative Extension Service at Oklahoma State University (OSU) a $90,000 grant. The grant will finance a demonstration project to study the potential impact of railroad line abandonment on rural areas and other alternative methods of moving agricultural freight.

In announcing the grant, Secretary of Agriculture Bob Bergland said the techniques developed in the demonstration will be useful not only to Oklahoma, but to other states as well.

Plans for 1979 Year of the Child

1979 has been designated as the International Year of the Child (IYC) by the United Nations General Assembly with a theme of "The Child and the Family."

The State Department and HEW have formed a steering committee to coordinate governmentwide preparation for IYC in the U.S. Betty Bay is representing SEA-Extension on this interagency committee. Domestic funding for IYC is from HEW and the State Department. International level funding will be through UNICEF (United Nations International Childrens Educational Fund) as designated by the UN.

White House conference on families scheduled

President Carter has announced a White House Conference on Families in Washington, D.C., December 9-13, 1979 "to help stimulate a national discussion of the state of American families." The conference will examine the important effects of the world of work, the mass media, and the court system, private institutions, and other major facets of our society on American families. HEW has lead responsibility for this conference, but other governmental, professional, volunteer leader and family groups throughout the country are urged to participate.

by
Jean Reed
Extension Home Economist
Decatur County, Indiana

When the Decatur County Board of Health called on our Extension office to help them solve a unique problem—how to educate expectant fathers about childbirth—we were curious. Why expectant *fathers*?

The reason was simple. Many parents-to-be asked the local hospital if fathers could be present during delivery. The hospital's answer was a qualified yes—the fathers could be present only if they'd had some formal preparation about what to expect in the delivery room.

Our solution was to organize and run Expectant Parents Classes, in cooperation with the Red Cross, the Board of Health, and the hospital obstetrics nurses. Since they began 2 years ago, these classes have provided a ''ticket of admission'' for the increasing number of fathers-to-be who want to be present at their child's birth.

The classes have also expanded beyond their original purpose. From the beginning, we planned them to give parents-to-be a variety of useful information—not only about childbirth and delivery, but

also about pregnancy, prenatal nutrition and exercise, and preparing to meet an infant's physical and emotional needs.

Our course content is flexible enough to accommodate the special interests of each group enrolled. For example, in our current program we've added instruction in the Lamaze method of childbirth, because of the expressed interest of many attending the class.

As an added benefit, these classes have helped our Extension office reach an important group of young families we hadn't reached before. About fifteen couples register for each class series, which are held four times a year.

Many of the ideas we use in this program come from a free "how-to" kit designed to help set up prenatal classes. The kit's guidebook gives the kinds of nuts-and-bolts advice that makes it easy to set a course like this in action. Also included in the kit are printed and audiovisual resources and single-use diaper packets for distribution to the expectant parents. (The kit was developed by Teachers Library, 535 Fifth Ave., N.Y., NY 10017, and is available from them at no cost.)

Local needs and resources are particularly important in developing prenatal classes. Here's a brief summary of how we developed our program in Decatur County:

Publicity—We display eye-catching stork posters in doctors' offices, the Board of Health office, the welfare office, the food stamp office, and the Planned Parenthood clinic. We also encourage local doctors to tell their patients about the program.

Planning—Working with the Board of Health, the Red Cross, and the hospital obstetrics nurses, it took us about 3 weeks to organize the first program. Once we laid the groundwork, we found that planning for subsequent class series has been minimal.

Attendance—About 30 parents-to-be come to most class sessions—usually one or two more women than men.

Classes—Classes meet evenings, in the Board of Health meeting room. We have five weekly sessions which last about 2 hours. During one session, half the class visits the hospital while the rest of the group stays back to see a film on childbirth. The following week, the groups reverse.

Speakers—Registered nurses from the local nurses association lead talks on pregnancy, breast and bottle feeding, bathing, diapering, and baby's first year of life. They also conduct the Lamaze instruction. I conduct the session on proper nutrition for both mother and child. A nurse who works in the delivery room usually leads the discussion on labor and delivery. When available, the Health Department obstetrician joins her.

Response—As a result of the program, fathers-to-be are getting into the delivery room. Both expectant parents have gotten much more than that out of the prenatal program.

At the end of the fourth session, we conducted an informal evaluation. Most participants said they've found the classes enjoyable, helpful, and supportive at this special time in their lives. □

Scandinavian seminar—four fast weeks

by
Patricia Brown
Staff Associate
International Programs

and
Karen Klein
Media Specialist
National 4-H Council

An "urban farm" in the shadow of a high-rise housing development in Alhagen, Sweden.

Last fall, a dozen 4-H professionals from across the Nation traveled in a seminar to Scandinavia to study urban youth work in Sweden, Norway and Denmark, and apply what they learned back home in the U.S.

"Scandinavia has developed a national commitment to cultivate and support their youth," said Patricia Brown, National 4-H Council International staff associate and coordinator of the International Extension 4-H Travel Seminar. "I had visited several progressive project sites when I was an IFYE in Sweden."

Youth unemployment, treatment of youth offenders, drug and alcohol abuse, career education, the need for parenting education, and work with handicapped youth headed the list of concerns compiled by the members of the National Committee on Urban 4-H Work. An ambitious schedule was developed for the seminar.

The results were a breathless 4 weeks of visits to schools; youth centers; halfway houses; urban farms; community centers; and national, area, and local youth-serving agencies.

"We wound up with more ideas than we could get down," Larry Yee, 4-H youth specialist, Riverside, California, laughed, "but we wanted to share our favorites with other urban youth workers."

Career Education

One subject the seminar group targeted for application at home was career education programs. Apprenticeships are the core of these programs in Scandinavia.

The seminar visited a junior high school in Sweden where each of the 13- to 16-year-olds worked with an adult for 2 weeks on a job of the youth's choosing. Counselors

Patricia Brown (right) with members of a Norwegian cultural heritage group.

met with each pupil nine times to discuss his or her career education development. Walter Griffith, a state 4-H program leader from Illinois, saw this as a natural for adapting to 4-H work by recruiting community volunteers to share their professions with 4-H'ers after school or during the summer months.

Sylvia Johnson, county agent, Island County, Washington, focused on career education for teens.

In Copenhagen, the group visited a converted house that jobless youths ran as a cultural arts center. The City of Copenhagen supports the program with management training for the teens who run the jazz club, live theater, film theater, and restaurant in the house. Teens can move through the system, earning promotions by merit, and graduate with experience into other work.

Another popular project with the sminar was a motorcycle club in a low-income area of Oslo. The club, originally conceived to divert potential juvenile delinquents, had grown to a motoring club with more than 3,000 members. The club owned cycle trails and a center where trained mechanics from the community taught members how to repair and maintain their automobiles.

Urban Farms

4-H urban farms were popular. Agricultural centers often only had animals and small gardens. Others were surrounded by crop lands. Neighborhood youths rotated care of the livestock. The agricultural centers within cities served as bases for teaching the youths to ride and care for horses; plant and cultivate gardens; and observe nature's birth, growth, and death cycles.

Marion Mariner, associate professor, family life, and volunteer 4-H leader from Norris, Tennessee, observed, "The majority of urban youth will never become farm workers or live in the country. But they will gain some understanding of agriculture and its importance to their lives and the life of their community."

Susan Craig, Extension home economist in Shawnee County, Kansas, expressed hope that her county could establish an urban farm: "These farms not only build personal growth in youth but also build understanding between city and rural youth."

Crafts

Miriam Carlson, Extension home economist, Hood River County, Oregon, observed, "All the countries we visited perpetuate their craft heritage for profit as well as enrichment through shops in most towns and cities. Here, not only are supplies available for those who wish to make their own craft projects, but the shops also serve as outlets for those who wish to sell their crafts."

Seminar participants also explored leisure education, work with handicapped youth, programing for youth, use of volunteers and the elderly in teaching youth, interagency cooperation, and work with immigrants.

Each of the persons involved had her or his own ideas to share with other professionals. If you would like to explore the Scandinavian experience, contact Patricia Brown, International Programs, National 4-H Council, 7100 Connecticut Ave., Washington, D.C. 20015 for the names of seminar participants from your area.

International Extension 4-H Travel Seminars are coordinated by the National 4-H Council. Financial assistance for this seminar was provided by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. □

Building skills builds trust

by
Maurice W. Dorsey
Area Extension Agent
University of the District
of Columbia

A reupholstery project requires concentration.

An interior design program reaches out to the community. It helps people gain knowledge and skills that alter their behavior as a result of altering their near environment.

It is also designed to:

- Assist low-income families in home organization and management
- Stretch limited budgets by repairing and remodeling home furnishings
- Prompt awareness of community resources and how to use them
- Provide training and new skills for the wage-earner.

Meeting People

The most difficult part of meeting the needs of the low-income urban community is meeting the people.

To get my interior design program going, I started by knocking on doors, visiting police stations, fire departments, and community churches and schools. Next I posted fliers in grocery stores and laundries.

Maurice Dorsey (center) demonstrates one craft technique.

Nothing worked until an element of trust was established between the families and me. It helped to be referred by friends and relatives who had come from that community.

From that point, I had a waiting list of individuals, families and groups, all interested in beautifying their homes.

By talking to these people, I discovered that their households ranged in size from one to eleven persons, many headed by women. Most of the families live in public housing and receive one or more types of public assistance. Their educational background never exceeded high school, and teenage pregnancies are high.

After meeting these people and working with them in their homes, an even greater trust was established.

Learning Skills

We reupholstered and refinished old furniture, made custom-tailored draperies, and painted and wallpapered walls. Next we held workshops and seminars on furniture, fabric, and color selections. We even laid linoleum on floors.

While watching the workshop filmstrips, people crocheted, quilted, hooked rugs, and practiced other needlecrafts related to home furnishings.

Sometimes I found myself assisting with income tax preparation voter registration, food preparation, child care, and the directing and redirecting of families to other community agencies. Here is where a good home economics background pays off.

Helping people in urban communities to improve their environment is meeting one need. But, there are others who need to learn skills that can be used to earn money.

To reach this broader audience, I distributed articles through our staff newsletter, factsheets, and city newspapers. I also promoted the program by guest appearances on television, and through my local radio program, "Consumer Update."

Public speaking engagements helped me reach the youth and adults in the community. Training classes in drapery construction, wallpaper hanging and upholstery were held, and people gained skills necessary to enter the job market.

Program Accomplishments

I feel the major accomplishment of this program is the building of a trust relationship with the people in the community. Through this trust, many other avenues of home economics can be explored: food and nutrition, textiles and clothing, child development and parent education.

Through the program, people have developed a feeling of self-worth and self-esteem. They are learning to cope with life in a better way and to express themselves through interior design. □

Just Sittin' and Waitin'...

by
Deanna V. Boone
Youth and Family Life Editor
South Dakota State University

''Just sittin' and waitin'. . . to join 4-H?'' asks South Dakota State University's birthday card—a greeting and invitation for kids to the world of 4-H.

During a brainstorming session on 4-H promotion, Frank Heitland, now Extension program coordinator at South Dakota State University (SDSU), and Henrietta Gohring, state 4-H agent, decided a card might be the route to interesting prospective members in 4-H. Kids—no matter what age—like to get their own mail.

As Gohring traveled around the state, she looked over the racks of greeting cards. Birthday cards for the younger set caught her eye and attention. Artist Barb Hartinger of SDSU put the idea onto paper and the birthday card promotion was born.

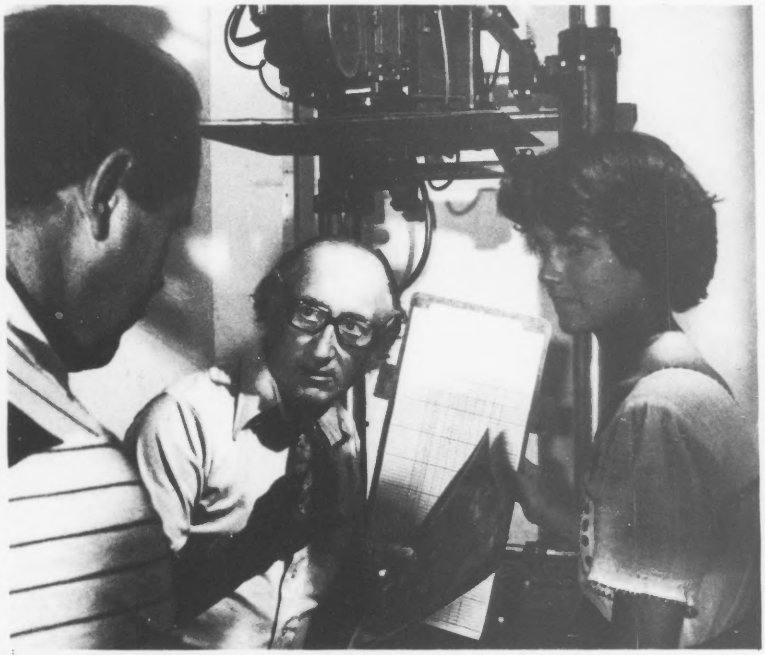
The state 4-H staff suggests that counties contact schools for names and birthdates of young people in the 6-, 7-, or 8-year-old age bracket. Agents are then advised to make a monthly calendar of birthdates and to send 4-H greetings a few days prior to the big event.

The same mailing list is then used for followup 2 or 3 weeks later. A letter is sent out telling the youngster about the 4-H program, how to join, and who to contact.

The birthday card promotion has proven to be successful and other states are now using the idea, too. Why don't you? □

A view from "X-10 Views. . . ."

by
Arthur Gould
Film and TV Producer
Agricultural Communications
University of Nevada



Arthur Gould works with students on an animation sequence.

Public service announcements (PSA's) have generally been regarded in the past as the "cross that television stations must bear" to hold on to their Federal Communications Commission (FCC) licenses.

At first, stations greeted the Nevada-produced TV spot series, "X-10 Views," with this attitude. Then, we noticed a distinct change.

"X-10 Views. . ." was appearing increasingly on "prime time." Audiences seldom write when they approve of something on the tube, but they do phone.

The public seems to appreciate a series with a philosophy that never asks them to "give", "help", or "join." And stations react to this favorable audience reaction by showing our spots more often. Several stations have told us they are able to report "X-10 Views. . ." as both public service announcements and educational programing. They've been programing material for young people and adults in specifically appropriate time slots.

Stations in Nevada tell us they use "X-10 Views. . ." between 2 and 4 times each day. That means with only six stations in our small state, we are on the air between 1½ and 3 hours each week. Short, informative TV spots are far more effective than the much more time consuming half-hour programs.

We have never had a station object to running the same spot as their competitor, when the material is of good quality, interesting, and informative.

"Of good quality, interesting and informative" seem to be the key words. We're tried within our limited budget to keep quality high, and to produce highly polished spots that will stand up well beside the high-budget output of commercial sponsors.

After 4 years of production, with broad acceptance by television stations throughout the Nation, we believe "X-10 Views. . ." is here to stay as a viable platform for Extension information and education.

Fourteen state Extension Services are members of "X-10 Views . . ." and as of this time, there are 38 subjects in the "X-10 Views. . ." library, with more in production.

We have attempted, despite rising costs, to keep prices down. Many states with limited budgets purchase only one print of the spots they want and circulate them to their stations. States buy only what they want, but in this manner, a state could purchase all 12 spots produced each year for a total cost of only $720. Communication staffs then do the distributing.

We believe that by using "X-10 Views. . ." member states can provide a broad base of Extension education and present a quality image with their own state's identification at small cost *without taking up valuable staff time*. "X-10 Views. . ." can free communicators to devote their time and budgets to production of news stories and longer films or videotapes of local or state interest.

We also believe that through the continued exposure of "X-10 Views. . ." we can produce an increased awareness of Extension. Tom Cook, our Indian Extension agent, tells of a little Indian girl who walked up to him recently and said, "I know who you are. You're the man from X-10." □

Exploring new worlds

by
Tony Burkholder
Information Coordinator
Michigan State University

"I signed up for *Be a Clown!* and studied selecting costumes, putting on makeup, pantomiming, and other clowning techniques," one 4-H'er revealed.

"In basic mountaineering, we climbed some 40-foot rocks and discovered how to rappel back down," a 15-year-old exclaimed.

"A professional dance troupe taught us how to do African dances," a third youngster said.

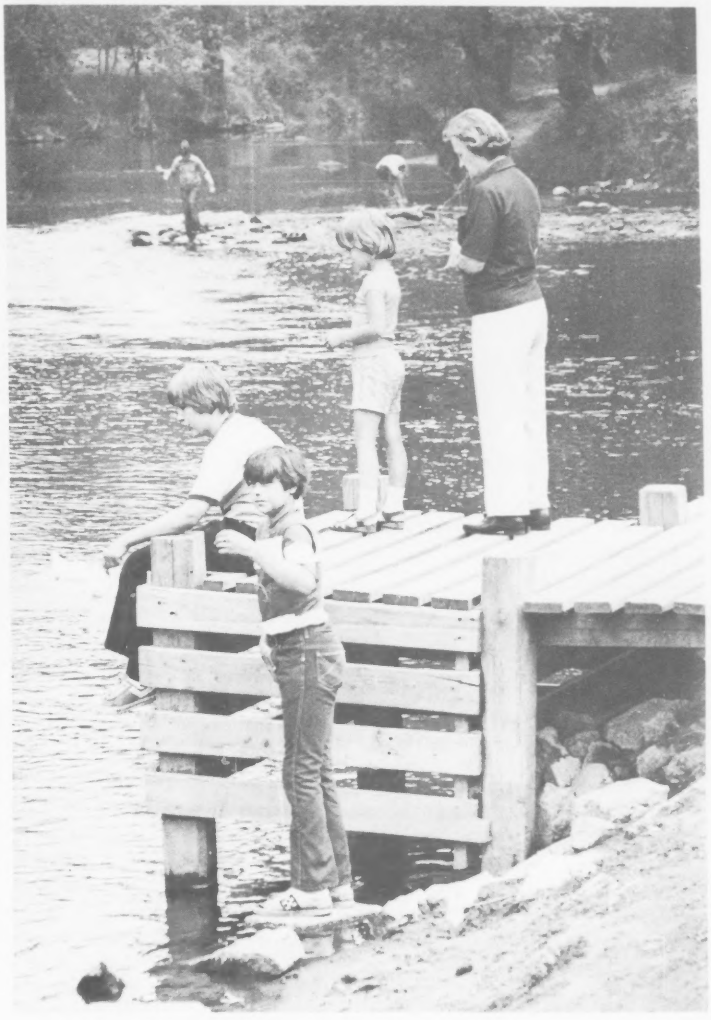
These Michigan youths were telling fellow 4-H'ers about the learning options they had enrolled in during 4-H Exploration Days.

Each year at the end of June, more than 4,000 4-H'ers from every county in the state travel to Michigan State University's (MSU) campus for Exploration Days, a unique event sponsored by the Michigan 4-H Youth Program.

During the 3 days, participants live on campus while they learn new skills and explore new project areas. The 4-H'ers can choose from more than 165 options. Each option is taught by resource people with experiences in projects that range from flying, maple syrup production, and chair caning, to sausage making, motorcycle safety, and rocketry.

All of the options are designed by the 35 state developmental committees. These committees use the event to pilot-test programing ideas, demonstrate new projects, and to show the diversity of the 4-H program.

The 4-H'ers enroll in the option they are most interested in. The



youths then spend 6 to 8 hours over a 2-day period involved in the project.

After Exploration Days, they take their new skills back home and share them with other 4-H'ers in their county.

A lot of informal learning also takes place at Exploration Days, according to one 4-H youth agent.

"Kids from the most rural areas of the Upper Peninsula share experiences with 4-H'ers from the heart of Detroit's inner city. It's a good opportunity for everybody to meet different people," the agent said.

For many 4-H'ers, just living on a college campus and becoming familiar wtih the opportunities available to students and non-students alike is an eye-opening experience.

As one 4-H'er noted, "Suddenly it hits you, this campus is a lot bigger and has a lot more going on than you ever thought it could."

To expand this informal learning process, free time opportunities abound at Exploration Days. They include swimming, dancing, walks around the nature trails and botanical gardens, or visits to the MSU cheese store, university farms, and cyclotron.

Exploration Days is also an excellent opportunity to acquaint others with the 4-H program. The final day of the event—Action Day—is open to the public. This Saturday extravaganza features

exhibits, demonstrations, and entertainment provided by the 4-H'ers.

In a typical year, 8,000 to 10,000 Action Day visitors join in the day-long activities. They try their hand at working a bicycle generator, study the glass beehive, watch talent shows and dress reviews, or play with the animals in the baby animal farm.

Each year Exploration Days is built around a timely theme. In 1976, the theme ''Salute '76'' was used to commemorate the Bicentennial. Tying to the theme, the public displays featured a reconstructed 100-year-old farmstead, auction sales of donated items, 4-H'ers making traditional American handicrafts, a display of antique automobiles, and demonstrations and exhibits reflecting the skills the 4-H'ers had learned during Exploration Days.

For 1978, the entire Exploration Days event is planned around an energy theme. The learning options are being designed to encourage young people to think about energy usage and the ways in which it affects all phases of life. And for Action Day, exhibits of solar panels, electric cars, and energy-saving ideas are being planned for the public. □

Fly control cuts complaints

by
Robert M. Boardman
Educational Communicator
Division of Agricultural Sciences
University of California

Two University of California (UC) farm advisors were so successful in reducing the fly problem on egg ranches that their county has received national recognition for service to its citizens.

Cooperative Extension's William D. McKeen, project leader, and William F. Rooney, work in San Bernardino County, the second largest egg-producing county in the Nation. They spearheaded an integrated fly control program that reduced flies by 62 percent while eliminating the heavy use of chemical insecticides.

The National Association of Counties presented its U.S.A. Achievement Award to San Bernardino County at the association's annual meeting in Detroit in July 1977. The award recognizes progressive developments that demonstrate improved county service to citizens.

Portions of San Bernardino County (second to adjacent Riverside County in the size of its egg industry) have been subject to urbanization. The advent of homes near egg ranches led to hundreds of complaints about flies. Ranchers were forced to use expensive spray materials to control flies. For a while the sprays worked fairly well, but the flies soon became resistant to most of the control chemicals registered for use on poultry ranches.

Assisted by scientists from UC's Riverside campus, McKeen and Rooney developed an effective, ecologically sound, and inexpensive method of fly control suited to an area with a relatively dry climate. It relied heavily on encouragement of the fly's natural enemies. After partial cleanout, for example, poultry manure under cages was left 8-12 inches high, thus providing a substrate in which naturally occurring predators and introduced parasitic wasps (beneficial insects) could thrive. Spraying of insecticides on manure was discouraged to protect the beneficial insects. The dry pad of old manure also served as a "blotter" to keep the moisture content of fresh manure low.

The UC approach emphasized the least possible use of insecticides on egg ranches. Fly bait stations were designed, tested, and found effective in killing adult flies with only small amounts of insecticides. Occasional residual sprays were limited to the periphery of egg ranches. In short, the UC program called for a thorough integration of biological, chemical, physical, and mechanical methods of fly control.

Twelve ranches cooperated in the UC program, which began in 1970. McKeen and Rooney collected data for 20 months, comparing six ranches on the integrated program with six continuing their usual kind of fly control. There were 62 percent fewer flies on the "integrated" ranches than on the conventional ones.

Many of the county's 157 egg ranchers used the integrated fly control procedures developed locally by Cooperative Extension. The UC program was written into the county's health ordinances. McKeen and Rooney worked with other agencies in the county on poultry ranch fly control, and their procedures have been used elsewhere in California. A publication called *Fly Control on Poultry Ranches* explains the principles involved.

Citizens have written letters of thanks; civic groups asked for presentations on the program. The integrated approach to fly control is a success both for the egg ranchers and their neighbors. □

people and programs in review

Carter elected CAST president

J. F. Carter, chairman of the department of agronomy at North Dakota State University, was installed in late February as the President of the Council of Agricultural Science and Technology (CAST). He assumed office at the annual meeting of the CAST Board of Directors in Washington, D.C. Carter was a member of the group of twelve agricultural scientists who formed CAST in 1972, and until 1976 was the representative of the Crop Science Society of America (CSSA) on the Board of Directors.

CAST is a consortium of 23 agricultural and food science societies formed to supply factual information on agricultural matters of broad national concern to leaders in government and the general public.

4-H Polish exchange continues

The fourth group of participants in the 4-H Agricultural Training Program (ATP) with Poland is now in the United States. These 106 young Polish farmers will live for 12 months with American farm families in 12 states to share modern agricultural technology and promote international understanding between the U.S. and Poland. Ten 4-H alumni will leave this summer for a 5-month stay in Poland on the International Four-H Youth Exchange (IFYE) program, coordinated by National 4-H Council. The exchange is made possible, in part, by a grant from Massey-Ferguson, Inc., Des Moines, Iowa.

Virginia Veterinarians Honor Van Dresser

William R. Van Dresser, dean of the Extension division at Virginia Tech, was recently named Virginia Veterinarian of the Year. The award was made at the annual meeting of the Virginia Veterinary Medical Association held in Richmond.

Van Dresser has been active in veterinary activities in Virginia for a number of years. His first position with Extension in that state was as an Extension veterinarian.

International goat production conference scheduled

The Third International Conference on Goat Production and Disease is scheduled for November 5-9, 1978 at the Marriott Hotel in Tucson, Arizona. The overall conference objective is to explore the potential for goat milk and meat production to meet the expanding needs for animal protein in the world today. For additional information concerning the conference, please contact: Judith Brown, Coordinator, Department of Conferences, Babcock Building, Room 1201, 1717 Speedway Blvd., Tucson, Arizona 85719.

Natural fiber textile conference set for Atlanta

The latest developments in natural fiber research will be presented at the first Natural Fibers Textile Conference to be held September 26-28, 1978 in Atlanta, Georgia. Principal sponsors are the National Cotton Council, National Wool Growers Association, and USDA. Cosponsors include the American Sheep Producers Council, Cotton Foundation, and The Wool Bureau.

Interested research contributors should submit one-page abstracts of proposed papers to: R.B. Cleaver, National Cotton Council, Suite 700, 1030 15th St., N.W., Washington, D.C. 20005.

4-H Candy Stripers

The Candy Stripers is a unique 4-H career program coordinated by the University of Missouri Extension in cooperation with the Pemiscot County hospital and five local high schools.

These 55 young people volunteer one afternoon per week to assist hospital personnel in caring for patients. Larry Baker, hospital administrator, says of the program: "The Candy Stripers give us an extra hand in better patient care, while we give them exposure to a medical career. . . . The program increases community involvement in their county hospital. . . ."

EXTENSION
review
U.S. Department
of Agriculture

July
and August
1978

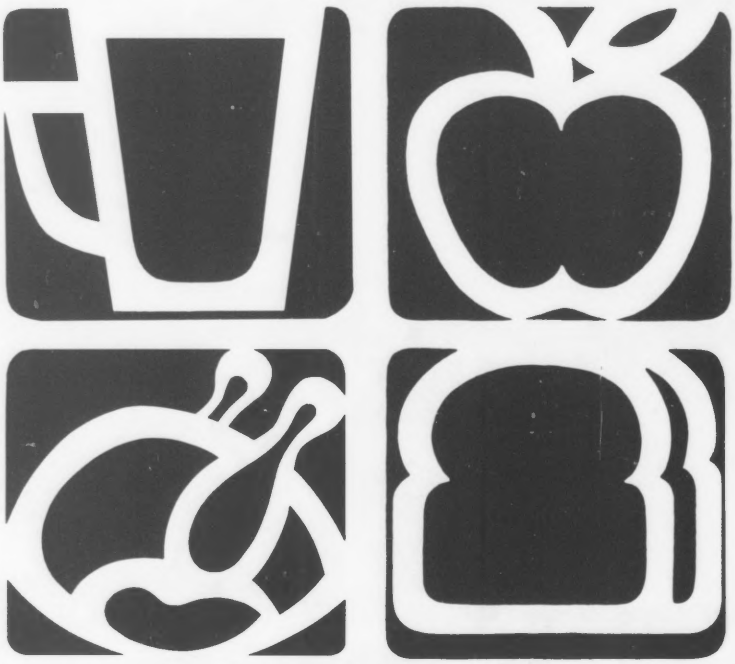
Nutrition Education...

EXTENSION SERVICE
review

U.S. Department
of Agriculture
Vol. 49 • No. 4
July-August 1978

The *Extension Review*, bimonthly publication of the Cooperative Extension Service, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through July 1, 1978. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at $1.20 per copy or by subscription at $7.00 a year, domestic, and $8.75 foreign.

NUTRITION IS NEWS



Nutrition is news today. Consumers, legislators, educators—many people are concerned about the diets of American families.

Extension educators at county and area levels keep families informed about dietary goals, food consumption studies, the food guides, and nutrition education legislation. These educators are backed up by state nutrition specialists with research-based information.

At the federal level, two SEA-Extension specialists—Evelyn Spindler, nutrionist, and Evelyn Johnson, food and nutrition—provide their counterparts, the state specialists, with:

- Information on national nutrition issues and legislation, and staffing changes at nutrition-related agencies and departments.
- Newsletters describing new nutrition trends, materials.
- Visuals and publications.

SEA-Extension nutrition specialists are also conducting state nutrition studies to determine better ways to help CES food and nutrition specialists. The studies are also designed to help CES staff examine their programs to assess strengths, identify concerns, and adjust programs in response to national goals.

This issue of *Extension Review* contains several articles describing Extension nutrition education programs. Good nutrition—and good nutrition education—are goals we all share.—**Betty Fleming**

Contents

Nutrition education for all

by
James Titus
Staff Writer
Media Services
Cornell University

Teaching proper nutrition for mothers and infants.

- A pregnant teenager needs to know about her own nutrition needs and the health of her baby.
- A legislator is about to vote on a food and nutrition policy bill than can affect millions of citizens.
- A dietitian is seeking a balanced picture on vegetarian diets.

New York State Cooperative Extension delivers information that will help each of them think critically about food and nutrition.

The channels for delivering this information include newsletters, magazines, radio news stories, television public service announcements (PSA's), slide sets, films, conferences, personal TV appearances, public testimony, and telephone queries.

Nearly a quarter of a million pieces of literature on food and nutrition are distributed each year, including bulletins, flip charts, press releases, instructional leaflets, research abstracts, notebooks, and lesson plans.

The facts come from Extension faculty and staff in Cornell University's Division of Nutritional Sciences—a joint unit of the N.Y. State College of Human Ecology and the College of Agriculture and Life Sciences.

Of special concern to the Division are groups of people vulnerable to nutritional risks: the poor, mothers and infants, teenagers, and the elderly. Some can be reached in small groups, other through mass media, still others only on a personal basis in their neighborhoods through people who speak their own language and have experienced their problems.

Using diverse media for nutrition education.

Reaching Audiences

To find low-income audiences and offer help, New York Extension seeks out individuals with credence and works through them, as when the Expanded Food and Nutrition Program (EFNEP) first began in the New York City area. Cornell faculty work there with the East Harlem Health Council and the New York Medical College Department of pediatrics to identify the nutritional needs of low-income pregnant women. Today, under the direction of Edith F. Valentin, EFNEP groups operate in 55 counties and three city sites (East Harlem, South Brooklyn, and South Bronx) with an advisory committee at each site.

Extension nutritionists also work closely with community groups in the urban gardening program, which developed almost 1,500 gardens out of 24 acres of neglected land in New York City in 1977. The first-year yield of more than 100 tons of vegetables by 7,000 gardeners tells only part of the story. James S. Spero, Cornell representative for New York City programs, says aides set up nutrition workshops, some right in the gardens, that attracted 10,000 people the first year.

Team Effort

"Extension is part of a team when we address issues in the area of food for health," explains Christine Olson, assistant professor. "An Extension county agent can show how nursing a baby is cheaper than using formulas, but health professionals are best equipped to discuss the medical benefits and problems. So Extension has to work with nurses, dietitians, and physicians."

To back up agents, Olson produced a resource kit titled "Nutrition for Those With Special Needs—Pregnant Women, Young Children, Infants." It includes flipcharts on nutrition during pregnancy and feeding babies, lesson plans for paraprofessional teachers, and a notebook on infant nutrition for health and nutrition professionals.

The notebook contains a study guide, reading materials, references, and four 20-minute tape cassettes about: growth and nutrient needs during infancy; breast feeding; bottle feeding and formulas, solid foods in the infant's diet; and infant nutrition problems in today's society.

Health and educational professionals attended a Cornell workshop in nutrition growth and reproduction. Stress was placed on the special needs of the pregnant teenager.

Martha Mapes, division Extension leader, developed another project— a "Fad Dieting" teaching portfolio for teens and young adults. The portfolio includes materials for six sessions that answer the questions: "How do you feel about yourself?", "Can energy and nutrient needs be satisfied while dieting?", "Are fad diets the answer?".

A film program featuring Graham Kerr, the "Galloping Gourmet," addresses calorie awareness. Another film "Light and Easy" shows how young people can be responsible for the food they eat, then demonstrates how to prepare elegant high-nutrient, low-calorie foods.

An important audience for New York Extension nutrition information is the elderly. Ruth Kilippstein, another specialist with concerns about food preservation

Nutrition education helps with food choices.

and vegetarianism, has been the principal developer of material for volunteer and professional teachers. This material responds to the requirements of the state Office for Aging "Feeding the Elderly" program. Each county received a reference manual on "Concerns of the Aging" and a modular slide set, "Positive Living in the Senior Years."

General Public

Extension's largest audience—the general public—is approached in different ways, since New York counties, which vary from rural to urban, help finance nutrition education. This ties agents and faculty closely to community goals, which are addressed by tailored programs.

Direct messages about nutrient labeling appear on radio and television. Newspapers carry answers to consumer questions on food additives and use of Spanish materials in urban areas. Cornell nutritionists work closely with community, professional, and school groups on programs. A special 1977 institute in five locations explored the critical relationship of nutrition to heart disease and cancer, and the role of fiber in the diet.

Building Awareness

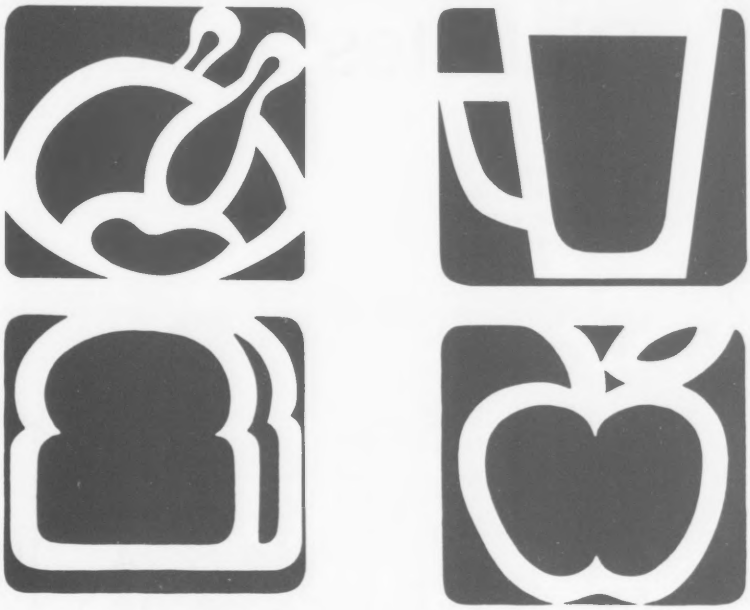
Indirectly, New York Extension has increased its public education role through the state capital and through Washington, often with Carole Bisogni of the staff actively involved. In some cases, Extension faculty are called upon to testify on food policy and similar issues; in others, they ready information for use on new legislative matters.

The Division's monthly newsletter *DNS Alert* sends related legislative and regulatory information to agents.

On campus Cornell gives in-service training to agents. The Division of Nutritional Sciences this year hosted a regional conference for newspaper food editors and writers, and Bisogni presided over the biennial New York State Nutrition Institute, whose theme was "Nutrition, Food Choices, and Public Policy."

Through the combination of Extension education and mass media, Cornell continues to serve the diverse needs of the citizens of New York State with reliable information about food and nutrition. □

Truth in eating



by
Diedre Nagy
Extension Information Specialist
University of Minnesota

Many consumers buy food without buying nutrition.

Rosella Qualey, assistant district director in the Minneapolis-St. Paul area, says home economists want to give consumers more information about food. They also want to work more closely with other professionals including teachers, food editors, supermarket home economists, food stamp program administrators, and community workers.

Extension home economists in that district took the initiative and worked toward these two objectives at the same time. "Our day-long seminar called: **Truth in Eating** attracted more than 100 professionals, each an opinion leader for consumers," Qualey said.

The first **Truth in Eating** seminar tapped the expertise of two Extension specialists; the consumer officer with the local Food and Drug Administration (FDA); a faculty member of the University's Food Science and Nutrition Department; and representatives of a supermarket chain, a food cooperative, and a food buying club.

Speakers devoted time to updating consumer protection provisions, exploring food and nutrition controversies, explaining food marketing channels, and outlining tools available to help consumers make wise decisions.

Isabel Wolf, Extension foods and nutrition specialist, presented a slide-show supermarket tour stressing tools people can use in making consumer decisions.

Audience response was enthusiastic, and within days the ripple effect of giving information to opinion leaders began to be felt. Several local television stations used film clips from the seminar. All the daily papers in Minneapolis and St. Paul featured stories on the day's speakers, and a news release packet found space in dozens of state newspapers.

A wire service excerpted portions of the speakers' talks and the stories were used across the country.

Extension's newfound visibility among professionals was impressive. An evaluation questionnaire turned up many bouquets. "Well done, Extension," wrote one audience member. "More, more, more," another implored. "Best subject-matter workshop I have attended," said a third.

Many who attended the seminar requested further updating, and additional chances for home economists to work together. "Consumerism is important to all of us as home economists," one teacher wrote. "Many times we feel left out and 'shut out' from the real world because we're tied too tightly to our classrooms."

Word-of-mouth endorsements by people who attended the first seminar helped draw nearly as many participants to a second **Truth in Eating** conference involving only two counties.

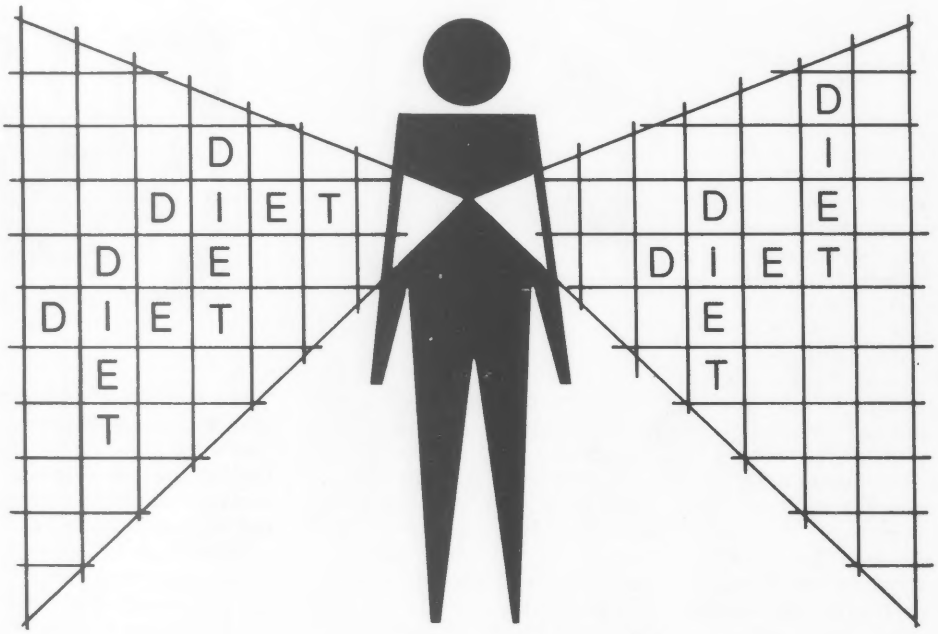
The second conference incorporated new statewide Extension priorities. One speaker focused on food and agricultural policy, and another dealt with technology and energy concerns related to the food supply.

Two other counties joined forces in open meetings, exploring controversies and misconceptions about foods and nutrition.

The spirit of cooperation that **Truth in Eating** fostered among home economists is likely to continue, Qualey predicts. Information channeled to opinion leaders in home economics quickly benefits consumers. □

Diabetes, food, and you

by
Jane E. Aycock
Extension Specialist
Nutrition and Health
Purdue University



The American Diabetes Association estimates that about 160,000 Indianans are diagnosed diabetics. Too often, the newly discovered diabetic is handed a diet sheet and will not realize that she or he does not understand the instructions until at home and trying to deal with them daily.

The diabetic's need for information became evident following a statewide diabetic screening program sponsored by the Indiana Extension Homemaker Organization in 1972. The result was an Extension lesson series designed to fill this need. Called "Diabetes, Food and You," the series is the result of cooperative efforts by the Indiana Extension staff and other professionals.

The lesson series is an educational program to help diabetics understand the importance of changing their diets to control their disease. Included in the series is information about what to eat, when, and how much.

Few Extension agents have the professional training to give instruction to persons who must follow a diet prescription, but a registered dietitian is trained to interpret a physician-prescribed diet into food patterns. Therefore this lesson series for diabetics is team-taught with a local agent, an agent with special training in foods and nutrition, and a volunteer dietitian.

Many Indiana dietitians have welcomed this opportunity to help teach diabetics how to live with a modified diet. Frequently dietitians have urged an Extension agent to organize the series.

Naomi Johnson from Monroe County says, "The

'Diabetes, Food and You' program was an exciting and rewarding experience for me. It stimulated a joint effort of the Cooperative Extension Service, dietitians, and other professionals in the health field . . ." During the past 4 years, Naomi has helped organize and teach the lesson series 19 times, reaching 367 participants including diabetics and members of their families. The program promotes cooperation of Extension with dietitians, doctors, and local hospital administrators. Referrals are made by Extension agents, who contact local doctors, hospitals, and diabetics detected in screening programs.

Working with other agencies has been a part of making this program a success from the beginning. Initially in 1973, Catherine Justice, the Extension specialist in foods and nutrition, obtained the cooperation and endorsement of the Indiana Dietetics Association and the Indiana Diabetes Association to develop a series of four lessons. Three members of the executive board of the Indiana Dietetics Association volunteered to serve on the Extension planning committee for development of the series.

Let's look at a participant in the resulting lesson series. Call him Bill. He's 45 years old and was diagnosed as a diabetic 6 months ago. He heard about the series when he went to his doctor for help on weight control and to better understand his diet prescription. He had talked to a dietitian during his hospitalization, but didn't realize the problems he would have with the diet instructions when he got home.

His doctor had received a letter from the local Extension agent about an upcoming lesson series for diabetics. He had heard positive comments from some of his diabetic patients who had attended the series. He also knew the dietitian, who was involved, so he recommended that Bill register for the classes. The doctor mailed Bill's diet prescription to the dietitian.

Bill and his wife registered. The small size of the class (16) encouraged them to share concerns and problems with others.

In the first lesson, they learned how foods are categorized in diabetic food exchange lists, and how important it is to help control blood sugar levels by regulating food intake, amounts, and timing.

By talking to Bill and by referring to a food preference questionnaire he had completed, the dietitian designed a diet pattern to fit Bill's lifestyle and follow his diet prescription. Bill and his wife began to understand that he would have to modify his diet to feel well.

During the second lesson, Bill worked with the diet pattern the dietitian had established. He planned a menu to follow the pattern. He also made a chart of the pattern which could be hung in the kitchen to help him and his wife remember how many exchanges from each list he could have.

In lesson three, Bill learned how much to eat and how to read food labels. He weighed and measured various foods. This helped him recognize the amount of food in one food exchange. Nutrition and ingredient labels were discussed, and he learned to figure the number of food exchanges in a serving.

In lesson four, Bill and his wife learned to calculate the number of food exchanges from a recipe having several ingredients. This would allow him to enjoy a variety of dishes. They also did some role-playing to learn how to select foods at a restaurant.

Bill says now, "I would encourage anyone to attend the meetings. The same lessons could be repeated after a time lapse for the benefit of new diabetics or those who may have missed them. The program showed me I was avoiding foods I could eat. I like the way every lesson was geared to the individual personally. How can we ever thank you enough?"

The most impressive long-term result of the lesson series is its adoption and use by hospitals. It is currently being simplified and revised to accommodate the American Dietetics Association's new exchange lists.

Extension Agent Hope Nightingale from the Fort Wayne area said, "It is obvious from the response of the participants how much the information was needed. The series reached a new audience and made them aware of Extension as an educational resource. As a result of the series, a chapter of the American Diabetes Association was established in Allen County." □

Master food preservers persevere under pressure

by
Earl J. Otis
Information Specialist
Cooperative Extension Service
Washington State University

Train volunteers and then ask them in return for a given number of hours of their time.

That was the idea behind the Washington State University (WSU) Extension Master Gardener plan a few years ago, and it's working again in the *Master Food Preserver* program.

Extension is the only agency providing food preservation information in many places. Since health department records trace foodborne illness to foods prepared or eaten at home in 80 percent of the cases reported, leaders of WSU Extension Home Economics saw a need. County agents, driven to distraction by ringing phones, were anxious to help.

King County, home of both the Seattle Mariners and the Space Needle, although more than 300 miles from WSU's main campus, was chosen as a pilot site because of the concentrated population. Last year other counties were added.

Volunteers recruited for the *Master Food Preserver* program now receive 25 hours of training in food canning, freezing and drying,

food safety, produce selection, and nutrition. Although asked to return only 30 hours of volunteer work, the average in King County was more than 77. Yakima County volunteers average more than 50 hours. Theo Thomas, the agent, estimates she saved 10 full days of her time through the volunteer program.

In Pierce County, Tacoma's Agent Jean Dible counted 21 food preservation workshops conducted during June, July and August. Contacts, including those by telephone, totalled more than 10,000, a one-third increase over the previous year's count.

Like her counterparts in other counties, Dible taught her Master Food Preservers about savings, equipment, water bath and pressure canning, drying techniques, and pitfalls in preservation that could cause illness.

In King County, 30 workshops were held, and Master Food Preservers appeared at fruit and vegetable markets and Pea-Patch plots. These volunteers made 12,400 contacts during nearly 775 hours of work, most by telephone.

In Seattle, a "hotline" with a recorded message was changed each day and programmed through the weekend. This message told callers the phone numbers of volunteers on duty at different times of the day. The volunteers answered their phones, often at home, from 8:30 a.m. until 9 p.m., including Saturdays and Sundays. The recorded message also told callers what, where, when and how to pick fruit and vegetables for preservation; told of up-coming preservation workshops; offered literature; and gave other information.

This year agents will know when to expect seasonal peaks and be better prepared with volunteers. In 1977 nearly 4,000 used the hotline between June 17 and September 30.

Once callers had the phone number of a Master Food Preserver, they tended to keep it and not call back through the hotline each time they had a question. The volunteers felt good about this because it seemed to show confidence on the part of their clients.

King County Agent Jan Grant and Lynn Price, food specialist at Pullman, had some doubts about having volunteers work from homes, thinking that calls at inappropriate times might discourage the volunteers. It didn't happen that often, and volunteers were saved the drive into downtown Seattle.

There were a few problems, such as long distance toll costs to some people calling from outside their free call boundaries.

Other questions arose. How carefully would the volunteers follow what they had learned? Would erroneous information get out to the public? Program leaders worried about getting the proper USDA information to consumers.

Somewhat reluctantly, but as a test, a few of the leaders made up hypothetical situations and had someone in the office call a volunteer.

It might have led to some red faces, but it didn't. Instead, the result was renewed confidence. The answers given were good ones.

Agents involved were nearly as pleased with the personal growth of the volunteers as they were with the generall success of the program. For Washington State, the Master Food Preserver program looks like another winner. □

Radio club cracks mystery message

by
Alexander (Bud) Gavitt, Jr.
Agricultural News Editor
The University of Connecticut

"Late yesterday we had a special news bulletin from our local 4-H Radio Reporter. Flash—UFO sighted in northeastern Connecticut by Rex and Layton at their farm. Police were called to handle the case. Upon arriving at the scene, Officer Sherlock found two kids preparing breakfast snack from a recipe given to them by the occupants of the UFO, and now we take you directly to the scene of the recent sighting . . .

"Well folks, here it is—our first message from space, and you're hearing it first on 4-H Radio!

"The message says:

'YOU MUST HELP US. OUR BONES AND TEETH ARE VERY WEAK. WE ARE AFRAID. WE NEED CALCIUM. WOULD YOU PLEASE GET US KILM, EESCHE AND CIE RMEAC.'

"What's this, 4-H'ers? I've never heard of these foods. But they must be foods that have calcium to help the Munchkins' bones and teeth. I bet they are in code. Can you figure them out?"

That segment was from a radio program on nutrition education that was a hit with youth in northeastern Connecticut. It was planned by Carole Eller, 4-H agent for Windham County, and Karen Chambers, a part-time nutrition consultant, with Maria Maiorana Russell, Extension program leader at the University of Connecticut (UC).

The planners knew that traditional nutrition programs for children have been conducted mainly in school classrooms and small club meetings.

A radio club seemed just the thing to reach a larger 4-H audience without recruiting adult volunteer leaders. And, a more exciting way to reach children with nutrition education.

Radio shows fun

Eller and Chambers teamed up to create a series of six 10-minute radio shows with a mystery (UFO's, private eyes) approach and a simple nutrition message. The broadcast stressed nutrition education goals in a fun way, with characters and scenario children could identify with.

Each of the first five broadcasts dealt with a different nutrient. Vitamin A, vitamin C, iron, calcium, and protein were chosen because of evidence showing their lack in the diets of 8- to 12-year-old children.

Toward the end of each radio program, a Kids Cook Korner described a breakfast recipe the kids could make during the broadcast at home. Recipes were included in the weekly mailings of packet materials, so the kids could try their hand at making such dishes as "Fruit Kabobs a la Moneybags" and "Wheat Germ French Toast", along with Karen Chambers and the radio kids.

Two radio stations in northeastern Connecticut provided free air time and promoted the programs, which were aired in a largely rural area of Windham County on WINY (Putnam) on Saturday at 8:40 a.m. and on WILI (Willimantic) on Sundays at 10 a.m. The programs were written by Chambers, a UC graduate with a degree in nutritional sciences. They were produced under the direction of Stanley J. Quinn, Jr., director of the radio-television division in the Center for Instructional Media and Technology at UC. Karen Chambers, her husband Terry, and four kids took 1 day to do the voices of the characters in the productions.

Flyers promote program

Meanwhile, "Join Us for Breakfast" flyers were handed out to all children between the ages of 8 and 12 by their teachers in 35 schools in northeastern Connecticut. In addition, 3 weeks before the first show, the radio stations purchased space in shopping guides to advertise the 4-H Radio Club. The ads requested that participants sign up for the program through their schools or with the Brooklyn field Extension Service office serving Windham County residents.

Within 2 weeks, more than 650 children enrolled in the first radio program. The programs ran on Saturday and Sunday mornings in competition with kid cartoon television shows.

The participants listened to the mystery show and unraveled nutrition "clues" in the packets of materials they received in the mail. The packets contained games, puzzles, and recipes.

After hearing each program, the participants had to answer questions on the nutrition topic of the week, and were asked to mail their answers on the quiz card back to Karen Chambers at the Brooklyn Extension Center. This was necessary for the children to receive their next weekly nutrition packet. The participants also received a 4-H membership card after enrolling in the program, and a 4-H button upon completion of the fourth weekly nutrition quiz card.

The radio club was topped with a final program at the 4-H camp in Abington, where participants and their families met the stars of the radio series and enjoyed a bring-your-own picnic breakfast. Certificates were handed out to kids who completed the six nutrition quiz cards. Ninety students completed the entire series, and 30 children along with 17 family members attended the camp breakfast.

The return quiz cards showed evidence of learning.

Program how-to

If you would like to duplicate this program in your area, here's how:

- Ask teachers to recruit participants in school classes.
- Have more, and earlier, preannouncement 30-second spots on the radio station, and advance news releases to allow time to sign up for the program.
- Instruct participants to print their names and addresses at the top of the return quiz each week. This cuts down on insufficient addresses.
- Write clear instructions for the post-test quiz cards. This gets more completed returns. Returns declined as the series progressed.
- Send all lessons to children even if they fail to return a card.
- Deliver the program tapes to the radio station weekly rather than all at once, to insure that the right sequence is followed.

Sample scripts and the mailing packet of nutrition materials are available at no charge by writing to Carole Eller at the Extension Center, Brooklyn, Connecticut 06234. □

'The ins and outs of it'

by
Catherine J. Deml
County Extension Agent
and
Gordon W. Stobb
Area Extension Agent
University of Minnesota

As the Minnesota population ages and moves to the lake and pine regions in the North, nutrition for the elderly becomes an increasing concern.

Nutrition sites for the elderly—a Department of Health, Education and Welfare (HEW) program—are one answer to this concern. The sites provide senior citizens with a nutritious meal and an opportunity to socialize.

In Northern Minnesota, the nutrition site program is administered by multicounty area agencies on aging and, in the case of Indian reservations, by the Minnesota Indian Chippewa Tribe (MICT). Each site has a manager responsible for the center program. The managers supervise volunteer workers and an occasional paid employee. While they have some back-up support, the managers carry the primary responsibility of making the program successful in the community.

The nutrition sites appeared on the scene with little involvement

or investment from the community.

This separation from community was a problem that site managers had not anticipated. They needed to incorporate the nutrition sites into the community network so that the program could succeed.

Through the Cass County Extension Agent, the Area Community Resource Development (CRD) agent was called upon to assist with developing a plan of action. Together they developed a workshop—"The Ins and the Outs of It"—to help the managers better understand community needs.

The concerns identified were not unique to Cass County and soon the Area Agency on Aging became involved. This opened the door for a multicounty program which included site managers from five counties and MICT.

A planning committee with representatives from all concerned parties, including Extension, designed the resulting 2-day workshop.

The nutrition site managers were asking about the total community—how it affects the site clientele, the nutrition organization, and families and individuals within the community situation. Susan Meyers, Extension family life specialist, joined the workshop resource team to address these concerns.

The workshop covered three areas:

- *Understanding Community*—concepts of comunity, including structure, change, and power.
- *Group Process*—decision-making, organization styles, and leadership roles.
- *People to People Relationships*—working with others, creating a helping relationship, and dealing with conflict.

To begin the program, participants described their own concepts of "community." All of the responses showed unusual insight, but one was classic: "Community is lots of people, family, some grief, some happiness, schools, stores, churches, lots of homes and buildings, cars, nutrtition sites."

The workshop related the community to the nutrition site and to its clientele. Participants were excited, and discussion permeated the total time. They were involved!

Two months after the workshop, the participants were asked to evaluate the program. They were asked if the workshop had been useful to them in their jobs as site managers.

One response was: "Yes, very much so, and a lot of fun too. I never knew much about any of the subjects before." Another was: "Yes, it not only helped me with my job, but also in my community and daily living."

They were also asked if they had used the information they had received. Most indicated that they had, many in working with volunteers; others in group decision-making. One indicated that she had learned to think in terms of alternative solutions to problems rather than pursuing only one course of action. Another indicated that it had improved her family decisionmaking.

The managers have requested continuing assistance with the nutrition site program. Follow-up sessions using a case study approach to day-to-day site problems are under development.

Although the problem of integrating nutrition sites into the community may still exist, site managers now have the basic tools to solve the problem.

There are hundreds of nutrition sites similar to these around the Nation. All are different, yet similar. The communities where they are located may differ, but the concerns and problems of the nutrition site managers are much the same. They, too, could benefit from an Extension CRD workshop on "The Ins and the Outs of It." □

Washington in Review

Marketing Order Actions Available

A new weekly bulletin, "Marketing Order Actions," is available from the Information Division of Agricultural Marketing Service (AMS), USDA. The bulletin briefly describes all actions under federal marketing orders for fruits, vegetables, and specialty crops for 1 week. To receive copies, write Information Division, Rm. 3624-So. Bldg., AMS, USDA, Washington, D.C. 20250; or call (202) 447-2399.

Bertrand Named SEA Director

Secretary of Agriculture Bob Bergland announced the appointment of Anson R. Bertrand as Director of Science and Education, effective July 10. Bertrand was dean of the College of Agricultural Sciences, Texas Tech University, Lubbock, Texas, at the time of the appointment. He will head the newly formed Science and Education Administration (SEA), which is responsible for more than 8,000 employees in agricultural research, Extension, and higher education. As director, Bertrand will administer the USDA funds in support of the State Cooperative Extension Services.

Rural Clean Water Program (RCWP) Agreement Signed

Assistant Secretary M. Rupert Cutler recently signed a Rural Clean Water Program (RCWP) agreement with Environmental Protection Agency Assistant Administrator Thomas C. Jorling. This agreement provides a basis for the continuing cooperative developing of an agricultural cost-sharing program for improved management of rural nonpoint source pollution, in accordance with Section 208(j), P.L. 92-500 and Section 35 of P.L. 95-217, the Clean Water Act of 1977.

Bergland Forms Human Nutrition Policy Committee

Secretary of Agriculture Bob Bergland has announced the formation of a Human Nutrition Policy Committee to coordinate USDA nutrition programs, including food assistance, safety, quality, research, and education. The committee will be headed by Carol Tucker Foreman, assistant secretary for food and consumer services, and M. Rupert Cutler, assistant secretary for conservation, research, and education.

Action Agency to Test National Youth Volunteer Service

Syracuse and surrounding Onondaga County in New York have been selected to test the concept of the National Youth Community Service (YCS) program. The Labor Department is providing $8 million for the 12-month project. The program provides for 1,650 volunteers—16- to 21-year-olds—to gain work experiences from public and private nonprofit organizations. YCS will pay volunteers $78 per week for 30 hours of work and 5 hours of training. The 4-H staff will give leadership training in job responsibilities, 4-H project skills, and career education counseling to Syracuse supervisors from other youth-serving agencies. This is a demonstration project to determine future national programming by ACTION.

Rural Center on Aging Established

The National Council on Aging (NCOA), a nongovernmental agency, created a National Rural Center on Aging at its recent 28th annual conference in St. Louis. One in five persons who live in rural areas is 65 years of age or older. The purposes of the Washington-based center are to serve as a clearing house, draft positions for the NCOA public policy committee, provide technical assistance to rural programs, conduct demonstration projects, and publish studies and resource materials. More than 2,000 professionals, elderly lay people, and students participated in the conference.

Restoration of Abandoned Coal Mines to Begin

Work to restore the environmental integrity of rural, abandoned coal mines on 1.1 million acres of private land in 29 states will get underway this summer, M. Rupert Cutler, assistant secretary of agriculture for conservation, research, and education, has announced. The reclamation of abandoned coal-mined lands will be administered by the U.S. Department of Interior (USDI), in cooperation with the U.S. state and local governments, private landowners, and soil and water conservation districts. Final regulations will be issued in mid-July. Several SEA staff members were involved in developing the proposed rules and regulations.

Consumers connect with TV hotline

by
Anne Cushing
Public Relations Intern
University of Vermont

You never know when you will get your name in lights. In the past 2 years, an inn in Burlington has continued to surprise Extension with free publicity for CONSUMER HOTLINE—a program telecast live on Vermont educational television (ETV) once a month.

HOTLINE involves a moderator and a panel of experts highlighting various topics of consumer concern. Viewers phone in questions and guest specialists answer with down-to-earth advice.

Getting off the ground

HOTLINE began in response to what Vermont ETV identified as a need for more viewer involvement with television programming.

Since the Vermont Extension Service already worked closely with the station, it seemed natural that they should become involved with the project. In 1971, the first show hit the air moderated by Faith Prior, a consumer advocate. Such topics as "The Right to Live—The Right to Die" and "The Use and Abuse of Over-the-Counter Drugs" were explored. A year later, the show changed its name to CONSUMER HOTLINE, for easier audience identification.

When Prior moved in 1977, Barbara Mair, director of short courses for business and industry at the University of Vermont Extension Service, became moderator.

Production

Planning begins months before each program is aired. Representatives from Extension and ETV meet to determine the focus of upcoming telecasts. Program topics are not chosen randomly; they are carefully selected to provide viewers with pertinent information on vital consumer issues. Some 6 weeks prior to show date, three guests are invited to appear on the program.

Lyn Jarvis, TV specialist for Extension and producer of the HOTLINE series, selects the panel. Guests are not necessarily Extension specialists; they often come from state and regional organizations according to the particular needs of the program. Panelists meet with Jarvis, Mair, and Jerry Jones, ETV director, to discuss the script, plan visuals, and address questions or problems. Mair meets with each guest to review the script and incorporate changes. On the day of the show, a studio rehearsal at 7:00 pm is scheduled. A little more than an hour later, the HOTLINE phones are ringing.

On the air

During the first 10 minutes, Mair introduces the panel and acquaints the audience with the evening's topic. After that, phone-in calls guide the direction of the program. Operators write down viewer questions and hand them to the moderator. The use of written questions lets Mair control the program flow and gives a smoother visual effect, since she is not tied to the mechanics of answering the phone. Slides and props are incorporated into program planning in anticipation of viewer questions and concerns. Since it is usually impossible to respond to every request on the air, followup letters are written to each caller. These letters thank viewers for phoning and recommend they write to any of the guest speakers for additional information.

Response grows

HOTLINE's most popular program to date has been a three-part series on energy. This was round two for the subject, one example of how growing viewer response to the show has influenced HOTLINE's direction. The first program of the energy series dealt with wood stoves—what to look for when heating with wood, how to install the stoves, and how to

make them safe. In response to viewers' questions, the next segment featured "Energy Saving Tips for the Home"—nuts and bolts items consumers could do themselves to reduce energy expenses.

The final program discussed "Alternative Sources of Energy Supply." This topic led to investigating such energy-efficient innovations as windmills, solar panels, and new housing designs. The energy series has reaffirmed the belief of Producer Jarvis that the primary concern of today's consumer is economic survival. Through positive feedback, HOTLINE is continuing to address these viewer needs.

Future

HOTLINE is moving ahead. A spring series on jobs and careers has incorporated production work beyond the studio. The crew hit the road to interview and tape local people who started their own businesses. Consumers received a realistic view of what it's like to be your own boss.

HOTLINE continues to spark excitement. To quote a recent newspaper review, "If you haven't yet caught up with Vermont ETV's CONSUMER HOTLINE, you're missing a great source of practical information." □

Barbara Mair and Lyn Jarvis plan the next HOTLINE program.

Gardening by the calendar

by
Tom Gentle
Information Representative
Oregon State University

July

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Garden hints from your OSU Extension Agent

- Look for cutworm damage in garden.
- Mid-summer plantings of beets, bush beans, carrots, cauliflower, broccoli, lettuce.
- July 10: spray filbert trees for filbert worm.
- July 10-15: spray peach and prune trees for root borers.
- July 17-23: third spray for codling moth in apple and pear trees.
- First planting of Chinese cabbage, kohlrabi, rutabagas on Oregon coast.
- Spray for scale insects on camellias, holly, maple trees.
- Spray for root weevil adults in rhododendrons.
- Check leafy vegetables for caterpillar attack. Control with Dipel or Sevin.
- 12-spotted beetles may be sprayed or dusted with rotenone or Sevin.
- East of the Cascades, spray for corn earworm as silking begins. Protect bees.
- End of month: prune raspberries, boysenberries, other caneberries after harvest.

Oregon State University Extension Service

August

7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Garden hints from your OSU Extension Agent

- First week: second spray of peach and prune trees for root borers.
- First week: second spray of filbert trees for filbert worm.
- Mid-summer planting of peas in western Oregon, use enation-virus-resistant varieties.
- First planting of spinach on Oregon coast.
- First planting of Chinese cabbage in western valleys, Portland, Roseburg, Medford.
- First planting of Chinese cabbage, endive in Columbia and Snake River Valleys, Ontario.
- Spray walnut trees for walnut husk fly and repeat in 3 weeks.
- Spray for root weevils in ornamental shrubs and flowers.
- Spray filbert trees for bacterial blight.
- Check for tomato horn worm east of Cascades.
- Fertilize roses.
- Spray for codling moth and spider mite in apple trees.
- For mite control on vegetables or ornamentals, use Kelthane as directed on the label.
- Spray walnuts if maggots in husks have been noted in previous years.
- Control caterpillars on leafy vegetables, as needed, with Dipel, rotenone, or Sevin.
- Fertilize cucumbers, summer squash, broccoli while harvesting to prolong production.
- Clean and fertilize strawberry beds.

Oregon State University Extension Service

Gardening calendars have become effective communicators of Extension home horticulture programs at Oregon State University (OSU). The Extension Communication Department created a calendar design that has added a new dimension.

The calendars package a large amount of timely information in a concise, easy-to-read format. The OSU calendars were distributed in camera-ready form to newspapers, and also made into posters.

The calendars were orginally intended as part of a spring gardening packet for newspapers. Six camera-ready calendars (April through September) added graphic variety to a packet of news releases. The novelty of calendars made the entire packet more appealing.

The calendars covered such topics as variety selection, planting dates, fertilizing, and insect and disease control.

OSU discarded the traditional grid-patterned calendar, which would have meant placing the gardening advice on specific days of the week. They wanted to avoid the implication that broccoli must be planted on April 10, for example, or that maples should be sprayed for scale insects on July 18.

Instead, an open box design has distinctive monthly headings. The simplicity of the design makes it flexible. Newspapers can easily adapt the calendars to fit their own column widths. Garden hints can be addes, edited, or deleted in subsequent versions without changing the entire layout.

Oregon has four unique gardening zones with distinctive gardening practices. Rather than produce four different calendar versions, OSU included advice for the four areas in such a way that local newspapers could easily edit to include only the material that applied to their circulation areas.

The garden packets, including the camera-ready calendars, were distributed through county agents. Some sent the calendars to their newspapers once a month as part of a gardening series. Others submitted the entire packet. Walt Schroeder, Curry County agent, helped one newspaper develop an 8-page tabloid gardening supplement using the news releases and featuring all six gardening calendars.

Ralph Salisbury, OSU Extension publications specialist, suggested making poster-size copies (11 by 17 inches) from the camera-ready calendars. These were for display in retail stores selling garden supplies—supermarkets, nurseries, garden and hardware stores—where they caught people when they were actively thinking about gardening. County agents distributed them.

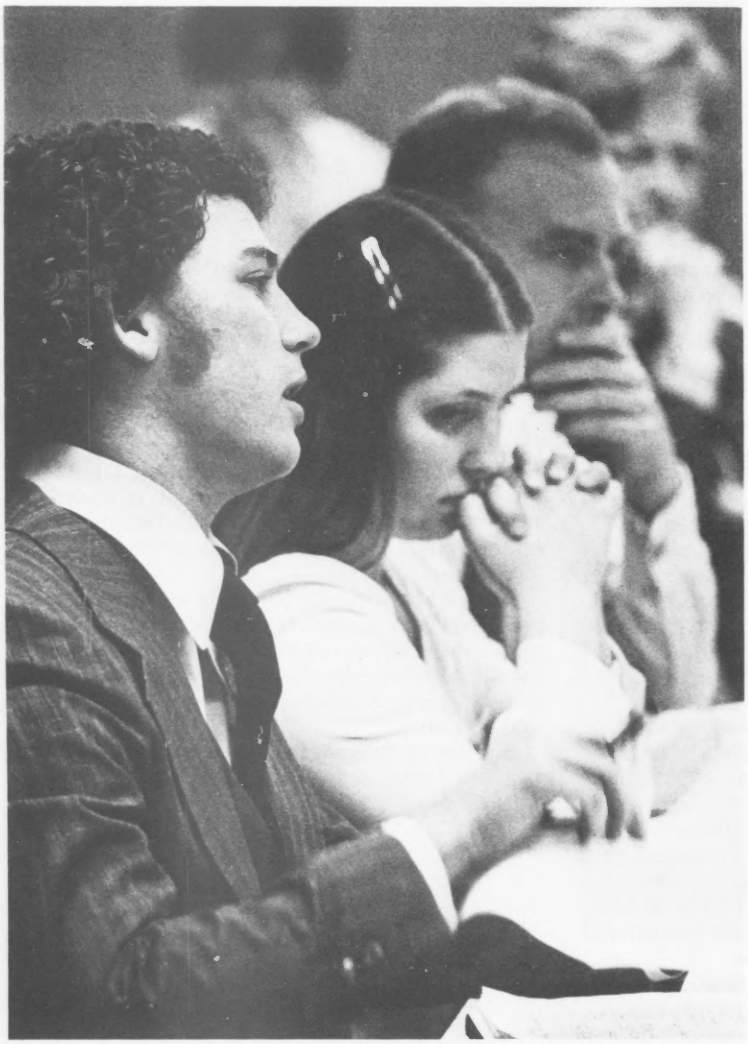
Response to both versions has been excellent. They appeared in newspapers throughout the state, especially in the major population areas where the home gardening program is concentrated. Retailers greeted them as a source of pertinent, unbiased information for their customers. One statewide retail chain reprinted enlarged versions of the posters for its own use.

As an additional—and important—benefit, the calendars have given the 2-year-old OSU Extension gardening program needed public exposure. The eye-catching design is hard to overlook and the OSU Extension Service receives prominent billing at the top and bottom.

Because of their success, the calendars are being expanded to include all 12 months of the year. □

Freedom to be involved

by
Sue Benedetti
4-H Information Specialist
SEA-Extension

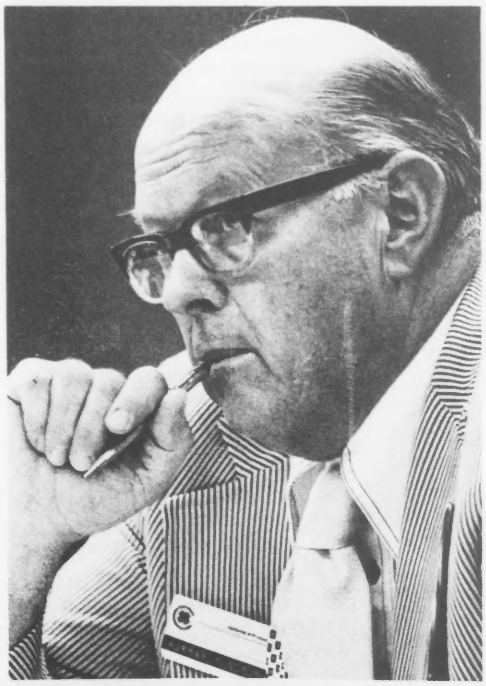


"I thought it was great! We had six or so adults in our consulting group. Of course you get 30 kids in a room, and they feel like they have all this kind of power . . . the adults could give us some very valuable input . . . sometimes when we got a bit unrealistic they could put it into a better light . . . I thought I am going to have to call all these people Mr. and Mrs. . . . but it was just like they were one of the kids. It was really an asset to the conference."

Freedom to be involved . . .that's what they called it and that's what it was! You might say that it doesn't sound like the 4-H conferences you've heard about in the past—well you're right.

National 4-H Conference has taken on a new look these past 2 years as a result of a nationwide survey of state 4-H leaders. A conference design committee, composed of a wide cross-section of people including 4-H members; county, state, and federal Extension staff; and volunteer leaders; did the final planning.

The idea came through loud and clear that the 4-H conference should be a democracy-in-action process for a group of youth and adults who were the planners and doers for 4-H in their home states. It should be a forum on the needs of youth within some of today's "hot" topic areas and involve 4-H



programs to meet these needs at all levels. But the process doesn't stop there, the delegates also have to be willing to go home and implement their own recommendations.

The planners' design ideal came true with the first "new" National 4-H Conference in 1977, and then reached another high this past April. Then more than 300 4-H'ers, Extension staff, volunteers and 4-H supporters from 42 states, Puerto Rico, Virgin Islands, District of Columbia and Canada took advantage of their **Freedom to be Involved**.

Neill Schaller, Deputy Director, SEA-Extension told those attending, "We take seriously the theme of this conference. We want to know who you are and what you think. We want you to help us understand not only what we might be doing well, but what we ought to be doing better. Return to your homes and communities with renewed determination to continue to be involved, not only in 4-H, but in the affairs of this Nation."

The delegates came from many backgrounds . . . with different ideas and goals. This is how some of them summed up their reasons for attending: "To gain insight and new ideas on the 4-H program, because you never can stop improving anything." "I hope that I can contribute to these groups by giving a part of myself . . . because that's really what it's all about."

An observer could feel the growth as the week went on. "The first day we started with the bare essentials . . . with defining citizenship and community development. Then we went into more detail. Next we broke down into little groups, and picked out a subject that we could make a recommendation for."

The groups moved from learning to commitment: "I feel there is a definite need right now for this program in parenting and family because it's not a widely used topic . . . too many people are afraid to get into it . . ."

They moved from commitment to personal involvement: "My group has caused me to strengthen my position for a job program in the area of 4-H for every state. Everybody faces the problem of job experiences . . . finding a job . . . lack of jobs available . . . and sooner or later they'll have to face these problems."

The final step at conference was to recommend program changes to a panel of representatives of the 4-H program and policy groups made up of E. Dean Vaughan, 4-H youth programs, representing SEA-Extension and USDA; George Broadwell, state 4-H leader, New

York, representing ECOP and the 4-H Subcommittee; Ellen Elliot, National Association of Extension 4-H Agents; Harold Ott, National Association of County Agricultural Agents; Kay Hastings, National Association of Extension Home Economists; Norm Mindrum, National 4-H Council; and Bob Fordyce, Kodak, representing donors.

Several themes ran through the recommendations: Promoting the modern 4-H image through the project areas, uniformity in programs and project requirements, teen involvement in project material review and development, and development of bilingual materials, to name a few.

Broadwell challenged the group, "You are not typical 4-H members . . . probably high motivators . . . not representative of all areas of 4-H. I heard little about programs for younger members . . . your idealism for such things as uniformity in the ambassador programs. We can't even get uniformity within one state . . . think about those things."

To show that the conference in 1977 did not stop on the last day of April with the last delegate leaving the National 4-H Center, a survey of last year's delegates indicates that more than 95 percent of those returning the questionnaires had reported on their conference experience to 4-H or other groups within 6 months. As a result, things are beginning to happen: An ambassador group trained in Massachusetts, a youth council in Wyoming, and North Carolina kicked off a special leisure education program.

Ralph Manning, Extension 4-H-youth leader, Story County, Iowa, says, "National 4-H Conference was a very exciting time for me, it was a chance to exchange ideas with people . . . it is one way that we can get some of these pressing needs into 4-H curriculums around the country . . ."

Pat Green, '77 delegate from Davenport, Iowa, says, "I developed a real pride in being a youth today, especially a youth in 4-H. It helped me realize the strength of a youth organization . . . the power we can have when we all get together and pool our resources." These comments point out the success of the "new" 4-H conference and the **Freedom to be Involved** of both youth and adults. (Editor's Note: a 120-130 slide and synchronized tape set, SL018 *National 4-H Conference in Review-1978* is available for $24 plus shipping from: Educational Aids and Publications, National 4-H Council, 150 N. Wacker Drive, Chicago, Ill. 60606.) □

You Can Do It

by
Betty Fleming
HE Information Specialist
SEA-Extension

Why did Texas choose the home care and maintenance theme for their multi-method educational program? Other government agencies, such as the Farmers Home Administration (FmHA) and the Department of Housing and Urban Development (HUD) report that limited-to-moderate-income families generally do not have the knowledge and skills necessary to care for and maintain their homes. The costs of home repairs and maintenance are up almost 50 percent since 1968. Approximately half of all home repair service calls can be avoided by using preventive maintenance. Homeowners can save 90 percent of the cost of home repair jobs by doing the work themselves.

What can one state accomplish with a multi-method educational program?

Texas believes in the positive idea—**You Can Do It!**

They chose this theme for an interdisciplinary program approach in one county in 1973, and the results from all over the country are still coming in. It all began in Smith County, Texas, population 97,096, the site chosen by the state staff to focus the **You Can Do It!** idea on limited-and-moderate-income audiences. Smith County's median income is $8,200. Fifty-six percent of the housing units in the county are valued below $10,000.

Beginning

Extension (USDA) and the Texas Agricultural Extension Service provided funding to employ an Extension agent—housing and management—and four program assistants. State specialists in housing, home furnishings and family resource management developed teaching materials, publications, and a series of color television programs to provide indepth teaching. The Smith County Extension staff pitched in, helping with project plans.

Assisting with the project from the Texas state level were: family resource management specialists Doris Myers, Lynn Bourland White, Lillian C. Chenoweth, Janice G. Carberry; and housing and home furnishing specialists Pat Bradshaw Seaman, Jane Berry, and Anna Marie G. Shannon.

You Can Do It! began with a 13-week series of 30-minute TV shows, shown on two commercial TV stations on Saturdays at 11:30 a.m. The series reached a combined viewing area of 29 counties. Topics included the "how to's" of simple electrical repairs, making low-cost cleaners, repairing leaky faucets, painting tips, storage ideas, etc. An American Research Bureau (ARB) report estimates the TV programs were seen by 12,000 viewers per show for a total of 156,000 TV contacts.

Thirteen **You Can Do It!** meetings were held at the same time the TV series was shown. Program assistants recruited, organized, and taught groups, reaching close to 2,000 people.

A home care and maintenance letter series reached another 615 contacts. FmHA and HUD borrower families received letters.

The Texas staff developed 30 **You Can Do It!** publications to support the program.

Why was this program so successful? Every effort was made to publicize the TV series, meetings, and other educational methods through news releases, radio and TV promotion, posters, and flyers. Elaine Myers, home economics editor, developed a publicity packet. Cooperative efforts with FmHA, HUD, local banks and hardware and lumber companies were also important. Program evaluation—carefully built into the Smith County **You Can Do It!** effort—showed that:

- TV *can* be effective in reaching low educational level participants. (Demographic data revealed that 36 percent of the viewers had an educational level of 11 years or less.)
- A combination of educational methods is useful in reaching different segments of the population. The TV series, for example, reached a larger proportion of male viewers and lower educational level audience than the meetings.
- A total of *2,961* completed tasks were reported by the 400 participants interviewed, which they estimated saved them *$16,923.13*.
- Cost per contact was *29 cents*.

Texas impact

What has happened in Texas since 1973?

During the implementation of the pilot project, other county Extension agents in home economics, and volunteer leaders, were trained to conduct similar programs in their counties. The television programs were transferred to 3/4-inch videotape and placed in the Extension visual aids library for use in counties. Today, all segments of the **You Can Do It!** program are still being conducted throughout the state. More than 1,200,000 people in 224 counties have learned as a result of these home care and maintenance programs. Sixteen educational, independent, and network affiliated Texas stations have shown the TV series as a public service, providing 112 hours of free air time. One station has shown the series three times.

Since the beginning of the project, more than 1,500,000 publications have been distributed. Counting the cost of publications and television, current per contact cost is still estimated at less than *10 cents*.

As one participant put it, "We are a young family and lack experience in home repairs. The *You Can Do It!* series is most helpful, and we will keep the booklets as a handy reference for years to come."

National impact

What are the national results of the Texas multi-method educational program?

How to deal with simple plumbing problems is the message of this "You Can Do It!" demonstration.

As a part of the initial program, Texas Extension specialists made available to each State Extension Service copies of the teaching manual publications, and pilot project evaluation report with permission to reproduce any or all of the materials for use in other states. The television series was made available in four formats for purchase and rental through the Great Plains National Instructional Television Library, Lincoln, Nebraska.

Since then, more than 300 copies of the TV series have been previewed or rented by Extension, other agencies, and organizations. Fifteen states have purchased the series, with many more making copies from the rental tapes.

Other states also report the value of the series. Michigan CES launched **You Can Do It!** as a 1974-75 pilot program in eight counties with $10,500 of state funds. Twenty workshop meetings were held, reaching more than 900 persons. Commercial, public broadcast, and cable TV stations carried the 13-week TV series in four urban centers, with potential audiences of more than 560,000.

In addition to 14 program publications, each county received loose-leaf notebooks of reference material to use with telephone calls generated by the TV series. Demonstration kits on eight of the home repair topics were developed and placed in five regional centers, along with a set of the 13 videocassettes.

A parallel program for youth was piloted in six counties. Young people learned skills to help them earn money performing simple household repairs. Each youth received a certificate of accomplishment and an identification card. Ohio used the **You Can Do It!** concept and materials, also developing poster sets designed as a teaching aids and special posters for TV. Fact sheets were mailed weekly when the TV programs were aired throughout the state on the Ohio educational broadcasting network. More than 1,100 persons registered for the series and letter study in the nine-county Jackson area.

The *Texas* **You Can Do It!** multimethod educational program is helping prove that Extension c*an d*o an effective job of teaching families to deal with home care and maintenance problems. □

A Texas county agent demonstrates proper paint brush care.

(Written by Betty Fleming, Information Specialist, Home Economics, SEA-Extension with assistance from Pat Seaman, Extension Area Housing and Home Furnishing Specialist, Texas A & M University; Margaret Boschetti, Extension Human Environment and Design Specialist, Michigan State University; and Golden Jackson, Extension Housing Specialist, Ohio State University.)

Window to the sea

by
John R. Crosiar
Assistant Agricultural Editor
University of Idaho

Although its only seaport is nearly 500 miles inland, Idaho is fast becoming an active participant in the Columbia Regional Sea Grant Program.

Sea Grant? In Idaho?

Idaho gained its "window to the sea" just 3 years ago when the completion of a series of Snake River dams brought slack water navigation to the Port of Lewiston in the northern part of the state.

"Through research projects and Extension assistance, we aim to make the interrelated marine and hinterland resources of the sea more useful to man with minimal insult to nature," explained Donald A. Harter, University of Idaho (UI) Extension program leader in agriculture and community development and Sea Grant liaison for the university. "The Columbia-Snake River navigation system is an increasingly vital link between the inland Northwest and domestic and foreign markets served by Pacific coast ports."

The Columbia Regional Sea Grant Program, comprised of the University of Idaho, Oregon State University, the University of Washington and Washington State University, is a part of the National Sea Grant Program. The regional effort focuses on the physical influence of the Columbia River estuary, the economic influence of an extended slack water navigation system, and the role of the river system in the salmon and steelhead fisheries of the Pacific.

University of Idaho scientists have been involved with the regional program from its beginning. Proposed projects would enable shippers to predict cargo movement on the river system and help fishery biologists aid the survival of hatchery-reared summer steelhead.

In January, Idaho became a member of the Sea Grant Association, a group of nearly four dozen institutions interested in furthering the optimal development, use, and conservation of marine and coastal resources. This spring, the university joined other members of the Columbia Regional Sea Grant Program to hire Hans Radtke, an Extension marine resources specialist, who will develop and implement education programs dealing with Columbia River system issues and concerns.

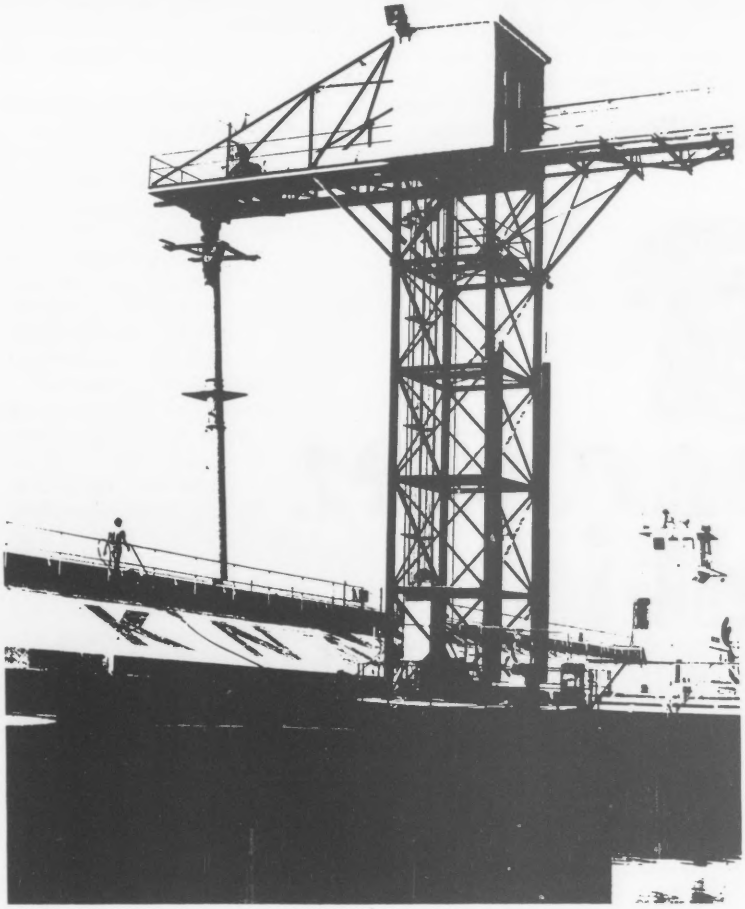
The Columbia-Snake River system has played a major role in the transportation and economic development of Idaho, Washington, and Oregon since the days when sternwheelers plied the untamed rapids of the inland waterway. With the coming of the railroad, the importance of the sternwheeler and the waterway waned, but the recent navigation improvements have generated new interest in commercial navigation on the river.

Historically, cargo transported on inland waterways has been primarily low-value, bulk commodities such as grain, fertilizer, and petroleum. Since grain is a major revenue source, and petroleum and fertilizer comprise major production inputs, agriculture has been closely involved with water transportation.

Opening the inland waterway—465 miles from the Pacific Ocean to Lewiston—has brought new export markets closer to the interior of Idaho, Washington, and Oregon as well as portions of Montana and North Dakota. Low-cost water transportation is now available for the region's agricultural and forest products.

Since 1975, estimated savings to shippers from these states have been $973,000, according to Carl Moore, port manager.

In 1970, Port of Lewiston officials predicted that grain shipments from that city would reach 218,000 tons by the year 2000. Instead, from the first shipment in August through December, 1975, 147,527 tons were shipped. In



1976, shipments reached 365,769 tons, and during 1977, 588,939 tons of grain left Lewiston.

Inland water transportation may change substantially as a result of container-on-barge-carrying ocean vessel technologies. One of two current UI projects supported by Sea Grant with matching state funds addresses the Columbia-Snake River navigation system's role in "intermodal" ocean transportation.

This involves placing commodity contents in a standard container and shipping them under one bill of lading by more than one mode of transportation. This method lends itself to automation and reduces the opportunities for pilferage.

Container barge service typically involves trucking to an inland river terminal such as Lewiston, transferring the container to a barge and transshipping the container to an ocean vessel.

Whether Columbia-Snake River ports will be able to take full advantage of intermodal transport hinges in part upon the impact of another concept in ocean shipping —the load center.

Faced with extremely high fixed containership costs and wanting to reduce "down time" for loading, ocean carriers are attempting to reduce their calls to as few as two major ports on the West Coast. The tendency of a number of steamship lines has been to pick Puget Sound ports over Columbia River ports in the Pacific Northwest.

"This difficulty could be alleviated partially by a container barge feeder service that uses the Columbia-Snake River system to transship containers to vessels at other West Coast ports," says James R. Jones, assistant professor of agriculture economics at UI. "Our study looks at this problem, and we will consider alterations and adaptations in inland river transportation and handling systems that can counter this development."

Also underway is a 2-year study of the epidemiology of respiratory diseases of hatchery-reared spring chinook salmon by George W. Klontz, professor of fishery resources at UI.

"Working through our newly hired Extension marine resources specialist, research results will be made available to shippers, maritime and river carriers, and port officials," Harter said. "Problem-solving educational services are our aim." □

consumer call-in

U OF I INFORMATION SERVICE

by
Jane Scherer
CHEP Coordinator

and
Constance McKenna
Assistant Director
Cooperative Extension Service
University of Illinois

Low-income clientele in Chicago present a unique challenge to Illinois Extension. Their need for consumer education is great, but Extension resources are limited. Extension Advisers and program assistants are often not available daily to answer all the questions that homemakers have. But the questions and problems still exist.

One answer to this problem is **Consumer Call-In**, a telephone information service developed as part of the Consumer and Homemaking Education Program (CHEP). This special program for low-income families is funded by the Department of Adult Vocational Education and Rehabilitation, Illinois Office of Education.

"The **Consumer Call-In** helps us to reach more people with consumer education information than we could contact directly in face-to-face Extension," notes Anna Hammond, Cook County Extension adviser. "It is an information service, not an action line. Our goal is to help people help themselves."

Consumer Call-In provides a direct link between the one-to-one teaching done by CHEP program assistants in Chicago and the traditional Extension program. Since the audience does not meet or

visit the office, **Call-In** is one of Extension's ways of getting pertinent information to them.

Reaching the Clientele

A combination press conference-open house with representatives from community media and cooperating agencies inaugurated the system. Two weeks later another open house introduced Extension clientele, other agency personnel, Extension staff, government officials, and the general public to the telephone service.

To be sure that **Consumer Call-In** reaches the low-income homemaker, an intensive, yet selective, publicity campaign is carried out in Chicago. Posters are displayed in stores, clinics, schools, libraries, welfare offices, and churches.

Program assistants, 4-H members, and cooperating agencies distribute brochures printed in Spanish or English to clientele; group meetings of homemakers are held to explain the program. Telephone stickers, newspaper display ads, news releases, and television and radio public service announcements are all integral parts of the campaign.

Operation

Consumer Call-In is a toll-free phone number (737-1370) for anyone in Chicago. Four operators or program assistants are on duty from 9:00 a.m. to 4:00 p.m. Monday through Friday. Two of the operators are bilingual and answer calls from Spanish-speaking consumers.

The operator answers questions dealing with family economics, community resources, food, clothing, health, family life, home furnishings and housing, by referring to a card file system. Each card supplies information about a single concept.

If a topic is not in the file, the program assistant takes the caller's name and phone number and refers the question to an Extension assistant who works closely with specialists at the university. The answer is researched and relayed back to the consumer within 48 hours. After a question is researched, a card is added to the file.

Interagency Success

The cooperation and involvement of other agencies and organizations in Chicago has played an important role in the program's success. The Chicago Housing Authority is one of these agencies. Sam Rice, chief, community and tenant relations, for the Authority sees **Call-In** as, "providing for our community a most timely and valuable resource in consumer and homemaking services . . . I look forward to continued collaboration in delivering meaningful human services to the residents of public housing."

Rice and Adviser Hammond met with the housing unit managers to discuss **Call-In**. Each manager made a **Call-In** bulletin board display, and distributed information on monthly bills.

The Consumer Advocate's Office of both the Governor and the Mayor of Chicago frequently refer consumers to the CHEP program. The Food and Drug Administration (FDA) regional office also refers all consumer questions not within their jurisdiction.

A Chicago utility company representative said "we feel there is a definite need for the **Call-In** service in the Chicago area." "Because of personnel cutback 3 years ago, we discontinued our 50-year-old telephone service, which averaged approximately 35,000 calls annually. As a result, we received countless complaints . . . and now we are most happy to refer to the 737-1370 telephone number."

Future Plans

Plans are underway in Illinois to make a set of the CHEP cards available within the next year to every county in the state for use as a reference in answering client calls. The system will save Extension professionals a great amount of time in researching consumer questions.

Consumer Call-In is a model that can be easily adapted for use with other target audiences. Telephone information services could be equally successful in serving senior citizens, single parents, farmers, agri-business people and professionals such as home economic teachers. A similar telephone system could be designed to serve a city, county, or the entire state.

The University of Illinois long-range plans include developing a consumer-homeowner center in the heavily populated northeastern corner of the state. The CHEP **Consumer Call-In** will serve as the prototype for the center.

Call-In celebrated its first anniversary in April, logging more than 18,000 consumer questions since it began. The service is now offered free to *all* consumers in the *312* telephone area. □

people and programs in review

Pocket Watch Foods Program Successful

The statewide Mississippi **Pocket Watch** Foods Program has been very successful. Home economists conducted more than 2,700 food, nutrition, and food preservation meetings with 118,000 persons attending. They reached an additional 197,247 people as a secondary audience. Media exposure for the program included: 98 programs and 104 spots on television; 2,176 programs and 932 spots on radio; and 2,415 articles in newspapers. Through **Pocket Watch**, 601,198 publications were distributed, and foods emphasized in 1,403 educational exhibits. Ina Kimbrough, food and nutrition specialist, and county home economists attribute much of the success to long-range plans involving many state and local Extension staff.

Pennsylvania Receives Kellogg Grant

The W. K. Kellogg Foundation has awarded a $231,000 grant to the Pennsylvania Cooperative Extension Service to increase the knowledge and skills of citizens involved in planning and developing community health services. Educational materials to be developed to support each program topic will include a one-half hour video tape (of television capability) and 16 mm. film, a student's primer, and a leader's guide (containing tips on the use and evaluation of materials). For further information contact: The Pennsylvania Cooperative Extension Service, Community Affairs Section, 106 Weaver Building, University Park, PA 16802; phone (814) 863-0339.

Veterinarians Teach Via TeleNet

Veterinary continuing education programs are the latest additions to an Illinois CES system called TeleNet, coordinated by Edwin W. Vernon, Extension communications specialist. Established in 1970, TeleNet is comprised of a network of telephone connections which are hooked up to speaker systems in various Illinois counties. This network makes it possible to transmit continuing education to many parts of the state. Participants need only travel as far as the County Extension office in which the meeting is being held. There, they can hear as well as speak to a specialist anywhere in the state. Since the programs are arranged in advance, audio-visuals can also be sent to the County Extension office to supplement the speaker's information.

4-H Promoted in Urban Counties

In a special program to increase 4-H membership in seven urban Michigan counties, *Jayne Marsh* of the Information staff has produced a kit, outdoor billboards, radio and TV spots, a broadcast jingle and free phone number to handle requests generated by the media blitz. The special effort is funded by a grant from the Michigan Department of Social Services because of the success of the 4-H program in Detroit's innercity.

EXTENSION
review
U. S. Department
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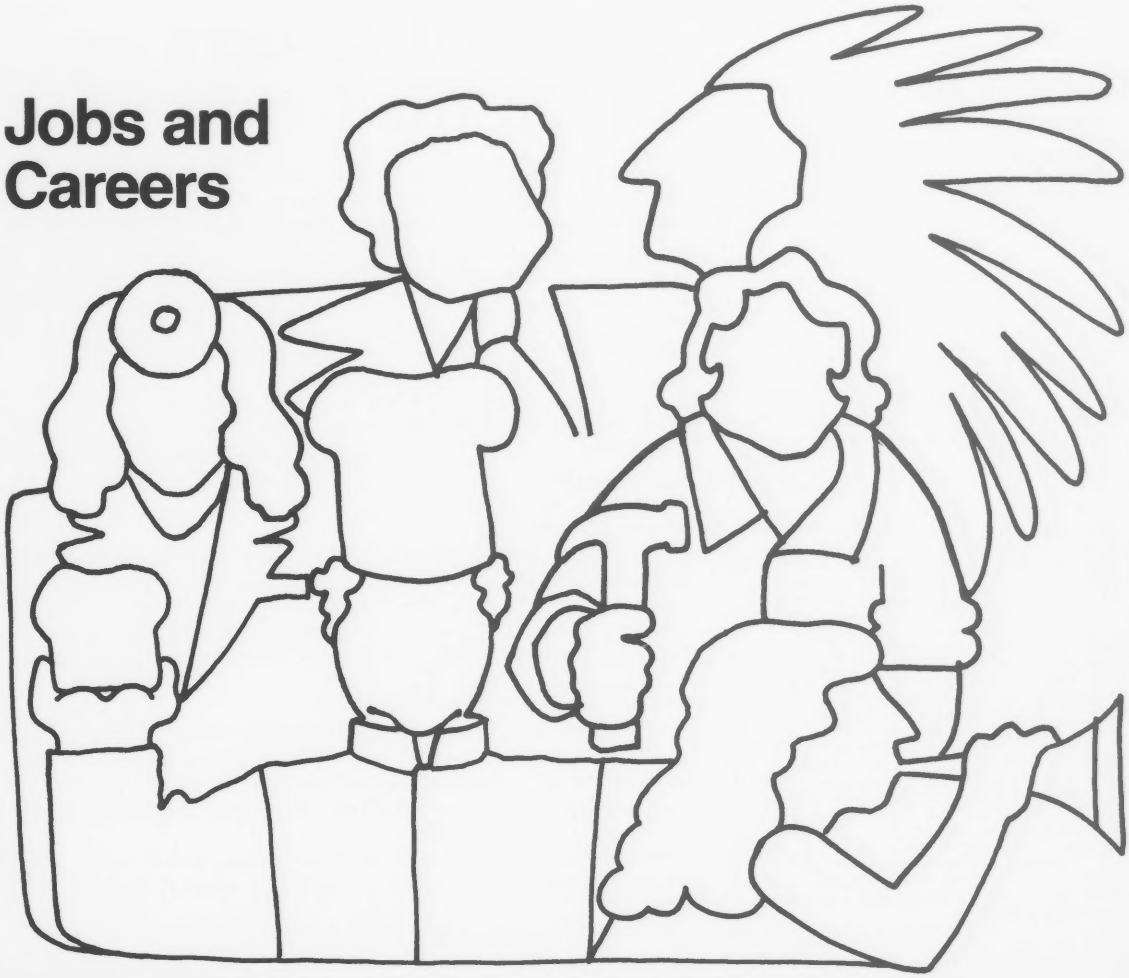
Jobs and Careers



EXTENSION review

U.S. Department
of Agriculture
Vol. 49 • No. 5
September-October 1978

The *Extension Review*, bimonthly publication of the Science and Education Administration, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through September 30, 1979. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at $1.20 per copy or by subscription at $7.00 a year, domestic, and $8.75 foreign.

Jobs and careers — 4-H at the forefront

Who are you and where are you going? Can you get there from here? Found in one article of this issue, these questions are constantly asked of today's youth as they probe in search of a future career.

The 4-H "learning by doing" projects—the backbone of our educational program — are a first and solid step in exploring the world of work. With the *4-H in Century III* document as a guideline, we are developing ways to further strengthen the economics, jobs, and careers emphasis in all our programs.

Across the Nation, Extension staff are involved in projects ranging from career-awareness games at 4-H meetings to youth-controlled business firms and economics-in-action programs. Several of these are highlighted in this issue.

Five out of six jobs in this country are located in the private sector. 4-H has a tremendous strength in the business firms that currently support programs with time, money, and other resources. One example is the 4-H Commodity Marketing Program developed and implemented by the Chicago Board of Trade for the last 27 years.

A National Staff Development Workshop, scheduled for October 15-20 at the National 4-H Center, will study the economics, jobs, and careers area. Participants will explore successful programs; and learn how to develop volunteer leadership, locate sources of funds, and write proposals.

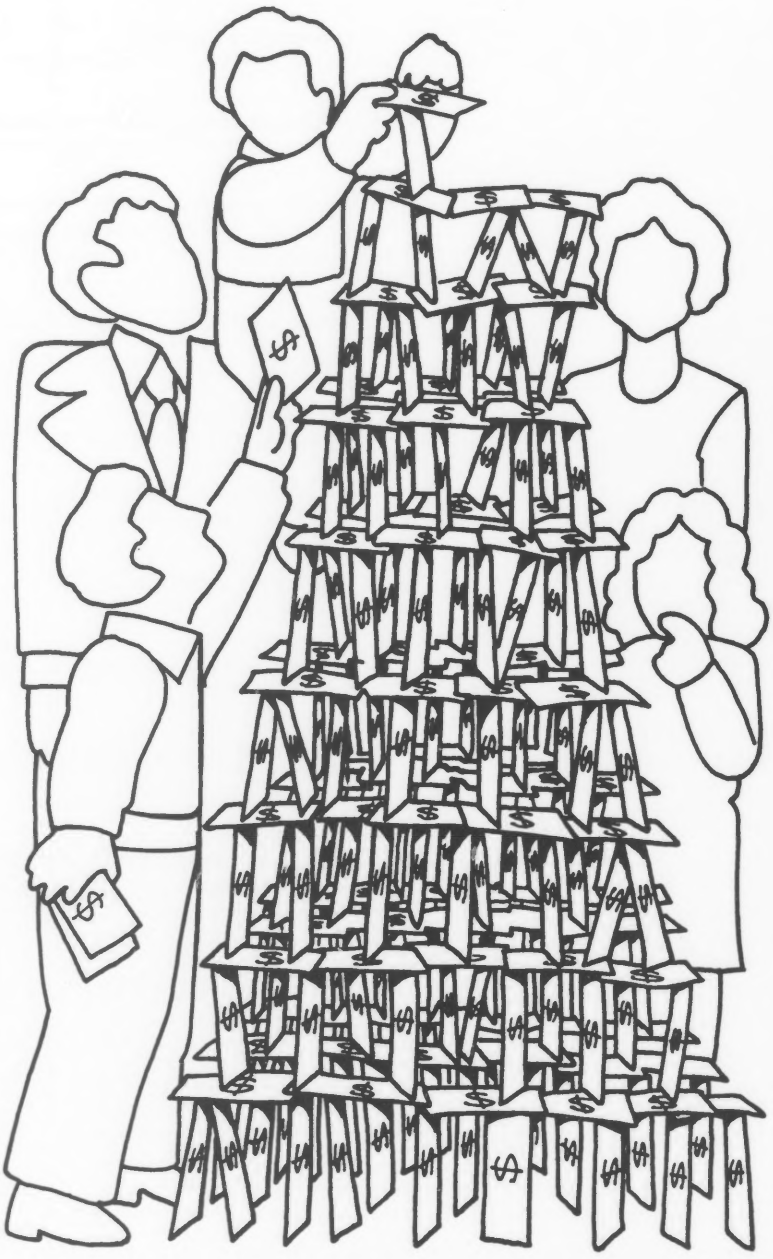
As youth continue to question, 4-H remains at the forefront with an accelerated jobs and careers program.—*Hope Daugherty, 4-H Staff*

Contents

Economics in Action—

by
Robert D. Dahle
Business Management Specialist

and
William M. Garmon
4-H Specialist
North Carolina State University



''I knew the free enterprise system was complicated, but I had no idea how complex it really is. Seeing what occurs in the everyday life of a company made me realize that running a business is not as easy as it looks, and that the best management possible is required if the company wants to succeed and stay alive.''

This same quotation, said in so many different ways, probably summarizes how the more than 1,200 youth who have attended **Economics In Action** programs in North Carolina feel about the experience.

''We've had hundreds of kids tour this plant in the last 5 years, but this bunch asked questions and really seemed to want to learn about our business. I don't know what you do to them, but it sure feels good to see kids who are interested in something—especially business,'' a typical business participant said.

What can you do to make youth want to learn, to make them want to participate, to build success in a program such as **Economics In Action?** The first and most obvious answer is that you find youth who are highly motivated—and let them select you and your program.

Economics In Action is not designed just for superior academic students. Many successful businesspersons are not high academic achievers. Seriousness of purpose is the main ingredient sought.

We usually start out in one of two ways. In **Economics in Action** programs where team work is emphasized and where it's necessary to break down strong interschool rivalries, team building exercises—card towers, tinker toys, hollow squares, logo making—get people working together. When content is emphasized and groups form naturally, the opening educational session, ''What Is Economics?'' begins the program.

Motivating and maintaining interest in the program is another major element. This is done by mixing theory, visual presentations, and visits to businesses that show the theory in action. The tone of such a program—and a university's interest in it—is established at the very beginning.

The opening presentation focuses on the numerous tradeoffs which consumers, businesspersons and society have to make in the allocation of resources under their control. The examples used are ones which the youth are familiar with: cars and gasoline prices; dust pollution; education; imports of coffee, bananas and cars; unemployment; and inflation. The main emphasis in this session is to get those attending to talk and build confidence in their ability to handle elementary economic concepts.

From this point on, the youth focus on learning economic concepts through formal presentations and visits to businesses.

First they view a short slide set on management, marketing, money and banking, pollution, government, or some other subject area. Next, the young people tour a business or government operation illustrating these concepts. Then they have a give-and-take session with top management on questions about the business.

What happens during these modules is not structured. Youth ask questions of guides on the tour, or of plant workers, and how the questions are answered can sometimes be more important than the content of the answer.

Economics In Action gains its major strength from the final session in which youth are permitted to ''have at'' a panel of business and government managers on any subject. Each panelist is encouraged to state her or his opinion clearly and honestly. Evaluations have shown that while youth don't like the disagreements that arise during these sessions, they do appreciate the candid exchange with the panelists. For many youth, this panel is the first time they have experienced listening to people with strongly differing views.

Economics In Action is educational, and also fun. Youth make new friends, share experiences, and participate in group activities.

This is a youth program, but more than that. It can be adapted for almost any age. □

Students incorporated — a community approach

by
Larry Brown
Program Leader,
Economics, Jobs and Careers
National 4-H Council

We didn't start out in 1965 with a pre-arranged plan to develop a youth employment program that would help more than 3,500 youth learn about themselves, and gain work experience by earning $750,000. But that's what happened.

In 1965, the Dona Ana County, New Mexico, 4-H staff was looking for ways to expand their program. Many 4-H members and other youth were asking, "Where can I find a job?" People in the community were always calling the county Extension office with questions such as "What's the matter with my yard? What's the matter with my rose bush? By the way, I am going to be gone on vacation for a week, where can I find some one to take care of my yard for me while I am gone?"

Our first project was a lawn clinic designed to train kids to take care of an established yard. At the end of the clinic, we listed the youth that had successfully completed the 20-hour course and made this list available. People receiving the list contacted the youth of their choice. Copies were also shared with the local employment agency and others.

Expansion

Then we started getting calls for babysitters, so we developed a babysitting workshop. Some one called in to see if we had anyone trained to do a birthday party—we soon did. A severe hailstorm broke windows in many businesses and residences, so we developed a window repair clinic. That's how we got started with a youth employment emphasis.

Our lawn care workshops were expanded to include landscaping, soil preparation, and planting of grass and ornamentals. An advanced babysitting clinic was developed. A career emphasis was added to the workshops. We taught kids how to fill out a job resume and how to apply for a job. The county Extension staff and Extension specialists from New Mexico State University conducted the first few workshops, but eventually community resource people were included.

Soon a problem developed—we had too many workshops and too many lists to keep track of. So we evolved into a referral service. We still conducted the training programs, but we would no longer send lists of youth who participated. Instead, when a call was received for a worker, we would contact the youth ourselves and refer them to the job. Legally, the youth worked for the person calling in; we simply acted as the go-between. This was a service similar to those provided by many referral programs such as Rent-A-Kid, Dial-A-Teen, Hire-A-Neighborhood-Youth, etc.

By 1967, we expanded our efforts and started placing youth in jobs. In addition to our referral service—where we waited for calls to come in—we started an active campaign to locate jobs for kids. Again, the person for whom the service was performed was the legal employer.

By 1969, an interest in a com-

munity approach to youth employment evolved. Some community leaders met with about 100 high school students. At this meeting, *Students Incorporated* was born. Sixteen community leaders formed the corporation board of directors.

Students Incorporated started operation in May. A senior citizens group provided office space. The Chamber of Commerce paid the utility bills. The Neighborhood Youth Core (NYC) Program staffed the office, and the County Extension Service conducted the needed training programs. That summer, some 60 youth obtained jobs through *Students Incorporated* and earned $7,000. *Students Incorporated* has continued to operate on a year-round basis, and in 1977 more than 500 youth earned $109,000. The program now has an office of its own and is staffed by a director, a secretary, a bookkeeper, and several job developers.

Concept

The concept of *Students Incorporated* is unique. The youth work for *Students Incorporated,* and not for the person or business for whom the work is performed. For example, if you need someone to mow your yard or help you move, *Students Incorporated* sends a youth to do the job. But the youth doesn't work for you—they work for *Students Incorporated.*

While they work, the kids are covered by Workers' Compensation and Liability Insurance. You do not pay the youth, you pay *Students Incorporated.* You fill out a time sheet for the youth with an evaluation form to indicate the quality of work performed. These evaluation forms help *Students Incorporated* personnel in providing counseling and training.

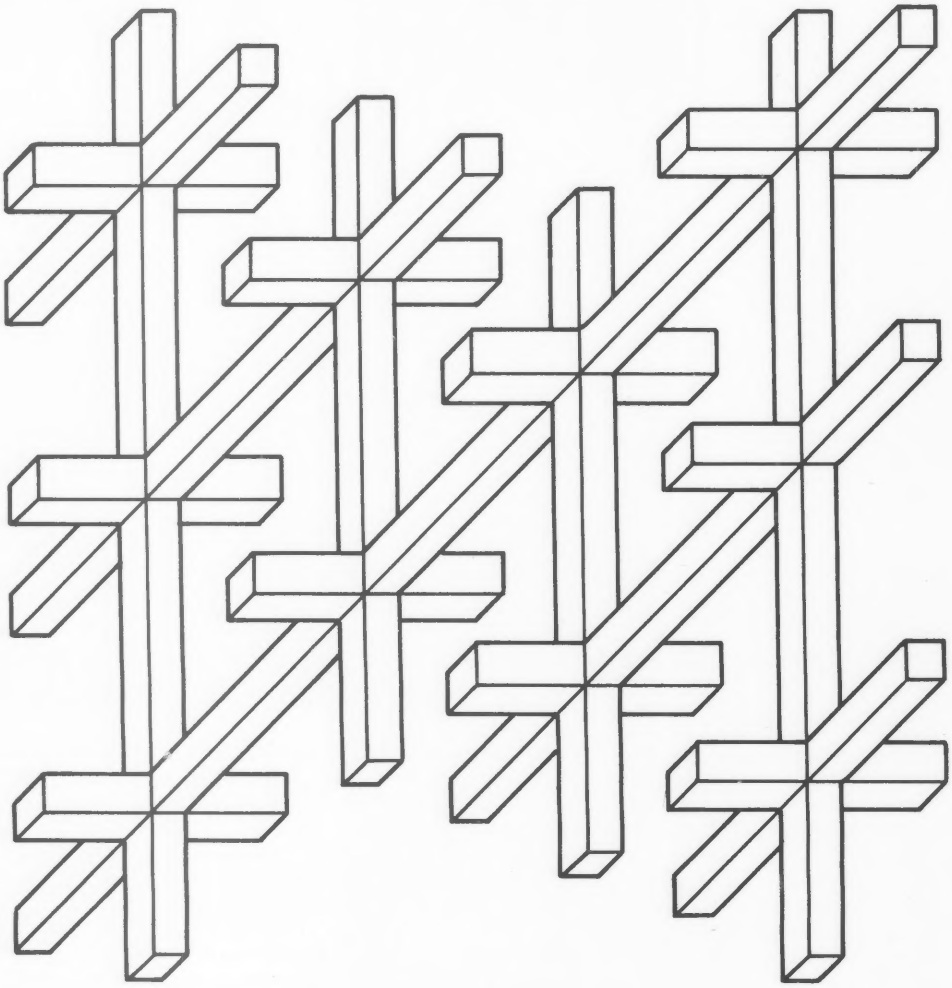
Kids are paid for their work on regular pay days. Ten percent of their earnings go back to *Students Incorporated* to defray the costs of insurance coverage and program administration. These contributions cover one third of the overhead of operating *Students Incorporated.* The balance of the fund comes from special projects and through city, county, state, and federal sources.

As in any organization, many problems were encountered. Hiring policies for youth and staff had to be established. Forms such as parent permits, time sheets, job applications, payroll pledges, job orders, referral records, and others had to be developed. Staff had to become familiar with child labor and minimum wage laws.

The *Students Incorporated* model is a good example of a community effort. In 1977, *Students Incorporated* had linkages with 46 agencies and organizations, including the Dona Ana County 4-H program and the New Mexico State University Cooperative Extension Service.

The *Students Incorporated* model can be easily duplicated in other parts of the country. Additional information is available by writing the organization at 106 East Hadley, Las Cruces, New Mexico 88001. Information on other economics, jobs, and careers educational programs may be obtained from the author at the National 4-H Council, 7100 Connecticut Avenue, Washington, D.C. 20015. □

Who are you and where are you going? Can you get there from here?



by Chris Scherer
Communications Specialist

and
Lynnette Gearhart
Kane County Youth Adviser
University of Illinois

How does a person decide to be a doctor, a lawyer, a merchant or a chief? Or how does one decide what not to be?

For 20 young people in three northeastern Illinois counties, the process of deciding what "to be" or "not to be" is now easier. Early last spring, the youths attended a career camp. The theme for the 3-day retreat was "Who Are You, and Where Are You Going? Can You Get There From Here?"

Although many 4-H projects help members expand their knowledge of career opportunities, the agents from these three counties decided very little effort was being put on helping youths choose a career. Most of the career exploration in 4-H is done on an individual basis. Many of these young people also felt that their high school career counseling was inadequate.

Proposal

A proposal calling for the establishment of a weekend career camp was written and submitted to the Office of Career Education, Department of Health, Education and Welfare (HEW). The proposal was one of 80 pilot projects funded out of 900 submitted.

In developing the proposal, the youth staff of DeKalb, Kane and Lake counties determined methods and means of getting career information to youths for their use. A small group setting, such as the career camp, not only gave them the opportunity to listen to youths' needs, but also to develop teams of young people who could take information on career education to 4-H members "back home."

Assessing their own assumptions about career education, the staff concluded that career decisionmaking, job-hunting and job-getting skills could be taught, and that most persons should be able to learn enough to help them in their particular situations.

Since many young people have had limited experiences from which to draw, the staff developed an awareness program to acquaint the young people with the broad spectrum of career opportunities. The program began to take shape. Included in the camp weekend were get-acquainted activities, self-development sessions, available opportunities, group interaction and discussions, skill training, and goal planning.

The agents also collected resources for the young people to use in presenting career information to their peers back home. These resources also gave them an opportunity to explore for themselves and to set straight their own thinking about a possible career.

Weekend camp

The career camp weekend began on a Friday evening. As the self-awareness activities, value games and role-play situations continued on the second day, the youths began to gain some insight into their own development. A career awareness resource panel, a library of resource materials, a career game, and a variety of handouts armed the youths with their awareness of the many opportunities available.

The movie "A Thousand Clowns" led the group into a lively discussion of their individual values and their views of today's work-a-day world.

A nondenominational worship service on the theme of self-worth set the stage for the final day of the camp. The program continued with a workshop session on completing job applications and employment forms. Participants learned what should be included in a resume and practiced writing their own. Through role playing, the youths practiced interviewing for jobs.

During an evaluation session, the youths compared what they felt they had gotten from the camp with the expectations they had recorded.

One youth responded "I'm a little more clear as to who I am." Another said "I learned . . . mostly about myself." Perhaps the entire program can be summed up by the statement "I always knew I could be anything I wanted to be, but this experience reemphasized that fact. I feel I have gotten to know myself better and gotten a better understanding of life."

Impact

The weekend career camp is over, but the impact of the program goes on. Before leaving camp the participants formed teams and developed a plan for taking their new-found information and enthusiasm back home to their friends and fellow 4-H members.

One county group decided to make radio spots for a local station about career opportunities in their community. Another group developed a list of addresses for other youths to use in seeking career information. A third group presented a program about the career camp at a 4-H federation meeting.

The program can be summarized with the statement referred to many times during the retreat, "One experience does not make the life, but a collection of experiences can make a difference." □

Career counseling across the country

A Maryland 4-H'er grows in self-understanding and personal development through the 4-H demonstration program which helps her prepare for the world of work.

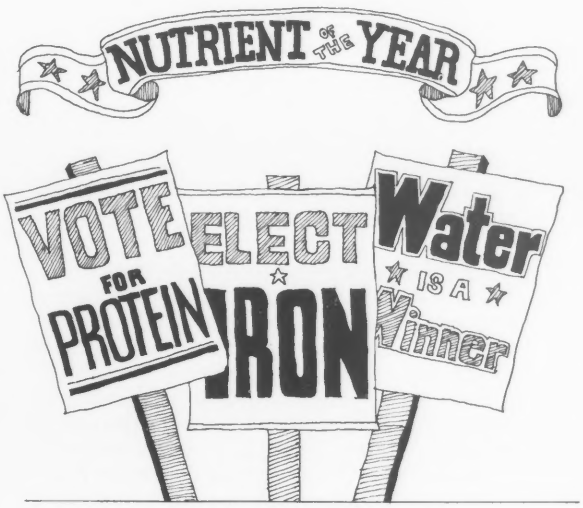
Curry County, Oregon, offers a marketing career exploration program to seventh grade students. The unit includes slide lessons and a tour of the area's marketing service center, including this closeup view at a local equipment company.

Many urban and suburban 4-H'ers get work experience as well as economic awareness through lawn care and yard jobs.

This participant in the Wayne County, Michigan, pre-employment skills workshop puts training in job-related skills to work by becoming a 4-H organizer in her neighborhood.

Utah offers minor offenders testing skills, training, practical experience, and counseling in an intensive on-the-job training program related to the young people's interests. This participant develops his skill in welding.

Washington State provides hands-on experience in various fields through matching 4-H'ers with community resource people.



by
Ronnie Malone
Program Associate,
Home Economics
CES, Cook College
New Jersey

Timeliness is a big plus with newspaper publicity. Capitalizing on that fact yielded New Jersey's nutrition education program valuable space in a local paper.

A special nutrition class neared the completion of 10 lessons; the final class would elect "Nutrient of the Year." Just as this was going on, the national presidential scene was bubbling with candidates.

Let's let *The Recorder,* a central New Jersey weekly, speak from its pages. This story appeared 2 years ago, prior to the political conventions:

"You need me, so vote for me," said the candidates.

"Is it Carter, Wallace, Reagon or Ford? No, it's a youngster in the fourth grade who campaigned as 'water', one of the nine key nutrients. Other members of this group sought votes yesterday as 'Iron,' 'Carbohydrates,' 'Proteins' and so on, with the winner to be 'Nutrient of the Year.'

"The election was part of the community outreach effort of the New Jersey Cooperative Extension Service at Rutgers University's Cook College.

"Results of Tuesday's vote at the recreation center of North Edison Gardens on Weston Forbes Court, Edison, will be announced shortly.

"These children have participated in 10 weeks of special nutrition classes conducted by six teenaged recreational aides employed by the Edison Township Neighborhood Youth Corps. The aides are Joyce Adams, Elaine Bowers, Dorothy Bradley, Linda Brookings, Ruth Funderburk and Joseph Holliman.

"Their work in leading after-school recreational and tutorial activities brought them to the attention of Lucille Barrows, Rutgers community assistant in Extension's nutrition education program, who conducts in-home teaching visits to 10 families who live in North Edison Gardens.

"She suggested the teen aides become volunteers in the nutrition education program, an idea welcomed by Minnie B. Veal, supervisor of the recreational program.

"Each Tuesday the recreational aides met with Dianna Nurczyk, Extension Home Economist, who directs nutrition education program activities in Middlesex County from her offices in the County Administration Building in New Brunswick.

"Using a special series of Funsheets and Leader Guides, Nurczyk conducted weekly training sessions. Following the leader training class, teens greeted the youngsters for the nutrition lesson. Each child received a Funsheet, played games, identified nutrients and took home nutrition information.

"On Wednesdays, Barrows prepares a food item from the previous day's lesson with the help of two teen aides. For example, after learning about Vitamin C, youngsters tasted salad and fruit punch and pointed out the nutrients.

"Putting their nutritional information into practice, they are now developing platforms, writing speeches and making campaign signs for their election. This final lesson in the series is aptly titled 'Get It All Together'."

While presidential elections aren't always available for such tie-ins, numerous local elections for state, county, community, school, civic, and social groups are. A similar approach could be used.

The nutrition funsheets used in the class include the nutrient election as a part of the tenth and final lesson. Linking to a local election could provide a new and timely way to tell the Extension story. □

Washington in Review

Small Business Administration [SBA] Loans for Pollution Control

SBA has amended its rules to provide guarantees of financing to acquire facilities to control air, noise or water pollution or contamination. This will assist small businesses that may be disadvantaged in planning, designing, or installing pollution control facilities, or in obtaining financing thereof, by authorizing SBA to guarantee loans fully (100 percent) either directly or in cooperation with other lenders.

Ad Council Features National 4-H Week

For the third year in a row, National 4-H Week will be featured in the National Advertising Council's Public Service Advertising Bulletin for September-October. Since most media contribute space and time to Advertising Council projects, this listing often helps state and county CES staff in securing local media advertising. It also alerts local media to 4-H Week, and they in turn contact Extension for materials to help them tell about 4-H in their community.

This public service time and space given at the local level amounts to thousands of dollars donated in promoting 4-H activities each year. CBS Radio Network aired the spots on the national level 34 times—total use was estimated at $46,000. Sue Benedetti, program leader for 4-H information, worked with the Advertising Council, the USDA office of Governmental and Public Affairs (GPA) and the White House Office of Public Messages to obtain this Advertising Council listing.

Extension Opportunities Related To the Rural Clean Water Act

This Act authorizes funds which may be used as follows: 70 percent for cost-sharing; 25 percent, technical assistance (including support from Extension); and 5 percent, administration. The decision regarding Extension participation will be made at the state level by the State Conservationist and the State Extension Director.

Work will be carried out through projects involving about 200,000 acres. The authorization for this program is $100 million for FY 79 and $200 million for FY 80.

Beef Research and Information Act Amended

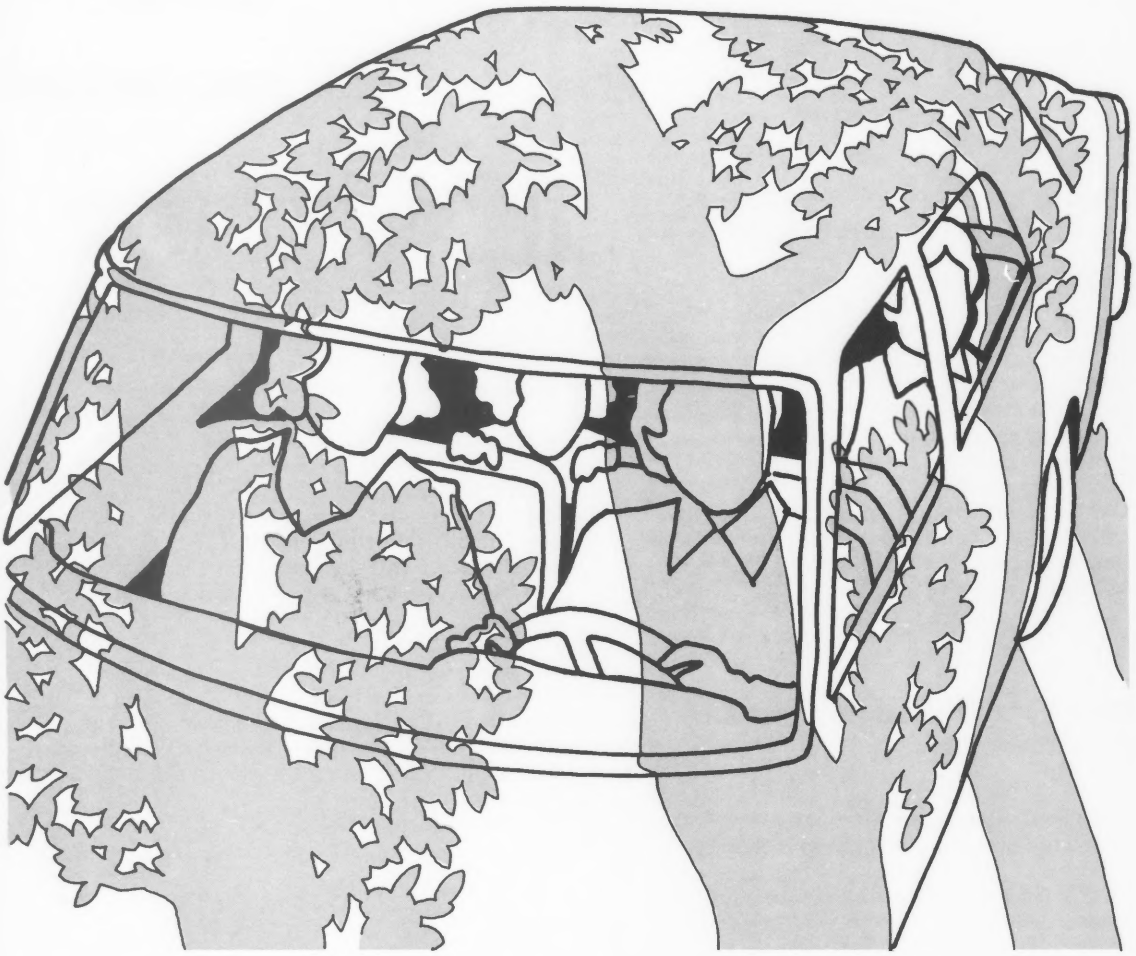
The Beef Research and Information Act (BRIA) passed by Congress in 1976 has recently been amended as part of the Agricultural Credit Act of 1978. This amendment allows for a simple majority vote to pass the referendum required by the BRIA rather than the two-thirds vote in force when the referendum was held last year. This means the entire process of holding hearings, publishing findings in the *Federal Register*, etc., will be taken up again just as was the case with the original referendum. In order to facilitate this education effort, State Extension beef research and information chairmen in 1976-77 will continue to serve in this capacity.

USDA Metal Study to be Conducted

Through the Soil Conservation Service and Science and Education Administration, USDA will conduct a study of cadmium and lead in crops and soils. This study was requested by the Food and Drug Administration (FDA) and the Environmental Protection Agency (EPA). These agencies need background information on cadmium and lead in crops and soils to establish maximum allowable metal content in food crops and in the soils to which sludge is applied. The study begins in fiscal year 1979 and will be completed in fiscal year 1982. Approximately 6,000 sites involving 19 food crops in 34 states are to be sampled for plant and soil analyses.

Details of the plans for the study prepared by SCS will be mailed to agriculture program leaders, environmental coordinators, agronomy project leaders, and specialists in horticulture and soil fertility.

A Windshield Tour of Trees



by
Linda J. Camp
Extension Information Specialist
University of Minnesota

Mention the words "Dutch elm disease" and you're likely to conjur up some rather negative images in most people's minds. Some will be reminded of a favorite tree turning yellow at the crown, while others will think of the disturbing emptiness of a main street after its tunnel of elms has been cut down.

In Minnesota, however, people are discovering that Dutch elm disease can have a more positive side. Losing elms is beginning to make people think twice about trees of all kinds, and is stimulating communities to adopt better shade tree management pro-

grams. In one particular community, people have literally driven out of their way to learn a little bit more about trees.

Fairmont is a small city of some 11,000 people in the southern part of the state. Like a number of other Minnesota communities, it has been plagued by Dutch elm disease since the 1960's. Because most of the elms are located on lake banks and are difficult to get at, maintaining a strict sanitation program has been a problem. Consequently, about 75 percent of the area elms have been lost to the disease.

Tree replacement

Such a large-scale loss of trees has necessitated a major replanting effort. Shade tree replacement has been a priority item for the city since 1975. Under the guidance of the Fairmont Chamber of Commerce Environmental Committee, local 4-H clubs and other civic groups have pitched in to plant some 2,600 trees in the past 3 years. Putting trees in the ground has been only one portion of the replacement effort. Because public awareness and support is essential to the long-term success of tree replanting, community leaders have made a special effort to keep people informed and involved.

One of the more unusual and effective public awareness activities was a "windshield tour" initiated by Floyd Bellin, Jr., director of the County Extension Service. For one week in September 1977, Fairmont residents had the opportunity to drive around at their leisure and view 41 tree species successfully growing in the area. The trees were labeled with professional signs, and the specific tour route identified on a map published in the local paper. The tour was especially useful for making people aware of potential trees for replanting. It also helped property owners evaluate how certain species might fit into their own landscaping plans.

Advance planning

One key reason for the success of the tour was the amount of planting and advance preparation that went into it. Several weeks prior to the tour, Bellin and Dorothy Bremer, of the Governor's Environmental Program, scoured the city to select the trees to be included. A critical aspect of this effort was obtaining permission from the property owner if the trees were located on private land. Bellin feels that Extension's widespread positive image in the community had a strong part to play in their gaining complete cooperation. The professionally designed signs helped make it easy for people to readily identify the trees from some distance away.

Another important aspect of the tour was the excellent follow-up. A few days after the tour was offered, Bellin held an informational meeting to capitalize on some of the interest generated by the tour. People came to learn more about shade trees management. A slide program produced at the University of Minnesota helped meeting participants learn more about different species, as did special displays of pressed leaves. People received fact sheets on shade trees diseases and planting information. At the end of the meeting, people were encouraged to set up "coffee parties"—informal gatherings of neighbors—to discuss ways in which they might cooperate on the tree plantings within their neighborhoods.

Community response

Bellin is pleased with community response to both the tour and followup efforts.

"The windshield tour was successful because of the high level of community involvement," he commented. "There was excellent coverage of the tour and the meeting by all of our local media, and that helped generate a lot of interest.

"In addition, many people contributed a lot of time and energy. Members of various city council committees, representatives of the local government, the Chamber of Commerce, people from the University of Minnesota's Shade Tree Team, and the State Department of Agriculture, among others, all helped out.

For those interested in organizing such a tour in their own communities, Bellin offers a few words of advice. "Respecting people's property is very important," he observed. "We stressed the fact that it was to be a driving tour, and asked the public not to walk on people's lawns. We also selected only those trees that were along the boulevards or in people's front yards. Everyone cooperated, so we didn't have any problems."

Two other important items are checking the signs at the last minute to make sure none have fallen down or become damaged, and making the tour available for a specific period of time. The latter is advised because it helps to assure that the idea will remain novel enough to capture interest.

No one has yet found a cure for Dutch elm disease. However, at least one community seems to have come up with a good way to get people to take a careful look at how trees might be better managed. □

Dying town springs to life

by
Dolores T. McGlashon
Assistant Extension Editor
Kansas State University

With voices raised, "Westy" residents join in a local chorus organized after they refurbished the pavilion.

Sixteen years ago, a well-known television duo, Huntley and Brinkley, produced a documentary about the dying small town.

Westmoreland, located 20 miles northeast of Manhattan, was pictured as a Kansas town just waiting for the "grim reaper". Streets resembled the moon's surface, where Dutch elm disease had left woody gray skeletons in its path.

That was 16 years ago. Today Westmoreland, the seat of Pottawatomie County, is a bustling community with a new direction. Early this spring, NBC sent another television crew to the city "just to set the record straight" and to take another look at the small town that refused to die.

Success story

They documented some of the achievements "Westy" townspeople, numbering less than 600, have made through the PRIDE program, jointly administered by the Cooperative Extension Service at Kansas State University (K-State), and the Kansas Department of Economic Development.

The result of a day's taping was telescoped into 5 minutes on the *Today* show. Westmoreland residents watched with bemused interest and then set about working on this year's goals, sharing what they'd learned with other communities seeking a transfusion of new ideas.

The residents of Westmoreland had a different reaction to the first television show years before. The Huntley-Brinkley documentary made them think about the plight of their town. The show prompt-

ed them into blacktopping roads and installing sewer lines. After that initial burst of energy, they comfortably settled back, self-satisfied with their accomplishments and content in the knowledge that their labors should last.

Then, 2 years ago, a few civic-minded people took a hard look at what remained to be done to make Westmoreland more viable. City leaders questioned how to set priorities where so much seemed needed, and how to mobilize citizens to think about common concerns and accomplish long-range goals.

Some of them had heard about the PRIDE program, which was established in Kansas to assist communities in finding practical ways to work toward goals. The program works because of local involvement. The residents of Westmoreland thought the best way to learn more about PRIDE was to talk to their County Extension Director Al Spencer.

They were right. Spencer told them that since PRIDE began 7 years earlier in Kansas, more than 200 communities had participated. State recognition is given to a community when it evaluates itself in the eight areas of planning, services, utilities, transportation, economic development, housing, education and enrichment. Approval is gained from outside appraisers and the state PRIDE committee. Workshops are set up in which communities such as Westmoreland can pass along ways to involve townspeople in various projects.

Added incentives are five cash prizes ranging from $100 to $700 for five population categories. A sweepstakes prize of $500 is awarded the city that accomplishes the most in overall competition with other cities in the state.

In November, 1975, Spencer arranged a meeting with area and state Extension community development specialists from K-State and seven Westmoreland leaders. Following this kick-off meeting, a steering committee grew to 22 people representing different organizations, businesses and age groups. They selected co-chairmen—Gary Conklin and Elna Moore. The remaining members were a concert of citizens of which Doc Maskil, publisher of the weekly newspaper, notes: "Their seeming division bonded them together."

First year

The first year of the town's PRIDE program coincided with the Nation's Bicentennial. By uniting forces behind a concern for heritage, citizens converted planning committees into action groups.

Along with general cleanup, they cut out and burned the elm tree skeletons, and began a tree planting schedule. They built a mini-park amid downtown shops and landscaped other parts of the town. Dorothy Siegle and members of the beautification committee were rarely seen without a planting trowel in their hands. Their efforts were rewarded by a summer's profusion of bright annuals.

Youth groups painted a patriotic pop-art mural on the wall of the telephone building and added colorful touches to fire hydrants. Youngsters assisted their parents in repairing playground equipment, and afterwards discovered that painting merry-go-rounds equalled the fun of riding them.

Community members found not only their band instruments, stored since high school days, but voice as well, and organized a band, chorus, and fife-and-drum corps. This activity, in turn, set them to refurbishing the stone band pavillion behind the courthouse.

Second year

Labors the first year began to bear fruit the second. Summer recreation for children grew to league baseball teams and swimming lessons. Three blocks of new sidewalks and curbs, installed the first year, lengthened to several more last summer.

Elmo Burkman and Paul Neely headed the crew making improvements on sidewalks and curbs. Families either joined in the work or prepared a picnic supper, spreading covered dishes on tables along Main Street beside the work operation. When they finished, they ate together like a big family.

On Saturday, one day short of Arbor Day, Judge John Brookens and others on the tree committee began filling holes with the types of saplings suggested by Extension foresters at K-State. After the balled roots were sunk, the people used hoses from the town's firetruck to fill holes with water. The work had a holiday atmosphere and a feeling of fun.

One of the reaons the PRIDE program functions well, says Leslie P. Frazier, K-State Extension specialist in community resource development, is that it stems from a number of converging forces built on a foundation of needs which townspeople identify. From this awareness, a community divides the followup process into three phases—what to do, how to do it, and doing it.

A winner

Westmoreland was one of the smallest Kansas towns enrolled in PRIDE, but at the end of the first year the city was awarded first place in its size category, and last fall at the annual awards banquet, the town received both this recognition and the sweepstakes. During last year's efforts, volunteers logged more than 4,000 hours of labor.

To Doc Maskil and others in Westmoreland, this is not surprising. "We've always had the potential," he says. "PRIDE just showed us how to put it together." □

Day care — for school-age children?

by
Gretchen Fosse
Communications Intern

and
Marcia K. Simmons
Communications Agent
Jefferson County, Colorado

How often do you worry about what your children are doing before and after school—those few hours while you're at work? Maybe their babysitter is sick and there's no where for them to go. Worse yet, you can't find a sitter, period. The kids may just sit at home, fight with each other and watch television. . . if you're "lucky."

Thanks to the Colorado State University Extension Service and the cooperation of school personnel at the Green Mountain and Daniels Elementary schools in Jefferson County, Colorado, there are day care programs before and after school for school age children. These pilot Extension programs demonstrate the method for developing quality, affordable extended day care.

The programs, conducted at each child's own school, are inexpensive and eliminate the problems involved with "split shift" babysitters. "Parents can drop their children off at school on their

Daniels Elementary students in the extended day care program play outside their school.

Russell Brown works on a clay art project as program coordinator Molly McNally-Dunn lends support.

way to work and pick them up on their way home with the assurance that their child has been under constant supervision,'' Ann Saint-Denis, assistant home economist for the Jefferson County Extension Service, explained. Saint-Denis and Margaret Culver, assistant Extension agent for community development, cooperated in planning, organizing, and conducting the program.

The program resulted from a needs assessment of Jefferson County working parents in February 1975. Personal interviews were conducted with employers at 13 private and public agencies. ''Child care for elementary age children before and after school was the major need identified by working parents,'' Culver explained. ''Child care for preschool children was readily available, but programs for school age children were non-existant.''

The extended day care program started at Green Mountain Elementary School in January 1976. A full-time director was hired through CETA funding. A part-time county employee and a Colorado State University intern completed the program's staff with assistance from interns from universities, colleges and high schools, as well as volunteers from local organizations.

The staff offers the program within the existing school facility from 7 to 8:30 a.m. and from 2:30 to 6 p.m. each school day. On school ''half-days'' and conference days, special field trips are planned. The cost of the program is less than a regular day care program since many overhead costs—the building, utilities, etc. —are taken care of by the school.

Parents were involved very early in the program planning. A parent advisory board established policies, planned activities and helped determine future alternatives. Since it was a pilot program, the service initially was offered free of charge (except for a 25-cent snack fee). As the program's viability increased, the parent advisory board established a fee of $1 for each family's first child and 50 cents daily for their second child. The money covers the cost of the snacks, materials and a part-time county aide.

In the fall of 1976, additional CETA funding and college interns allowed the pilot program to expand to a smaller school, Daniels Elementary. The Daniels program is administered on the same basis as the Green Mountain school program. By the spring of 1977, 92 children were being reached at the two programs.

The Lakewood Parks and Recreation Department provides activities, demonstrations, or field trips once a week at each site. Crafts, outdoor recreation, free play, games, creative arts and music are included in the activities. Nutritious snacks are prepared and served to the children daily in the afternoon. Morning session activities include quiet indoor games, ongoing craft projects and breakfast.

With such expressed support, Saint-Denis and Culver sought funding for an expanded program. They applied for grants with agencies and foundations. A community advisory board of parents, local officials and agency officials was established to determine alternatives for the program's future.

The staff found that future to be with another county agency—the Department of Social Services. Molly McNally-Dunn, the program director, and a staff of five joined Social Services in April of 1978.

''Extension demonstrated how an extended day care program can operate successfully within the schools,'' McNally-Dunn explained. ''Social Services will very successfully expand Extension's pilot demonstration program. The community has seen the program benefits and wants it to continue and expand.'' □

Driving our seniors to better health

by
Henri Drews
Visual Aids Specialist

and
Mary Darling
Extension Nutritionist
University of Minnesota

Today, more of our elderly people dine together in groups, instead of at home as in years past. These congregates of senior citizens are a new audience for Extension with a new set of communications problems for us to solve.

Nutrition Needs

The Congregate Meal Programs of the Older Americans Act (Title VII) requires the development of nutrition education programs for senior citizens. In 1976, the Minnesota Agricultural Extension Service received a $3,000 grant from the Minnesota Board on Aging to help develop resources for the program.

That fall eight members of the Extension and Congregate Meal staffs met to consider the challenge. The group included nutritionists, dietitians, home economists, audiovisual and graphic specialists, and county agents. We recognized that many relevant visual aids are available to teach topics such as purchasing and preparing food for one or two people, or on identifying nutrition misinformation. However, we could find none on the changing nutritional needs of older adults.

Possible Problems Solved

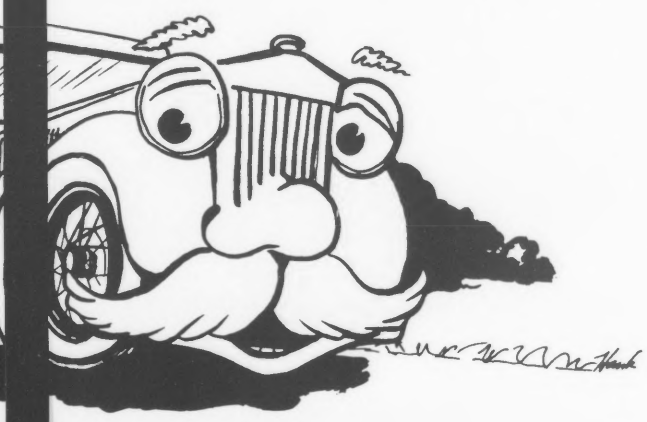
At first, a visual program or a slide set, seemed best for this audience. But, think of the problems. Communicating new health and nutrition information to people who have cared for their bodies for as many as 60 to 90 years wouldn't be easy. Age often is equated to wisdom, so we expected many minds might be set against ideas from youngsters such as us.

Even if most were receptive, think of all the misconceptions people can accumulate in a lifetime. Is fish really brain food? Could a bad draft really cause arthritis? We had to sensitively overcome these hurdles, as well as the obvious physical problems that come with advanced age. Folders could be printed to reinforce the message, especially if part of the audience couldn't hear. Above all, to gain the interest of such an audience, we knew the program must be entertaining.

The Birth of Newton

Jan Wesslemann, a registered dietician in the group, suggested that we correlate problems of nutrition and health to those of maintaining an automobile. In fact, the car could be personified to act as the narrator of the script.

A car needs fuel to run on, like the body needs food. The four food groups could be likened to the air, water, oil, and gas a car needs. It requires maintenance procedures similar to our hygienic practices. Both kinds of bodies need exercise and checkups to keep the squeaks out of the joints. The group concurred that a car would be an ideal vehicle for our message. To sound like nutrition, the car was named "Newton."



Program Content

Newton would have a lot to say. The group identified many points for the script including: weight control, physical fitness, social needs, digestive discomfort, constipation, dental problems, arthritis, calcium intake and broken bones, and sensory and appetite changes.

The nutritional needs of aging people are not well established. There are, however, health concerns that are related to eating habits. Newton can tell how people growing older change their food selections — sometimes for the wrong reasons nutritionally. He can explain how lack of knowledge about which foods contain which vitamins can cause senior citizens to waste their money on vitamin pills.

Characterizing the Car

The character of Newton had to be special to be acceptable as a source of information by our audience. What about the body style? Old or new make? A classic antique should convey the idea of old, but worthy of good care. Perhaps an expensive model would help with the voice of authority. Rolls Royce? No, none would serve as well as the character of the car that every person in the audience could associate with their heyday—a highly polished Model "A" Ford.

Mileage Logged

The script and artwork covered the nutritional information for seniors in four parts. First, Newton discusses the daily nutrition needs of the audience. The second part called "Periodic Maintenance" covers changes in the abilities to taste and digest food. Under the title of "Keeping Mobile," Newton promotes the social and physical benefits of exercise and good diet. The fourth part stresses "Importance of Dental Care."

The slide set and four folders were first distributed in mid-1977. The image of Newton rolling past an elderly couple strolling through a quiet neighborhood has been seen in many nursing homes and retirement centers around Minnesota.

The evaluations of the program are favorable. Dieticians, nurses, county agents, all of whom have shown the set, comment on its favorable reception. They report the audience especially chuckles at the shot of Newton's exhaust puffs while the script tells of the merits of roughage in the diet.

The popularity of the program is spreading with its adoption by 10 more states. With his expressive eyes and handlebar mustache, Newton is presenting the information about "Nutrition for Seniors" to hundreds of people. — (Editor's Note: The slide set (64 slides) is available for $28. The four folders sell for 10 cents each with discounts for orders of more than a hundred. A slide set with a set of sample folders may be ordered from: Agricultural Extension Service, Audiovisual Library, 442 Coffey Hall, 1420 Eckles Avenue, University of Minnesota, St. Paul, MN 55108.) □

UNITED STATES
GOVERNMENT PRINTING OFFICE
Division of Public Documents
Washington, D.C.. 20402

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people and programs in review

Update on "Mulligan Stew" Use

"Mulligan Stew", the 4-H TV nutrition education program for 9-12 year olds and families, has sold more sets of film and materials this year than any year since it was released in late 1972. To date the National 4-H Council (distributor for Extension) has sold more than 420 sets of films and over 7 million manuals (comic book format) for youth.

An estimated 7 million or more youth have been enrolled in the programs and ten times that number may have viewed one or more of the six films. The program has been scheduled now by all state 4-H offices on more than 350 educational and commercial TV stations.

American Optometrists Honor 4-H

The American Optometric Association honored 4-H with the Apollo Award at its 81st Annual Congress in New Orleans recently. This award, their highest, was inscribed "in recognition for significant contributions to the visual welfare of people."

Grant Shrum, executive director, and Charles Freeman, program leader, were in New Orleans to receive the award on behalf of 4-H. Hope Daugherty of the Extension 4-H staff is the SEA contact for the program and was instrumental in its development.

Iowa Nutritionists' WATTS Program a Success

This first county-to-state office telephone hookup in Iowa lasted 20 minutes. Schedules were arranged with each Extension area for calling them via WATTS Line. Each area received a study piece and 6 videotapes to view prior to the telephone call. During the call state nutritionists and county home economists exchanged questions and answers on the topics of the study material. Now county home economists plan to use the telephone hookup with the state office in their meetings and workshops with clientele.

Alabama Impact '80 Program Emphasized

The Alabama "Impact '80" publication has been a blueprint for developing the state's agricultural industry and improving family and community life. The publication outlines the program goals to be reached by 1980 in the areas of agriculture, home economics, 4-H, and community resource development. Individual county documents, patterned after the state publication, have spearheaded the Impact '80 program throughout the state.

EXTENSION
review
U. S. Department
of Agriculture
November
and December
1978

AMERICA'S SMALL FARMERS

EXTENSION
review

U.S. Department
of Agriculture
Vol. 49 • No. 6
November-December 1978

The *Extension Review*, bimonthly publication of the Science and Education Administration, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through September 30, 1979. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at $1.20 per copy or by subscription at $7.00 a year, domestic, and $8.75 foreign.

Self-Help — 75 Years Ago and Today

"Although we want to be helpful, we know that the real initiative must come from the local level — as it did 75 years ago when a demonstration project was launched that developed into today's Extension Service," said Anson R. Bertrand, director of the Science and Education Administration.

Addressing the Diamond Anniversary celebration of the first farm demonstration project by Seaman Knapp on the Walter C. Porter farm near Terrell, Texas, last fall, Bertrand was honoring the beginning of a new educational technique. That educational technique for "getting research information out to the people" led to the Smith-Lever Act of May 8, 1914, which established the Cooperative Extension Service. Today this system has a staff of 16,000 professionals serving the public from more than 3,000 county offices across the Nation.

Some of these professionals and their use and expansion of this demonstration technique with small farmers at the local level are profiled in this issue of *Extension Review*. From that proud beginning in 1903 at the Porter farm, Extension is moving today into an even prouder future. — **Patricia Loudon**

Contents

AMERICA'S SMALL FARMERS
LIVING ON A FEW ACRES

by
Patricia Loudon
Information Specialist
Science and Education Administration

From early spring to late fall, Attilo Bonanomi, 67, climbs a rugged hill to his garden—the Connecticut River flowing nearby.

"As I look out over my land, the whole world is mine," says "Til" proudly.

A retired welder, Til hauled leaves and dirt to make a gravel pit into the land he now so lovingly toils. With five acres of vegetables, fruit trees and bees, Til is not a land baron.

He is a small farmer.

Typical of the 1.9 million proud, hard-working people who see their few acres as the last American Frontier. Collectively dependent on the weather and economic market, individually these farmers are fiercely independent.

Small farm operators control 31 percent of all farm assets—land, buildings, machinery, etc. With these assets, they produce 10 percent of the Nation's farm output—about $4,800 per farm.

Their net income from farming is low—only $2,560. More than 80 percent of small farmers supplement this income with additional employment off the farm. Their average family income is over $15,000, almost equal to the average income of all U.S. families.

Behind these statistics are people like Til—running dude ranches in Colorado, herding goats in Vermont, picking berries in Oregon, raising peanuts in Texas . . . . These small farmers—and their alternative lifestyle—are the subject of the

1978 Yearbook of Agriculture, *Living on a Few Acres*.

Several of these small farmers were photographed for the *Yearbook* last summer. While trudging through a muddy tobacco patch or sharing lemonade during a mid-morning break, members of the SEA information staff met these farmers. They learned more about small farms and the people who call a few acres "home." Some of these people are profiled in this article.

The Zannellis

"You break even, if you don't count your time from sunup to sunset," said Walter Zanelli. He had just climbed down from shingling the roof of the family home—this year's vacation project.

The Zanellis—Walter, Carol, and teenagers Lauri, Ralph, and Linda—also live on 5 acres. Walter and Carol work in town.

Their farm is topsy-turvy—goats, chickens, cats and dogs running underfoot; a grape arbor here; a vegetable garden there; a few beef steers out in the back pasture.

The center of all this happy commotion is the barn. Here the kids, all 4-H'ers, care for their small herd of 17 prize-winning Jersey dairy cows. Behind the barn, they grow corn and hay for feed.

Weekends are spent showing the Jerseys in competitions around the state. Their grandparents proudly accompany the kids and cows.

Grandfather, a retired farmer, started it all. He gave Ralph a calf as a present for his fourth birthday.

The Goddards

A visit to the Sundial Herb Garden is a step back in time. The carefully sculptured garden

sits behind a partially restored 18th century home. The 6-acre site was an overgrown field of weeds and grasses 8 years ago.

A transplanted urbanite and graphics designer, Ragna Tischler Goddard researched the plantings of that period in history. The herb garden with custom-carved picket fence and hand-laid bricks are Ragna's current works of art.

She no longer commutes to the city. The garden and herbs are now her livelihood.

Ragna grows and sells herb plants; packages herbs, teas, and spices; and creates dried flower arrangements. She and husband Tom are restoring a barn into a shop for her thriving business.

The Morrisseys

A young couple, Pat and Ted Morrissey, left the city for the countryside 2 years ago. Living on 3 acres has given them more freedom and space to raise their own food.

This summer Pat made sauerkraut from cabbage grown in her garden. In the dining room, she nursed a wounded duck back to health.

The Morrisseys also raise chickens and quail and have planted a small orchard of nut trees. City born and bred, they attend monthly Extension meetings to learn proper farming practices. Last winter the couple heated their home with wood chopped and cleared from their land.

Ted, a school teacher, and Pat, a telephone company employee, still commute each day to the city to work. "The farm" makes it all worthwhile.

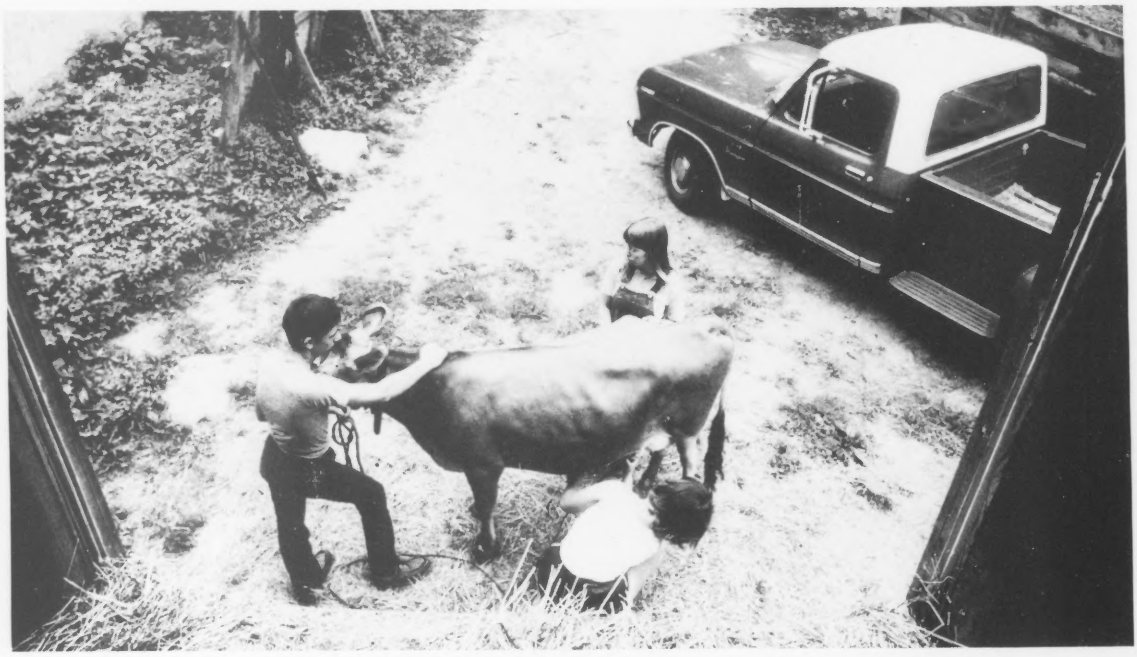
The Hescocks

The sign out front reads "Jacob's Ladder Farm." The bearded young man and dog herd a flock of sheep across the Biblical setting of a rocky hillside. Only his faded blue jeans give him away.

Todd Hescock is very much a product of the 20th century.

He returned to the farm when his father died. Todd, and his mother, brothers and sisters, each contribute to making their small farm a thriving enterprise. The county Extension agent is a frequent visitor.

Todd breeds and trains sheep dogs. The flock is sheared twice a year, and the



family sells wool, lambskin, and maple syrup. Robert and Timmy Hescock raise chickens and sell eggs to neighbors in a nearby town.

Other young people often come to live at Jacob's Ladder to learn farming. They work in the vegetable garden, tend the dairy cows and pigs, or perform other chores in exchange for their bed and board.

Community Canning Center

Another cooperative venture is the self-help community canning center. It's not just a place to can fruits and vegetables quickly. It's a meeting ground for small farmer and consumer—a place for people to learn and help each other.

Impetus for the cannery came from a group of concerned citizens who wanted to encourage more consumption of local production. The county government donates the cannery facilities free to the cooperative.

A direct marketing "From Seed to Table" program connects consumers with small farmer producers of fruits and vegetables. Newsletters alert the community of local harvest dates and nearby farmers' markets.

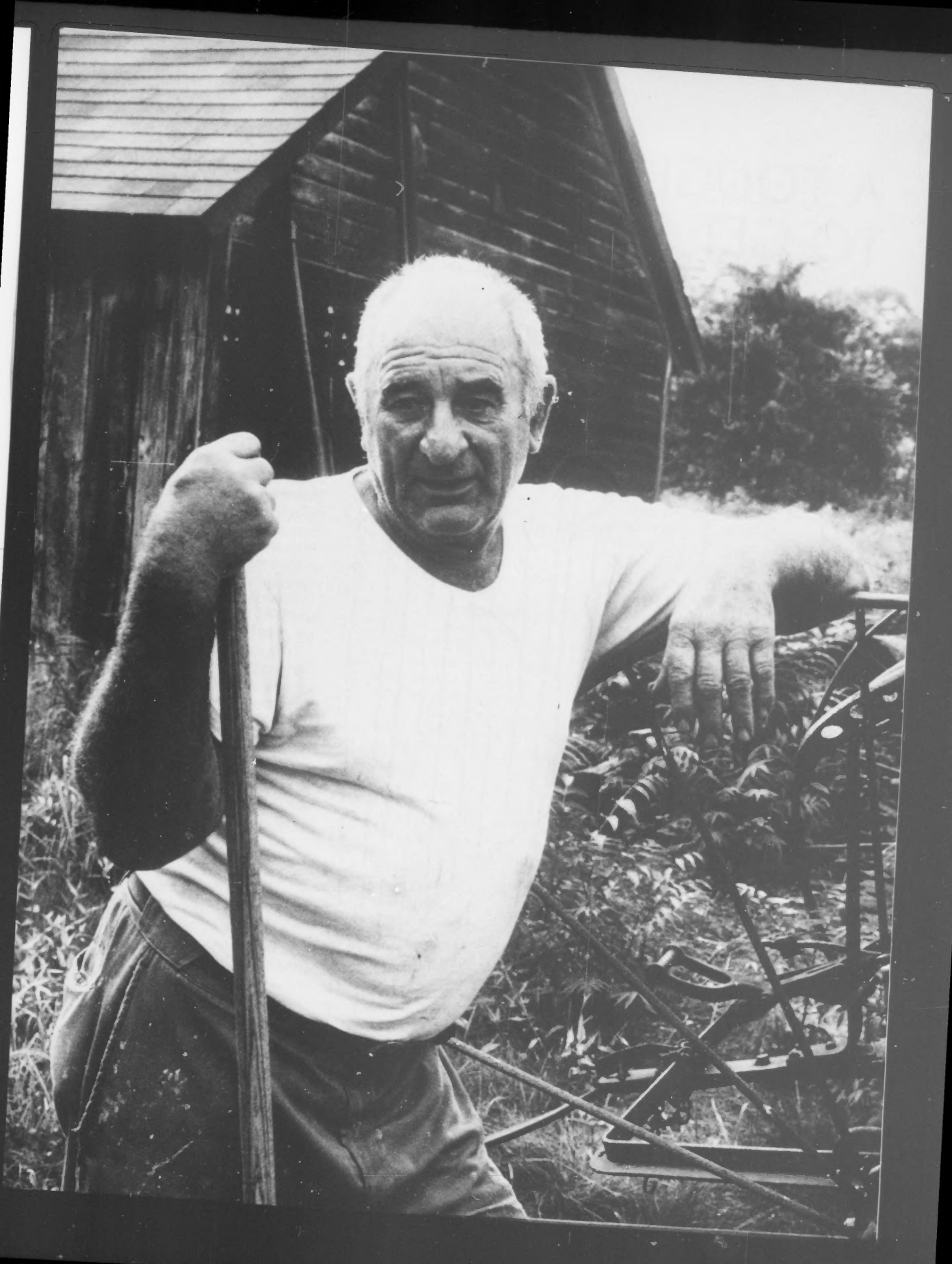
Linked to this is a produce-buying service for people who need transportation or assistance in purchasing produce with food stamps. An Extension small-farm coordinator works with both the cannery staff and local farmers to keep people supplied with fresh produce.

Nine part-time canning assistants, paid through CETA funds, operate the center. A coordinating council oversees the operation. Members include representatives of low-income and minority groups, the elderly, and local farmers.

Future

As the Nation's population continues to shift from urban to rural areas, what is the future of the small farmer? If the people in *this* article are any indication, the last American frontier is—"Living on a Few Acres."

(Editors Note: Copies of the 1978 Yearbook of Agriculture are available for $7.00. Write to Superintendent of Documents, Government Printing Office, Washington, D.C. 20250] □



A TOUGH GAME TO GET STARTED

by
Chris Scherer
Communications Specialist

and
Richard Swope
County Agricultural Adviser
University of Illinois

"Three strikes, but not out!"

That describes Robert "Gene" McClerren as he began farming in Southern Illinois.

Returning from the Korean War, McClerren started farming 70 rented acres and working for the railroad. In 1956, an injury forced him to quit. "Strike one." Within a year the family had used up the small railroad severance pay and was $1,600 in debt. "Strike two." About this time McClerren began losing his hearing. "Strike three."

Today, Gene and Myette McClerren along with their daughter and two sons operate a 1,200-acre grain and beef cow-calf farm south of Thompsonville in Franklin County.

His strategy—good management principles; family cooperation; a lot of hard work, determination and wise use of available resources including the University of Illinois Cooperative Extension Service. Gene McClerren proved to himself, his family, and the community that three strikes need not mean out in the farming game.

The strategy the McLerrens used to develop their farm business may have some lessons for others.

The McClerrens started their *first* inning with five principles in mind—rent land, borrow money for operating expenses, purchase used equipment, build equity and savings, and increase yields.

They borrowed money from local banks and other sources to purchase farm machinery. They secured additional financing from Farmers Home Administration (FmHA), hired three men to do the physical labor, and rented 1,000 acres. Through share-crop leasing, they began to build equity in their machinery and started a small savings account.

McClerren's *second inning* strategy was to—increase acreage, add a livestock enterprise, and increase yields.

Land Purchase

The first land purchase came in 1960 when McClerren bought 72 acres. That year he also started feeding 100 beef steers to salvage a corn crop as silage. He made a profit the first year and continued feeding steers.

McClerren continued to buy land. He increased production-per-acre by tearing out old fence rows and rearranging fields. A fertility program based on soil tests and past history increased crop yields—doubling in the last 10 years. In 1977, McClerren produced 40 bushel wheat, 100 bushel corn and 50 bushel beans.

The *third inning* called for keeping adequate records.

In 1964 the McClerrens enrolled in the University of Illinois Farm Business Farm Management (FBFM) Record System. "We learned that records could be used not only to help us make better management decisions and plans, but they could also help us make changes based on sound economic information and market situations."

About this time profits in the beef feeding operation began to decline. Using the FBFM records and the council of C. Richard Swope, county agricultural Extension adviser, McClerren decided that a cow-calf operation might be more profitable.

Cropping to meet soil type and typography became the *fourth inning* strategy.

Joins Demonstration Program

During the *fifth inning* in 1970, the McClerren family was one of five Franklin County families to enroll in the University of Illinois Tennessee Valley Authority (TVA) Test Demonstration Program.

When a family enrolled in the TVA program, they agreed to keep detailed farm records using the FBFM system. Because the McClerrens were already enrolled in the recordkeeping system, they had information on which to set their goals and to begin making decisions.

Seek Advice

At least twice a year F. M. Sims, University of Illinois farm management specialist, and County Agent Swope visited the McClerrens to review their goals and accomplishments and make fertility, crop, livestock and financial recommendations. As the family needed special help, other University of Illinois specialists, such as housing and landscape experts, counseled them. Although these specialists would make recommendations, the McClerrens, like other program families, made all final decisions.

Each cooperator agreed to share with neighbors what he or she learned. This came naturally to the McClerrens. They became an extension of the County Extension Service program by passing on methods and procedures that worked for them.

Community Leadership Roles

As the McClerrens moved through the 5-year TVA program, McClerren began assuming leadership roles in the community. He served as chairman of the Franklin County Agricultural Extension Council and member of the County Extension Executive Board.

Batting Practices Pay Off

Today, following ear surgery which partially restored the hearing loss, McClerren is able to do a good share of the labor plus much of the management.

The farm operation has not employed any regular hired help since 1960. Sons Leon and Russell, now grown and married, live on the farm and play a major role in its operation. During the cropping season, Myette staffs the family citizen band radio base and keeps all the family operation's records. During the off season, the sons have begun a contracting business utilizing the farm operation's back hoe and bulldozer.

For the McClerrens, the game is not over yet. Future innings hold unknown results. □

HELPING SMALL FARMERS— THE PRACTICAL WAY

Debbie Cole and Attilo Bonanomi discuss the problems of small farming.

by
Alexander [Bud] Gavitt, Jr.
Agricultural News Editor
The University of Connecticut

Practical.

Deborah J. Cole is a Connecticut regional Extension agricultural agent who takes the practical approach to her educational programs for small farmers in the rural towns of southern Connecticut.

You might say she preaches what she practices and vice versa, as she and husband Scott are small farmers, too.

They raise a few pigs, care for two pleasure-riding horses, and tend a large vegetable garden on their 3½-acre farm in the Middlesex County town of Deep River. Their experiences in coping with the problems of keeping their livestock healthy and their garden productive are often similar to the ones experienced by their counterparts who gross between $500 and $20,000 a year.

Approach

Debbie is energetic and enthusiastic about her work with small farmers. In her job that covers three southern Connecticut counties—Middlesex, New London and New Haven—Debbie says the majority of the people look to Extension for practical answers and advice on various food production problems.

''The needs and interests of my clientele echo over and over again—on the telephone, at evening programs, and during office visits—'Please keep your Extension Service information and programs as practical as possible.','' says Debbie.

The agent tries to see that this is accomplished in her everyday contacts with people, in planning and conducting programs, and in her agricultural newsletter on plant and animal care. This newsletter is sent eight times a year to approximately 3,000 small or part-time farmers in the state.

Programs

During the course of a year, Debbie's programs have

included: Down on the Farm Slaughtering Demonstrations, Pork Cutting and Curing, Beef Cutting, Rabbit Dressing, and many other topics. They reflect the varied interests of her small-farmer clientele.

Having mastered the basics, a growing number of these farmers often want more information on intermediate and advance levels. Accordingly, 75 Southern New England small farmers attended a 2-day advanced course in livestock and poultry management in Ivoryton, Connecticut, in early November 1978. Nineteen speakers— mostly Extension specialists from the University of Rhode Island and The University of Connecticut (UConn) and one from Pennsylvania State University—addressed the topics of Raising Layers and Retailing Eggs, Game Bird and Pheasant Farming in New England, Budgeting Small Farm Enterprises, Economics of Small Farming, Sheep Farming in New England, Nutritional Requirements of Poultry, Marketing Products from the Farmstead, and The Homestead Dairy Goat.

Surveys program needs

Debbie largely bases her programs on an annual survey of her cooperators, asking them what kinds of programs they would like for the coming year. The subjects most often requested are handled through evening programs at the Middlesex Extension Center.

Last fall, Debbie organized a group of general agricultural agents and served as its chairperson. The group wanted to have more agricultural inservice training sessions on small farmers and their problems. Debbie credits Ronald Aronson, UConn assistant Extension director for agriculture programs, for spearheading practical training sessions for the group.

Zoning problems

Many rural towns are rewriting their zoning regulations to prohibit the keeping of pigs, cows and other livestock on land that was once zoned for agricultural use. With the "city people" moving to the countryside in greater numbers, they soon tire of the sights, sounds and smells of a barnyard which they once viewed as novel, "back to earth" and pleasant.

As the problem has increased, Debbie and other agricultural Extension educators have become involved. They testify at planning and zoning board hearings and work together with town officials to develop reasonable regulations which favor keeping and retaining their livestock operations.

In February 1978, in Deep River (population 4,000) a group of citizens from a housing development next door to a 20-acre swine farm had drafted a petition to prohibit the keeping of all livestock and poultry in this town. As county agent, Debbie spoke at the public hearing, informing those present that the townspeople consume 1 million pounds of meat, 12 million eggs and more than 2 million pounds of milk annually.

"It is important to have some locally grown food rather than to become totally dependent on food imported from faraway states," she told the hearing.

Agricultural society formed

Debbie says the farmers had prepared for the hearing by forming a local Agricultural Society 3 months earlier, and by correctly presenting speakers for the hearing in an orderly manner. The zoning board unanimously voted that the petitioners' request was unreasonable, and that livestock and poultry co*uld* be kept in the town.

The Agricultural Society now attempts to clear up such problems before they become legal concerns and to work with nonfarm citizens to better their communications with and understandings of the livestock owners. In return, livestock owners have made every attempt to keep farms located in densely populated areas particularly clean at all times.

One family sent a bouquet of flowers to Debbie's office, thanking her for helping out when assistance was needed, and for assisting with formation of the Agricultural Society and its program of preserving farm life.

Advice

Debbie offers many words of advice to those starting small-scale farming: "Think of your veterinarian and county agent as people who can help out before the problems occur. Work out a preventive medicine program ith your veterinarian. Consult your county agent for advice before need for help arises. Use common sense in all you do."

Debbie is practical. □

FINDING A FUTURE IN FARMING

by
Woody Upchurch
Agricultural News Editor
North Carolina State University

William Dial has become one of the best hog farmers in Robeson County, North Carolina, within the last 8 years.

His operation has grown from a half-dozen sows running in a woods lot to a modern confinement facility producing 1,800 market hogs a year.

The investment in buildings and equipment alone is close to $125,000, and the value of land and animals almost doubles that figure—all from a zero start by a man who couldn't borrow a dime from a conventional lender as recently as 1970.

But the real William Dial story isn't what one man has done in building an efficient commercial hog operation, even as spectacular as that achievement has been.

William Dial, left, and Agent John Richardson survey the new hog finishing unit.

The story is the development of the man himself and his emergence as a leader in his community.

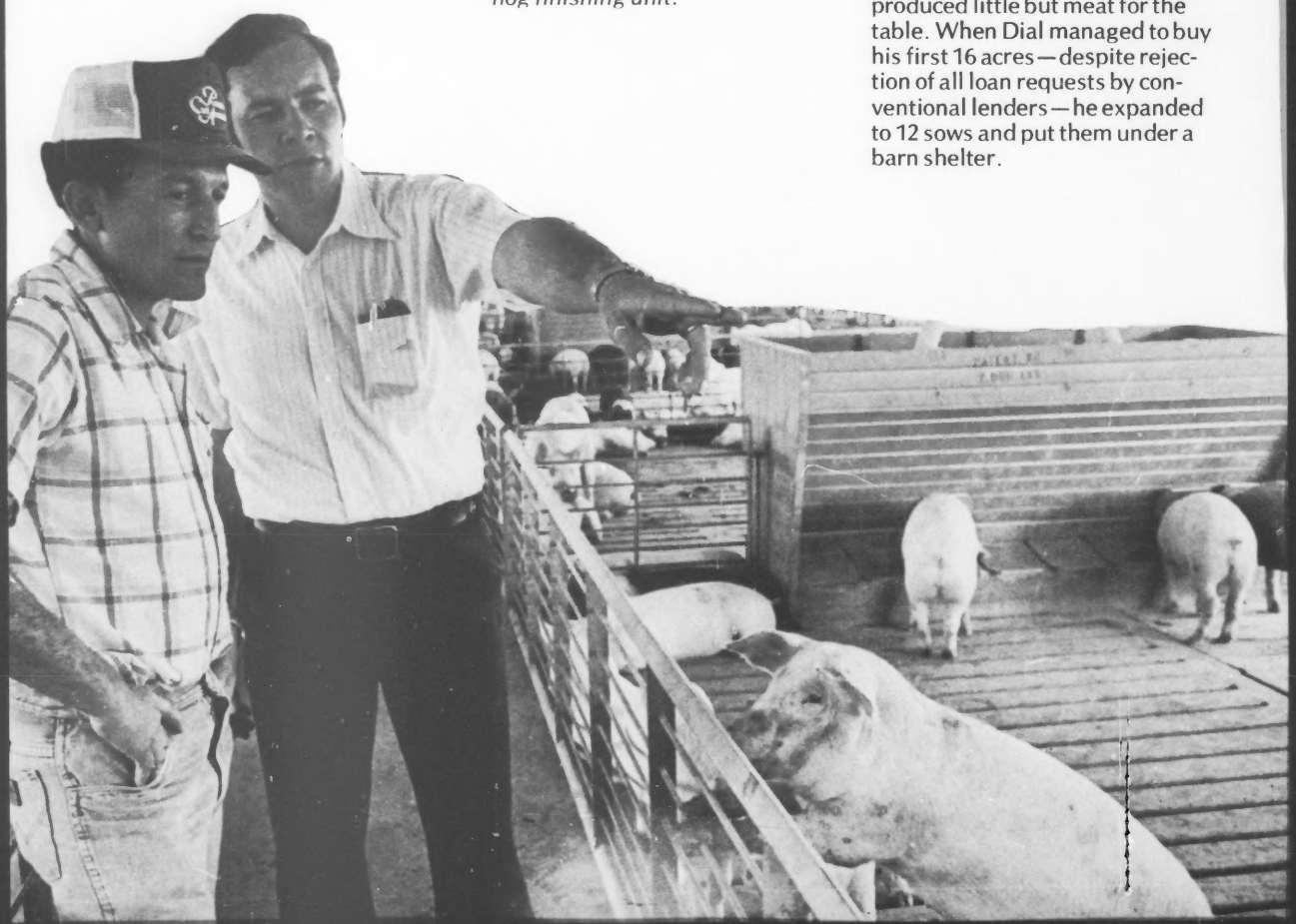
Dial is a 40-year-old Lumbee Indian, a member of a minority that makes up 32 percent of the population of one of North Carolina's largest agricultural counties.

Background

More often than not, when a Lumbee reaches adulthood he must leave the area for employment. The small farms that many of the Indians own are not large enough to support a family, although some families stay on because farming is in their blood.

Dial saw no future in farming. He attended a nearby university and became a schoolteacher. But he never lost interest in hogs and farming.

The first hogs he owned as an adult were kept in a woods lot and produced little but meat for the table. When Dial managed to buy his first 16 acres—despite rejection of all loan requests by conventional lenders—he expanded to 12 sows and put them under a barn shelter.



"William was unable to see his own potential to own and manage more than a dozen hogs." said John Richardson, Robeson County Extension livestock agent. "He simply lacked the confidence in himself to become a commercial pork producer."

The lack of self-confidence is common among the Lumbees of Dial's generation. It is a major roadblock in recruiting Indians into Extension programs, according to Richardson. "They often regard the program as something for other people, not them," the Extension agent said. "Many of them cannot relate themselves, for example, to the level of commercial hog production that is common in the county and that is earning a lot of farmers a handsome living."

Hog Show

Dial didn't know what Agricultural Extension was until 1970. That's when a friend persuaded him to attend the Robeson County Hog Carcass Show, a teaching tool Richardson introduced and one that has been most effective in improving pork quality on Robeson County farms.

Dial felt out of place at the hog show. "I felt I didn't belong there," he said, "and when I saw the animals that were being shown and thought of my scrubby ones back home, I *knew* I didn't belong."

From this introduction to Extension and to quality hogs, Dial began his emergence from much of the self-doubt that was holding him back.

The transition almost didn't come off, however. "When the Extension agent told me the first thing I should do was build a $10,000 farrowing house, I almost went into shock. When I told my wife Carol she thought we were both crazy."

It wasn't an easy decision to borrow that much money, although it was possible now that Dial was a landowner. "The farrowing house was actually a more substantial structure than the house we were living in," the farmer-teacher said. "That made things all the rougher trying to convince Carol that we needed the hog house."

Operation Grows

Dial was obsessed with paying off the $10,000 loan. It was paid in full in 14 months. Since then, borrowing money hasn't been a problem.

Richardson has worked hand-in-glove with Dial during the major growth period. The livestock agent felt that he was breaking new ground with his new client, and he was.

"Our work with Dial and a few others like him has gone a long way in getting Extension more substantially into the Indian community with major programs," said Richardson.

"Having one of their own succeed with hogs on a large commercial scale has convinced more of the small Indian landowners that they can do the same thing."

Success Story

Dial is a regular at Extension-sponsored educational meetings and tours. He enters his animals in local shows with confidence that they will be competitive with the best. He encourages his Indian friends to improve and expand their hog enterprises, too.

Dial's own operation continues to grow, and so does he as a community leader. His entire operation is now on concrete and automated with the recent completion of a $70,000 finishing floor and automatic feeding system. He has acquired 100 acres of land since the hog operation began to expand, and remodeled his and Carol's home.

Dial is no longer uncomfortable when attending local or state livestock meetings. He isn't surprised when Agent Richardson wants to bring a new producer out to see a "model" confinement operation.

Unlike the first time he tried it. Dial can now sit at the head table at the annual meeting of the Robeson County Livestock Association without feeling out of place.

This year he is wielding the gavel as the association's president. □

SMALL FARM CONFERENCES—

"GIVING THE LITTLE GUY A SAY"

These small farmers attended the Midwest Conference in Des Moines, Iowa.

by
Ovid Bay
Small Farm Program Coordinator
Science and Education
Administration — Extension

"Farmers are the last group with enough independence to look the government straight in the eye and say no," said Andy Lund, who farms, logs, works in a service station and preaches in his rural community near Black River Falls, Wisconsin.

Lund is one of the more than 400 farmers and spouses who were delegates to five regional Small Farm Conferences held this summer in Alabama, Iowa, New Mexico, Oregon, and Maine. Selected by an ad hoc committee in each state, they represented all the small farmers from their communities.

The Department of Agriculture, Community Services Administration (CSA) and ACTION jointly sponsored the conferences and the travel, lodging, and meals of the farmer delegates. They spent most of the day and a half in workshops, discussing and rating problems that they felt caused small farmers, like themselves, the most trouble.

Problems

There was a strong feeling the lending structure, tax structure, many government programs, and national fiscal and monetary policies are stacked against the needs of small farmers. They made many suggestions for changes and improvements in simplifying paperwork and streamlining bureaucratic capital and security structures.

The delegates felt that prices for farm products are too low; small farmers need 100 percent of parity to assure profit; and that organizing marketing cooperatives should be given higher priority.

Production was a major concern. Small farmers felt they lack the capacity to absorb higher production costs and technological developments. They want more research and education materials on new technology that is appropriate for small farm operations. Government regulations make it difficult for many of them to hire seasonal and part-time labor.

"Government programs and agribusiness have helped the big farmer and hurt the little guy," said Bill Black of Spencer, Iowa. Remaining skeptical about the long-range results of the conferences, he said, "They could be as helpful as anything in solving the problems of small farmers, if the federal agencies take the suggestions they hear, grab the issue by the horns, and do something about it."

At the Northwest Small Farm Conference in Oregon, Fred Schumacher, left, took care of 7-week-old Janos, while Leah served as a delegate. Jim Geringer, far right, chased 7-month-old Mary while Sherry attended the work group sessions.

Family Living

Inheritance taxes are making it difficult to keep even small farms in the family was the opinion of many delegates. Others said that young farmers need more educational opportunities, and that small farm families need more access to health insurance. Many felt that their off-farm jobs interfered with family life—"... not enough time to enjoy it."

Land and Water

It is very difficult for small farmers to secure adequate water for irrigation or to secure additional water. Delegates said that there is often loss of small farm water rights to non-agricultural uses including recreation, municipal, industrial, and unreasonable environmental preservation demand.

Prime agricultural land, the small farmers said, needs to be protected from urban sprawl, highways, and other non-agricultural uses. They felt that land purchases by federal and state agencies for flood control, recreation, wildlife areas, etc., are putting pressure on prices and driving them up.

"In this more society, land has become a commodity for investors who aren't interested in ranching," said Joe Stillwell, Antler, Oklahoma. "The outside guys are willing to pay big money for the land. That means the price of all land in the area goes up, and the small farmer can no longer afford it. Local farmers unable to compete for land must do custom work for the absentee landowners to make a living."

Other Recommendations

"My workgroup feels our recommendations are a mandate to the government to really use the information received at these (small farm) conferences—for once—to make changes in programs and regulations to help small farmers," said Jerry Boyle, Dexter, Iowa.

Added Pat Boyle, "Farmers are complex individuals—managers, mechanics, veterinarians, bookkeepers—and have a great sense of pride in their family, their land, and their Nation. Hence, it is hard for a farmer to stand up and say he's in trouble when maybe he should." She thinks more small farmers must be represented on state and county agricultural committees.

USDA's answer to the challenge from the delegates "To do something now" includes:

—The Agricultural Credit Act of 1978 signed into law on August 4, 1978, which will provide some very significant benefits to small, low-income, limited-resource farm operators by Farmers Home Administration (FmHA).

—Alex Mecure, assistant secretary of agriculture for rural development, sent a memo on August 14 to all State Rural Development Chairmen requesting each state to establish a Small Farm Task Force "to help develop action responses to issues identified at the various Small Farm Conferences." Most states have now responded to this request and many have reported they are including the small farm operators from the state who attended the regional conference.

—The Farmers Home Administration, Soil Conservation Service, (SCS) Forest Service, (FS) Agricultural Stabilization and Conservation Service, (ASCS), Science and Education Administration, (SEA), and other agencies are examining present procedures and regulations to see what changes need to be made to improve programs and services to small and low-income farmers.

Summed up Small Farmer Lund: "No matter how good your government is and no matter how good your loan companies are, you cannot borrow yourself out of debt. And, there ain't no way anybody will loan you a profit." □

Washington in Review

USDA Awards $14.4 Million in SEA Research Grants

The first year of the SEA competitive research grants program was completed on September 29 when Secretary of Agriculture Bob Bergland announced the last group of awards. There are 197 projects adding up to $14.4 million in grant funds, with $9.6 million allocated to crop research and $4.8 million to human nutrition research.

The grants program was authorized by Congress last year to increase the basic knowledge in the fields of plant science and human research. Land-grant universities and state agricultural experiment stations were awarded 122 of the 197 grants.

Dry Hay When the Sun Shines

Scientists with USDA and the University of Illinois soon will explore ways of using solar energy to dry large bales of hay. The 1-year project, funded by the Department of Energy and administered by the Science and Education Administration (SEA), represents part of a continuing effort by the two departments to develop solar systems in order to conserve dwindling supplies of fossil fuels. The scientists plan to develop equipment that will economically force sun-heated air into the dense centers of bales where drying is most difficult.

Women Named to Top Posts in SEA

Three women have recently been appointed to top positions in the Science and Education Administration (SEA) at USDA: Alice Skelsey, chief, information staff; Katherine Tollerton, chief, legislative staff; and Mary Nell Greenwood, associate deputy director for Extension.

Skelsey served as Regional Information Officer at the Beltsville Agriculture Research Center for the past 5 years. Tollerton, with several years' experience on Capitol Hill, came from the American Association of State Colleges and Universities. Greenwood was formerly Director of Programs for the Missouri Cooperative Extension Service.

Solar Energy for Livestock Farms

The Science and Education Administration (SEA) has arranged with the Department of Energy (DOE) for $1.2 million in reimbursable funds to demonstrate the use of solar energy on livestock farms. Plans are to fund 50 to 100 demonstrations in 5 to 10 states. Project leader for SEA-Extension is William Cox.

New Coal Mine Reclamation Program Initiated

A new USDA program to reclaim non-federal coal-mined land in 29 states became effective last fall. The Rural Abandoned Mine Land Program (RAMP) provides technical assistance and costshare funds for claiming the damaged land. RAMP will be administered by the Soil Conservation Service (SCS) in cooperation with the U.S. Departments of Interior and State, plus local governments, private landowners, and soil and water conservation districts.

Eligible owners of abandoned coal mined lands can begin signing up for the program with SCS field offices about February 1, 1979.

Kentucky Receives Pilot Weather Marketing Information Program

Farmers in two Kentucky counties will soon be able to view up-to-the-minute weather, agricultural, and marketing information 24 hours-a-day on their television sets through a joint USDA and National Weather Service (NWS) pilot information project.

A small computer terminal will be attached to the television sets of the approximately 200 farmers who will be chosen to participate in the weather market project. The farmer can then dial a special telephone number any time of day. The terminal will link him or her to a larger computer which will transmit the programmed data to a terminal for viewing at his or her convenience. Terminals will be provided free to those participating in the test.

This project will determine if such an on-call information service is feasible and beneficial to farmers and other agri-business interests. Agreement for the pilot project was signed by the Science and Education Administration (SEA), the Kentucky Cooperative Extension Service and the National Oceanic and Atmospheric Administration (NOAA).

Tennessee Launches Attack on Soil Erosion

Federal and Tennessee officials have agreed on a general plan to combat "critical" soil erosion in 21 counties in western Tennessee. The proposed plan will reduce soil losses estimated at 30 to 40 tons per acre of cropland annually in western Tennessee.

The state-federal erosion control plan includes demonstration farms, small resource demonstration areas, accelerated information and education programs, completion of soil surveys, and proposed special ASCS projects. An old-fashioned field day is scheduled for Spring 1979. State, area, and county rural development committees will coordinate the effort.

HORSELESS 4-H CLUB "ADOPTS" A HORSE

Mushroom Steve and friends.

by
Leo Brauer
Publications Editor
University of Kentucky

Most kids would never think of adopting a horse.

But 11 youngsters—all members of a Cochran Elementary School 4-H Club in Jefferson County—got the idea and did just that. They adopted a horse.

The school is located in the central part of Louisville. Students normally are not exposed to domestic animals, such as horses.

The kids all live near the school and in this particular 4-H club, not one had even seen a "real live" horse. In fact, that's the case of most of the students in the school.

Arlene Tabor, a teacher in the school and a 4-H leader, began introducing "the Cochran kids" to animals and other wonders of nature to make education more alive and interesting.

Club formed

The children were so receptive that Tabor decided to form a 4-H horse club. It was a "horseless" club, but that didn't dull the appeal to the membership.

One of the first things on the club agenda was to "meet" a horse. Tabor took the youngsters to Louisville Downs to witness a night of harness racing as a part of her teaching plan. They saw a live horse and learned about one phase of the horse industry in Kentucky.

Ironically, the youngsters saw a horse in one of the races commit a harness racing "sin" of breaking into a full gallop in a race. That "sinning" horse was "Mushroom Steve." Tabor says the incident drew the attention of the youngsters to the horse and that began their infatuation with the animal.

Mushroom Steve

When the 4-H horse club was formed, they adopted Steve and took his name for their club—The Friends of Mushroom Steve 4-H Club.

The kids sent him carrots on Valentine's Day. Later they met Steve in his stable at the track. Tabor made arrangements with the owner for the visit—and each youngster, armed with a carrot, got a chance to rub Steve's nose and feed him.

"They were hesitant about getting too close at first, but after touching his nose and feeding him, they quickly became fast friends," Tabor said.

Later these same "experienced" 4-H'ers acted as guides to take other Cochran students to the track to visit the horse.

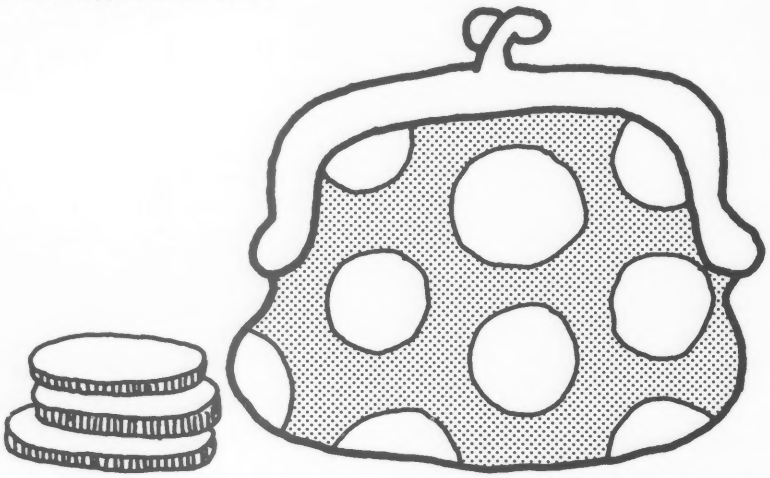
In the classroom, the students often refer to "Mushroom Steve" in relation to their studies, and through the horse have taken new interest in formal instruction—something that "rubs off" on other students in the classes.

"It's a story of how urban youngsters—far remote from the experiences of rural 4-H programs—can become involved in learning," said Ron Hickey, University of Kentucky Extension 4-H program specialist. "We need the likes of Tabor as volunteer leaders to become involved in leading 4-H'ers in projects and programs."

The "horseless" 4-H club has adopted more than a horse. "Mushroom Steve" has taken learning out into the community. □

KIDS + CASH = MONEY MANAGEMENT

by
Jane Honeycutt
News Editor
Mississippi State University



Several hundred preschool children in Pearl River County can tell you about money: what it is, where it's kept, how it's spent.

They're participants in a money management course geared especially for preschoolers. Those who've completed the four-lesson course proudly display brightly colored construction paper "certificates" and fat piggy banks.

The project was a joint effort of the Future Business Leaders of America at Picayune Memorial High School and the Family Life Committee of the Pearl River County Extension Homemakers Council. The course has reached nearly 500 youngsters in local kindergartens and the Head Start Center since October 1977. Last spring it was expanded to include kids in Poplarville and Carriere.

Four lessons: "I Want To Be", "Where Does Daddy's Money Go?", "Where Money Is Kept" and "Places To Go" are the basis of the program. Mary Hough, Extension home economist, and five business and office education students teach the sessions. The students are: Amy Barker, Kathy Lambert, Barbara Croas, Marilyn Best and Dianne Smith.

Before they began teaching, the high school students attended a day-long workshop directed by Julia Barnes, Mississippi Cooperative Extension Service specialist in home management.

"The preschoolers are enthusiastic about sharing their own ideas," said Hough. "Many think they know what profession they'd like to enter. We've heard about everything from football players to nurses, pilots, police officers and firefighters.

"They learn quickly that most money is spent on food, clothes and a place to sleep," she added. "We do try to teach them that these needs should be taken care of first and that money left over should be saved for enjoyment such as a family outing or special food treats.

"The children learn to recognize coins of different denominations and know where to keep them: in wallets, safes, banks. We want them to understand that money isn't a goal in itself. It's only one resource of living," she said.

"We teach the children that some things don't cost money and are still enjoyable, such as a trip to the library or to the park. What they learn about money now will influence their attitudes as adults."

As a followup, parents of each child are contacted by letter. The parents' report emphasizes money management principles, principles of basic banking, use of a checking account, family spending plans and other basics of home management. Parents are urged to request Extension publications. They can seek Extension assistance in preparing suitable spending plans if they feel their income is not being spent wisely, or if they have trouble keeping expenditures at reasonable levels.

"A first grade teacher in Slidell, Louisiana, is using the information in her classroom, and a kindergarten teacher in Georgia has requested copies of th[illegible]ur lessons," said Hough. "We're reaching a new audience for Extension." □

"HOME" WORK AIDS YOUNG AND OLD

by
Howard E. Frisbee
Extension Editor
The Ohio State University

HOME may be where the heart is, but it can also be where the repair problems are—especially for older persons living independently.

To meet this need, SEA-Extension, USDA, developed a pilot project in Ohio called H.O.M.E. (Helping Oldsters Maintain Environment).

Project H.O.M.E. was designed to meet the obvious needs of the elderly for services, by relating to another problem—high unemployment among teenagers. Through a special training program, teenagers involved in the project developed marketable skills.

Operation Repair

For 3 months last spring, trained "teen apprentices" repaired faucets, downspouts, windows, and screen doors, and installed handrails and grab bars. They also painted inside and outside the homes of older people in Morgan, Monroe, Pike and Adams counties. Clients were charged only for materials used. Of the 115 repairs made for clients during the operation of Project H.O.M.E., two-fifths were carpentry related, and one-third related to plumbing.

The project was planned, administered and evaluated by the Ohio Cooperative Extension Service and the Ohio Council on Aging. Golden Jackson and Judith Wessel, Extension home economics specialists at The Ohio State University (OSU), served as directors of Project H.O.M.E.

The four counties selected were rural (had county seats with fewer than 10,000 people). At least 11 percent of their populations were older people (over 60).

Needs survey

Before the project began, the four counties were surveyed to learn about housing conditions and repair needs, and whether older persons would be willing to hire teenagers to make repairs for them. Joyce Matthews of OSU directed the survey. After a favorable response, teen apprentices—both girls and boys—were recruited through schools and 4-H clubs. Those selected received at least 16 hours' training under the supervision of apprentice trainers. Most of these trainers were retired people with home repair skills. They checked each job before it was approved.

Each county also hired a program aide to provide leadership to the training and operation of the program.

Nearly all clients who responded to a questionnaire at the end of the project said they were "satisfied" or "very satisfied" with the work done. They found the teenagers "easy to talk to" and described their feelings as "comfortable" to "very comfortable" in having teen workers in their homes. Nearly all (85 percent) believed the teens were responsible, and all clients reported that they would hire teens again.

Over half of the clients indicated that the work done had "made their homes in better repair," and 46 percent reported that the repairs had "made their homes safer."

One elderly woman, for whom teens had done some painting, wrote, "Thanks so much. Their work was fine, and they did a great job. I am so happy to have it all done and many thanks for helping me."

When asked about additional work they would like done, clients mentioned painting, carpentry, plumbing, cleaning, yard work, wallpapering, and electrical inspection.

Program continues

The enthusiastic approval of the project by clients has encouraged leaders to seek ways to continue the teen assistance for older persons. Efforts are being made in each county to sell the idea to some other agency or group that would operate the service permanently.

In October, Extension agents interested in setting up H.O.M.E. projects in their counties received special training. Subjects considered were: the philosophy of training teenagers to help oldsters, how to hire people, how to set up a H.O.M.E. center (tools and features), and working with other agencies and funding sources. □

DRUMS BEAT FOR INDIAN CULTURE

by
Val Thoenig
Communications Specialist
Lane Extension Service
Eugene, Oregon

Hear that muffled beat of Indian drums?

It echoes the success of 1,500 Home Extension women in Lane County, Oregon, in developing a countywide 4-month study project. The project forged personal bonds between them and the county's 2,000 Indians, and initiated public interest in a growing minority group.

"We discovered we'd tapped a subject of real concern when we publicized our meetings on Native Americans of the Pacific

Northwest," says Velma Mitchell, Lane Extension agent. "Everybody was eager to learn about our local Indian tribes, about the problems the modern Indian faces and about what is being done to alleviate these problems. But our greatest satisfaction was the enthusiastic participation by the Indians themselves in the project."

Beginning

Arden Johnson, Eugene, Lane Home Extension cultural arts chairperson worked with Mitchell in introducing Home Extension's first-year cultural arts program.

They contacted resource leaders, sought exhibits of rare Indian artifacts, arranged for Indian crafts demonstrations, and developed handout material including a make-it-yourself Indian moccasin pattern.

"We discovered it wasn't all that easy to research material about our local Indian tribes," Johnson said. "Much of the material remains unwritten. But thanks to the cooperation of local Indians, we were able to present authentic information as well as a treasure house of Indian articles."

In early January, volunteer leader-teachers from the county's Home Extension study groups received training. These women later developed and presented eight countywide public meetings in February.

As this groundwork was being laid, little did anyone expect the spontaneous enthusiasm the program would arouse. Highlights included Indian Cultural Arts Night cosponsored by local Indian groups and a chartered bus tour for 200 to the Maryhill Museum of Indian Arts on the Columbia River in Southern Washington.

"We remained flexible in our planning," Mitchell said. "But throughout we held to our original goals—to inform, to stimulate interest in Indian crafts, legends and history, and to instill pride among Indians in their culture."

Volunteer training

Two Home Extension study group members, both retired teachers—one an author of a textbook on Indians, the other a specialist on Indian artifacts—led the leader training.

The volunteer leaders left the sessions steeped in Indian lore. They learned to prepare the recipes that Mitchell had researched for authentic Indian foods—pemmican made of groundup dried meat and berries, squaw bread, rabbit stew. They viewed exhibits of centuries old Indian implements, and acquired a certain expertise in the Indian skills of storytelling, basketmaking, feather craft, and leather sewing.

They also gained a fresh focus on the Indian "today."

Representatives of the Eugene Indian Center, including the Chief of the Coquille tribe, reported on their goals in education, employment, housing and health.

The February district meetings were widely publicized through the local press, radio and television. More than 700 people attended these meetings held in grange halls, community centers, churches and schools.

Program expands

In April, the interest in the Indian lesson continued to grow. Requests poured into the county Extension office from Indian groups, Home Extension women, and the public for an evening program on Indians.

"The Indian Cultural Arts Night" became the colorful finale to months of work and study.

A building at the county fairgrounds was converted to a traditional longhouse for the program cosponsored by the Indian Women's Group and Lane Home Extension. Featured were two native American dance groups, a newly released documentary film on the Siletz Indians of the Oregon Coast, demonstrations of Indian crafts and artifacts. A panel of Indians talked frankly about problems—employment, education, drug and alcohol abuse—and how they were working toward solutions.

"We all feel enriched from exploring the depths of the Indian heritage, and establishing rapport with a fine group of people," Mitchell said as she summed up the program. □

PILOT PROJECT—PLANNING FOR PAHRUMP

by
Dave Mathis
News Editor
University of Nevada-Reno

Pahrump, Nevada, is changing. It hardly resembles its old self.

The town began as a farming area, but is growing more urban. Pahrump is about the only place in Nevada where cotton was, and still is, grown. Most of the town's residents think the changes are just beginning.

Pahrump might have remained a green cropland oasis basking in the hot sun of the Nevada desert except for two reasons: Las Vegas growth and the Nevada Atomic Test Site.

High-rising peaks of the Spring Mountain Range isolate Pahrump from Las Vegas, 60 miles east. Mercury, the principal location of the Nevada Atomic Test Site, is 50 miles north.

The Las Vegas area population is now about a half million. Many people who work there have sought the quieter, less crowded Pahrump Valley in which to live. Pahrump, too, has become a desirable home location for Test Site employees. It is fast becoming a "bedroom" community.

Growth

Ten years ago, the population didn't quite total more than 500 persons. Today the community

has grown to about 2,000; most coming since 1973. This population is primarily working people and their families, although a number of retired persons also reside in the area.

As growth continued, Pahrump was plagued by lack of community services.

There was no emergency health service, and even had there been, getting an ambulance to a patient's home would have been a major undertaking. No adequate map of Pahrump existed; moreover, a lot of roads were not even named.

In 1973 Pahrump became the object of a pilot program under Title V of the Rural Development Act of 1972 and Michael Mooney brought Cooperative Extension into the picture. Mooney is the Southern Nevada Area Community Resource Development Extension Agent.

Pilot Program

A first step, said Mooney, was to determine if the community wanted help. Did the people want to be left alone, or would they welcome assistance? The latter proved correct as Mooney, Chauncey Ching and others from the University of Nevada - Reno (UNR) met with Nye County Commissioners and with the Pahrump Town Advisory Council. Ching is chairman of the Agricultural and Resource Economics Division of UNR's College of Agriculture and overall coordinator of Nevada Title V projects.

When Extension and the community mutually agreed to implement a rural development program, it became evident that an information base was needed. Working together, Extension and the Town Council developed a survey to assess the community's attitudes and gather basic human resource data. At the same time, a population census was undertaken.

To assure an accurate population count, an Extension agent identified on a map the location of each residence and the name of the resident. This resulted in an accurate population census and an up-to-date town locator map. The map is useful for volunteer firefighters, law enforcement personnel, health service suppliers, and search and rescue organizations.

Survey Results

Survey results showed resident dissatisfaction with health care services. The nearest physicians and drug stores were located in Las Vegas. Armed with this information, Pahrump residents, with assistance from Extension and the county commissioners, were able to add a health care clinic to the new county buildings. The state located a full-time registered nurse and secretary in the clinic. Coincidentally, a physician planning to retire from his Fallon, Nevada, practice began a part-time practice in Pahrump.

The second highest priority indicated in the survey was the development of programs for Pahrump youth. Extension responded by hiring a part-time 4-H aide. 4-H enrollment jumped from around a dozen or so youth to nearly 100.

Another aspect of the survey, the "Pahrump Valley Resource Atlas," made non-residents aware of the community's needs and characteristics. The Valley Bank of Nevada, finding the area's resources to be sufficient enough to justify investment, located a branch bank in Pahrump.

Mobile home parks, housing subdivisions, a new middle school and high school, and an 18-hole golf course now cover what was once cotton acreage in Pahrump. Some farmers, are still operating—raising cattle, and growing cotton, alfalfa, and other crops.

The people of Pahrump didn't turn their backs to changes in their community—they became involved.

As Extension Agent, Mooney sums it up "people need to want change and participate in the direction of that change." □

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people and programs in review

Michigan Urban 4-H Programs Receive Support

Volunteer leaders involved in the 4-H and Department of Social Services urban expansion program have donated more than $42,000 worth of time and in-kind services to nearly 10,000 new 4-H members in seven urban Michigan counties. These findings were reported in a 4-month interim progress report by the Michigan State University Center for Urban Affairs. The seven counties received funds in 1977 to conduct urban and suburban expansion programs from the Michigan legislature through the Department of Social Services.

Kentucky: Special Home Energy Edition

Kentucky has published their second Special Energy Edition of the UK Ag Report. It is tabloid-size with 24 pages of information on energy use and conservation, and was directly mailed to 400,000 homes in the state. The high press run cut the cost down to only a few pennies per copy. Sandra Smith, Extension specialist for energy conservation, coordinated this special issue, which includes a copy of Kentucky's revised Computerized Home Energy Analysis Program (CHEAP), and how you can audit your home's energy efficiency.

Missouri Uses Sideband for Hard-to-Reach Youth

Missouri is using FM-sideband radio to reach children in hospitals, speech and hearing clinics, special school districts, and learning disabilities centers. The program, called "The Spider's Web" reached 3,600 youths in the St. Louis area.

Teachers, counselors, and speech therapists were contacted and recruited concerning use of the program in a manner that would best benefit the children. A total of 132 30-minute programs were broadcast twice daily from the University of Missouri, St. Louis campus.

Pifer Appointed Energy Contact

Glenda Pifer, housing specialist, has been recently designated as the contact person in SEA-Extension for energy programs. She has given leadership in the energy aspects of housing and family living programs since 1973. In addition to assisting states in programming, Pifer also works with other government agencies in coordinating energy efforts. She was recently named to the USDA Energy Task Force and serves on the ECOP Energy Task Force.