extension review

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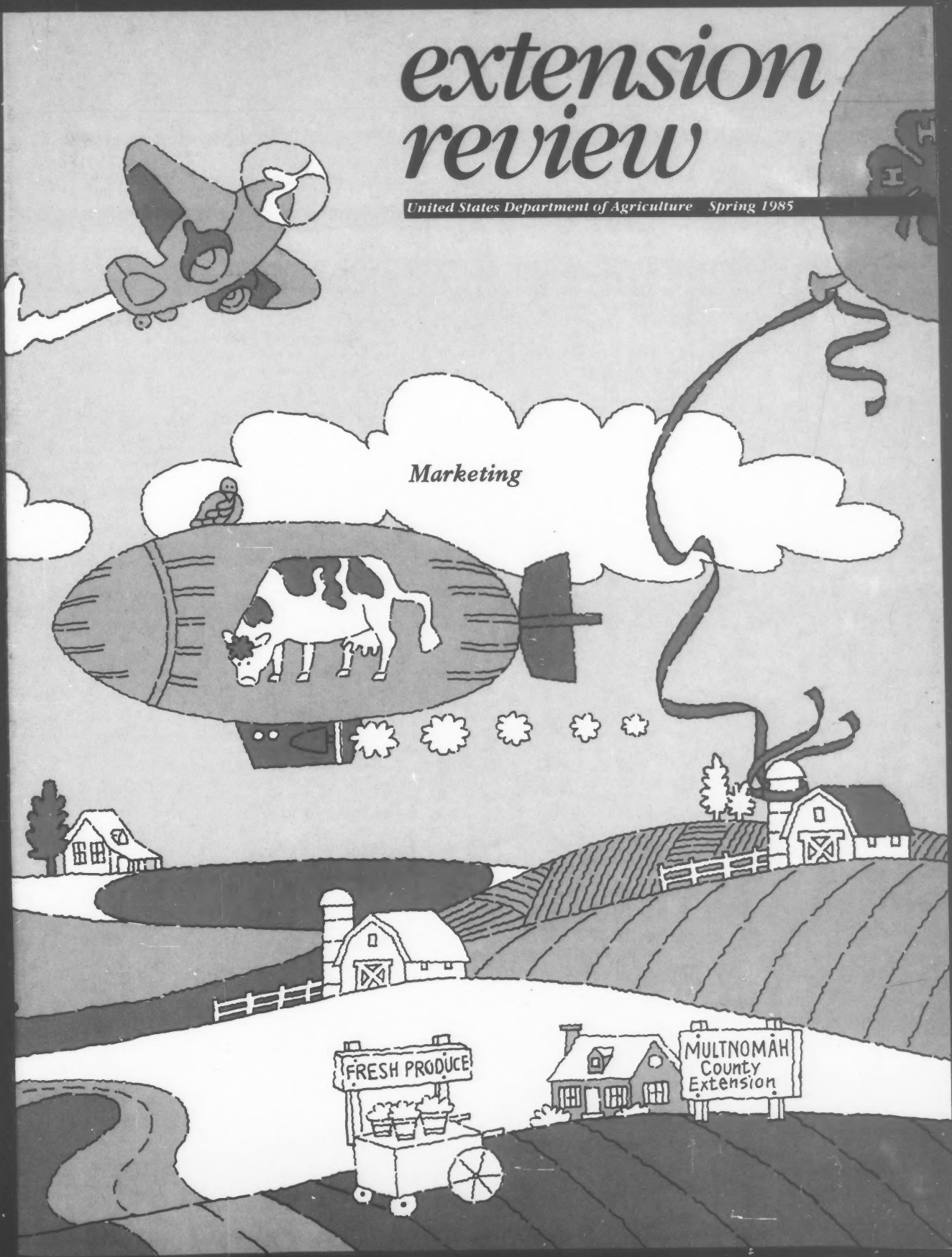

Marketing Cooperative Extension—A New Way of Thinking

The word "marketing" conjures up many meanings—each entrepreneur will describe it differently. To the agricultural producer, successful marketing strategies spell profitability. Likewise, cottage crafts and home-based businesses measure success not only by the quality of the product, but also by the quantity of their sales.

The open marketplace is common to our American heritage; the lingo of that marketplace—targeting, audience analysis, product identification, media message—is a part of the '80s American language and lifestyle.

As Extension educators, we are involved everyday in marketing—we market ourselves, our programs, and most importantly, our organization—Cooperative Extension.

In February, some 200 Cooperative Extension staff from across the country joined together at the national "Marketing Extension" workshop to explore integration of marketing techniques and principles into program delivery, and system visibility and impact. One of the conference consultants and facilitators, **Robert S. (Bob) Topor,** former Assistant Director of Publications and Visual Communications at Cornell University and now director of publications and graphics, San Diego Hospital Association, was instrumental in developing the "Marketing Cooperative Extension" materials for Cornell Cooperative Extension. The following is excerpted from materials Topor prepared for workshop participants:

"Many people confuse marketing with promotion, advertising, selling, and media activities. Although these are included in a marketing strategy, they are not marketing.

"Promotion, advertising, sales, and media focus on the organization. Marketing focuses on the user, client, or target audience. Promotion, advertising, sales, and media tend to be inward and are tools used in marketing. Marketing is outward. Creative marketing is a much more global process—a kind of marketing that examines every aspect of an organization. It goes far beyond selling the organization. It examines the organization and its very reason for existence. It studies the organization from the point of view of the user, supporter, and impartial observer. It considers primary, secondary, and tertiary audiences. Marketing, when applied, affects every person inside and outside of Cooperative Extension. Marketing is a process—not an activity, event, or item.

"Our programs are our products, but they are not why we exist. We exist to meet client needs. Our focus should be on our clients, users, and observers. We are not in business to plan, create, and execute Cooperative Extension programs. We are in the business of serving human needs! . . .

"Marketing makes us ask these important questions: "Who has the marketing job? Is it the agent, county coordinator, planning committee, board, volunteer, staff, faculty, land-grant support group, land-grant staff, communicator, director? All of these people have the marketing job because marketing is not an activity. It's a process. As such, it involves everyone outside the organization. In fact, it places more attention on the people outside the organization. It forces us to look at ourselves in the ways that others see us! It's looking from the outside in . . . not the inside out.

"Marketing is the process of identifying client needs and wants of past, current, and potential constituents. It involves the creation and delivery of services to serve client needs. It's a process that starts at the top of the organization and changes ways of thinking and acting of every member in and out of our Cooperative Extension organization . . .

"Ideas—including marketing ones—are great, but ideas don't get the job done. People get the job done. We, in Cooperative Extension, must implement marketing ideas to achieve marketing results.

How can we organize ourselves to implement marketing? That's the challenge we must accept. Remember, marketing is a new way of thinking."

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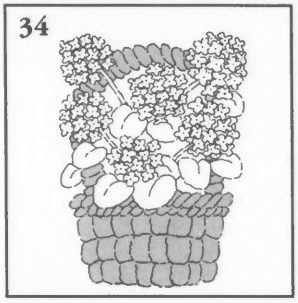

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Visibility Raises The Roof For Extension

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Extension
Information
Representative
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"An impossible situation turned into a lasting achievement."
That's how one Multnomah County official described what the Multnomah County staff of the Oregon State University Extension Service did to save their program from potentially drastic budget cuts.

"The initially proposed 1983-84 county budget for the county Extension Service would have all but eliminated any positive effect Extension programs might have had on citizens in the area," says Bill Boldt, Mulnomah County Extension staff chair. "Fortunately our marketing efforts in the county were successful in reversing the Extension budget trend."

The problem for the Multnomah County Extension office began in 1982 when the county suffered a $20 million budget shortfall. Multnomah County includes Oregon's largest city, Portland, and a good deal of the Portland metropolitan area.

The severe budget shortfall required county officials to cut funding for several programs including the Extension Service. According to Boldt, the county's Extension program lost 40 percent of its funding with that first cut in 1982.

When things didn't get any better economically for the county over the next 2 years the Extension Service and other county programs were again targeted for cuts.

Visibility Needed
"We realized after the first cut that we had to do something if the county was going to continue having an Extension office and agents to run county programs," says Boldt. "The basic idea in all our efforts was to raise the visibility of our office and to convince local decision-makers of the importance of Extension."

"The idea was a bit new to the Multnomah Extension staff." Boldt says. "The severity of the planned budget cuts told us that in an urban environment you must tell people who you are, what services you provide, and what you are doing for them."

Extension staff and their program supporters in the county met and planned what should be done.

Reorganized Council
"First, we reorganized our county Extension advisory council," Boldt explains. "We added members representing the local media, public utilities, local businesses, public relations firms, and each program area within the Multnomah County Extension office."

"The next step was to appoint a committee that would develop cooperation among the subject-matter areas in our office. The plan was to find ways that advisory committee members and Extension volunteers and clients could influence budget decisionmakers, and also to act as media contacts," Boldt states.

Media—Indirect Approach
"Our approach to the media was indirect," says Boldt. "It is much better if you can get the people who use the services to make media con-

Extension volunteers and staff celebrate the initial construction phase of the new Multnomah County Extension Education Center in Oregon. An aggressive Extension marketing program based on "raised visibility" brought about county funding for the center and a bright image.

tacts. This was our approach." All the standard tools were used to explain Extension in the county, including:

- Letter writing campaigns to decisionmakers and newspapers;
- Petitions signed by 5,000 people supporting Extension;
- Personal contacts, and telephone contacts;
- Publications;
- A quarterly newsletter featuring all educational programs;
- Television, radio and newspaper stories on Extension stimulated by special Extension activities;
- A slide-tape presentation for use at meetings of local service clubs and civic groups; and

• An open house at the Multnomah County office to showcase local Extension programs.

"The most important first goal we accomplished was to give the local media a convincing total picture of who we (Extension Service) were in the county," says Boldt.

The letter writing campaigns to newspapers, and news coverage of special Extension activities helped a great deal in this effort. The interviews that reporters did with Extension staff, volunteers, and clients helped them and their readers understand the Extension Service and its role in the community.

Budget Hearings
Going into the county budget hearings, county Extension staff and advisory committee members decided to take a creative approach to the problem of obtaining budget support.

"We wanted to request something from the county commissioners other than money," Boldt explains. "We decided to request office space instead and the idea caught on with the commissioners."

Request Approved
"The commissioners saw the request as a gesture of our understanding the difficulty of the budget situation," Boldt says. "We hoped they would recognize our willingness to work with them in solving the problem, and apparently they did."

One reason given for requesting office space was the county Extension Service's desire to bring its three-office operation in the county under one roof. The county commissioners looked favorably on this plan to improve efficiency and cut costs.

In the weeks preceding the budget hearing, the Extension advisory council urged Multnomah County executives and business operators, and representatives of selected state and federal agencies to write letters to the county commissioners stressing the importance of Extension programs.

The advisory council also put together a special committee to supervise last-minute lobbying.

"The commissioners were also informed just prior to the budget hearing that should the Multnomah County Extension office be forced to roll back its program offerings drastically, the county would lose $170,000 in federal matching funds for Extension education programs," Boldt says.

Support And Testimony
"At the hearing, 300 people attended wearing large, yellow 'Support Extension' badges made especially for the occasion," says Boldt. "Sixteen people gave verbal testimony—which they had previously rehearsed—in support of Extension during the meeting. With a 4-H guide dog in attendance, 4-H club members explained the importance of the animal and the program that trained it."

The budget hearing was a success for Extension. The commissioners provided the Multnomah County staff a building that had once been a library. The catch was that the building had to be extensively remodeled and tripled in size to meet staff needs. That task was left to the county Extension staff to raise the needed funds.

Fund Raising Effort
"Fund raising was as new to us as the marketing effort we had just completed," says Boldt. "We started with staff members, each of whom donated $300 for a total staff donation of $7,900. We received a donation of $25,000 from Multnomah County. We then found a contractor who was willing to do the work at cost, a $50,000 contribution to our effort."

The people who helped with the budget effort were enlisted again, and they gathered funds through a person-to-person campaign. Over 4,000 contributors raised $140,000—enough money to transform the one-story ex-library into a two-story building accommodating the county's entire Extension staff.

"The theme of our fundraising effort was 'Raise the Roof for Extension' and it worked because of the visibility we had attained and the support group we had developed in the budget effort," Boldt says.

Significant Success
Multnomah County Extension staff now have a rent-free educational center, increased visibility in the county, a more stable long-term budget and an esprit de corps among staff members that wasn't there before.

"Everybody put out extra effort," Boldt adds. "Throughout the budget and fundraising efforts, county Extension office education programs and day-to-day office business continued at 100 percent levels."

According to Boldt, after the 1984 budget hearing and Extension fundraising effort, the Multnomah County commissioners dropped plans to cut the county Extension budget by 26 percent in 1985. They instead came up with a budget plan that called for increases in the Extension budget, "all because the decision-makers saw that we were willing to help ourselves." Boldt concludes. □

Marketing A Lifetime Of Good Nutrition

Jerry Dyer
Area Extension News Editor
and
Rose J. Davis
Extension Nutrition Specialist
Clemson University, South Carolina

With surveys indicating that South Carolina has the lowest life expectancy rate in the Nation, perhaps it was natural that three organizations in the state join forces to market a new concept in nutrition education.

Working together, the Clemson University Extension Service, the American Red Cross, and the South Carolina Department of Education's Office of School Food Services are presenting a 12-hour nutrition course to adult residents.

Called "Better Eating For Better Health," the course stresses the importance of maintaining good nutrition habits *throughout* life, and covers nutrition needs of pregnant women, infants, youth, adolescents, and adults as well as special nutrition requirements of senior citizens. Participants choose one of these areas for concentrated study. Other topics include understanding processed food labeling, examining personal eating habits, and learning about weight control. The information enables adults to make informed decisions about food and health.

Previously Judged Successful
The Red Cross with cooperation from the U.S. Department of Agriculture's Human Nutrition Information and Dietary Guidance staff developed the course. The Red Cross then tested the program nationally in 51 sites where it was judged successful in changing attitudes and food behaviors, according to Rose J. Davis, Extension nutrition specialist at the Pee Dee Research and Education Center in Florence, South Carolina.

The course design, philosophy, and content convinced the Office of School Food Services staff and Extension food and nutrition specialists that the program should be offered in South Carolina. The Office of School Food Services provided funds to train instructors, purchase educational materials, and administer the course.

"Cooperation among the three groups has been outstanding" Davis reports. "We're seeing people work together with enthusiasm for a course proven to be effective. Perhaps that's our strongest marketing tool," she says.

All Counties To Participate
Fifteen Extension home economists were initially trained as instructor-trainers. They, in turn, tutored and qualified 85 other Extension home economists and selected county school food service supervisors to teach the course to the public. By October 1985, all 46 counties will have participated in the project.

Course sites include churches, family Y's, Extension offices, and community centers. Many presentations are in the evening so people who work during the day can attend. The course is usually taught in six, 2-hour sessions. Class size is limited to 18 participants.

Positive Feedback
Florence County Home Economics Extension Agent Sarah Danner reports that response from participants is more than favorable.

"Just listen to the feedback from participants' questionnaires," Danner says. "The course could be a little longer. I want even more details" . . . "The most interesting and fun course I've ever taken" . . . "How about an advanced course going into more complex issues and spending more time on practical ideas for everyday living?" . . . "I'd sign up for an additional course if offered."

A veteran of more than 10 years with Extension, Danner describes the project as one of the most personally satisfying with which she has been involved.

For More Information
Several states have expressed interest in South Carolina's program. Clemson University Extension Service will develop a model for other states to use based on the results of this inter-organizational effort. For more information, contact Rose Davis on (803) 669-1912. □

"Better Eating For Better Health" is the theme of an adult nutrition course emphasizing good nutrition habits throughout life for South Carolinians. The course is the result of cooperative efforts between Extension at Clemson University, the American Red Cross, and the state's Office of School Food Services. (Photo courtesy of the Food and Nutrition Service, USDA.)

Production With Markets In Mind

L. Tim Wallace
Extension Economist
Agricultural Economics and Community Resource Development
University of California, Berkeley

Extension economists at the University of California are instilling in that state's agricultural producers a new appreciation of the importance of post-harvest handling techniques for higher production profits.

Marketing is the key to a successful farming operation. Marketing should begin when the producer decides what to plant, and continue through deciding how and where to sell the commodity once it is produced. This is the message of Extension economists at the University of California.

It is important that growers, shippers, and retailers stay on top of what the consumer wants and is willing to pay for. Since California grows over 250 different crops returning about $14 bilion gross farm gate value annually, and with some crops having 100 different varieties, there is constant opportunity for profitable change.

Studies of postharvest handling techniques by California Extension Marketing Specialist Robert Kasmire reveal that grower returns can be increased substantially if the grower exerts some pressure to change the way a product is handled on the way to market. For example, the flow of air around the packed fruit and its spacing in the truck is crucial to the fruit's quality maintenance during the trip. And this element remains true for both hot and cold extremes in weather.

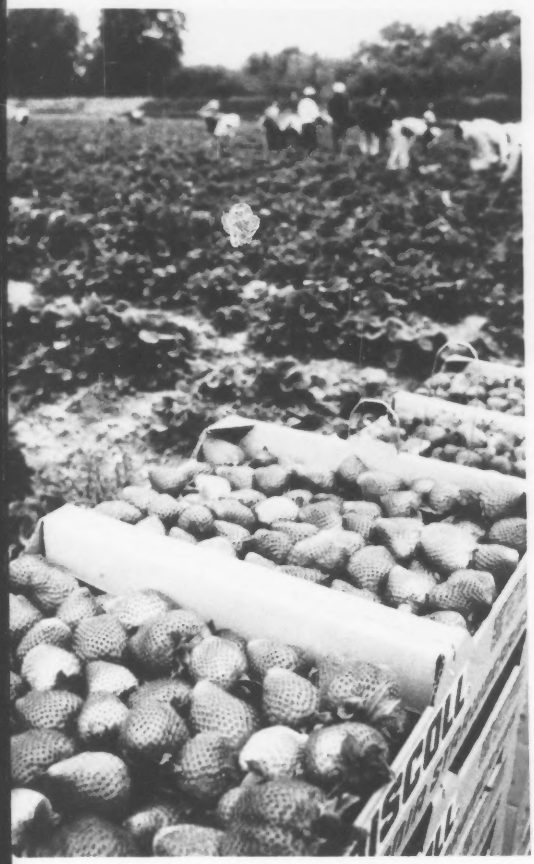
To Instill Awareness

Extension is helping instill an overall awareness that producers grow "raw materials," not food. After the "raw materials" have been graded, packaged, inspected, transported, stacked, advertised, and promoted, they are finally sold to consumers at the retail level.

All of these marketing functions add value to the "raw material" yet not all farmers are equally suited for dealing with these market complexities individually.

Teamwork For Higher Profits

Many growers are learning that they get more dollars from their production when they can assure buyers a high quality that includes proper handling and transportation after harvest. Increasingly, they are aware that is is teamwork between the producer and the shipper that results in higher profits for both of them.



Extension has worked with growers and shippers on their marketing problems for many years: helping groups of farmers join together in cooperatives to do a more efficient job of growing and packaging; helping separate packing houses merge into single units; and working with processing firms to analyze commodities such as eggs, feed, citrus, wine, and fruit. Today, producers throughout California are increasingly sophisticated business people. Correspondingly, Extension programs are designed to assist with their marketing needs.

New Market Approaches

California's dairy industry is the nation's largest. While efficient and low-cost milk production is an area of continuing concern for producers, increasing attention to marketing the milk and its byproducts is leading to big changes in market approaches.

For example, Extension helped create an awareness of the sales potential in California for cheese products. Several relatively small cheese plants have been in operation for years throughout the state; now, however, there is going to be an even greater concentration on producing fine cheeses for California's markets by growers and processors.

Extension has helped California grower and handler groups to help initiate commodity market orders and commissions. Approximately 35 to 45 of these orders operate in the state at any one time.

Help To Small Growers

Extension also assists smaller growers by helping them establish direct marketing strategies such as "pick-your-own" operations and direct contact with low-income purchasers.

Extension faculty in commodity production sciences and other disciplines have participated in programs for developing an overall marketing approach. They also have developed information on nutrition, food health and dietary habits to relay back to producer's groups.

Foreign Markets

Equally important has been the continuing effort to increase grower-shipper-consumer awareness of foreign market requirements and opportunities. International trade in agricultural products is important to our national balance of trade, yet it is even more important to California since it operates as the doorway of the "Pacific Rim" countries. Many of these countries are markets for fruits, nuts, vegetables, and livestock products.

In summary, Extension in California is communicating throughout the California agricultural industry, ways and means to achieve long lasting market success in the United States and throughout the world. □

Seminars For Success

Patty Rai Smith
Extension Program Specialist, Home Economics
University of Kentucky, Lexington

Fifty percent of new businesses fail or change hands during the first year, according to the Small Business Administration. But Kentucky Extension is striving to improve the success rate. How? By conducting home business seminars for Kentucky citizens.

"Failure often could be spared if would-be entrepreneurs thoroughly considered such questions as location, competition, loans, cash flow, and marketing procedures," says Patty Rai Smith, Extension program specialist for home economics and a member of the team delivering the workshops. "Success in business is directly related to the degree of preplanning," she says. "The home business seminars focus on this."

Educational Program Needed

County Extension agents recognized a need to provide Kentuckians this kind of preparation. The state's unemployment rate was over 10 percent. Persons who usually found jobs outside the home were looking for alternative sources of income or at least supplementary resources. Many were women who preferred working at home so they could be with their children. Others had skills or talents that could be used in a less structured environment. In addition, Kentuckians already involved in operating a small business needed answers on recordkeeping, taxes, licensing, and legalities.

After attending the seminars some participants remark, "I found out I really didn't want to go into business," or "I don't think I could take the pressure," or "My family wouldn't like it if my work interfered with our home life." "Kentucky Extension staff consider these comments success stories!" says Smith. "If the knowledge gained through the home business seminars prevents participants from going into business when it would be a bad experience, then this is as important as providing them information that supports their entry into the business world," she explains.

Tailor-Made Seminars

Extension tailors the seminars to the needs of each county. Offered on an area basis, the program will have reached well over half of the state's 120 counties by June 1985.

The 2-day seminar is a cooperative effort, involving Extension specialists, representatives from other agencies, and successful small business owners. Charles Moore, Extension agriculture economics specialist with the University of Kentucky College of Agriculture, conducts the general business session on the first day. Representatives from the Small Business Administration and SCORE (Service Corps of Retired Executives) outline the services they provide.

A favorite part of the program is a local panel of "experts"—people currently operating businesses similar to those discussed in the subject-matter sessions, offered the second day.

Panelists usually include caterers, craftspeople, upholsterers, dressmakers, and child-care facility operators. They share their "hindsight" with participants; often their testimonials reinforce some of the pitfalls previously pointed out by Moore.

Special-Interest Workshops

On the second day, participants attend two special interest workshops of their choice. County agents suggest the subject-matter areas for the sessions based on local needs. Topics relate to businesses in clothing, foods, arts and crafts, home furnishings, and child care. Participants pay a nominal fee to cover some expenses, including seminar materials they get to keep.

Kentucky has a strong crafts tradition; the state government has attracted national and international markets for crafts sales. The seminar's arts and crafts workshop focuses on the importance of high-quality products, upgrading design and production techniques, and pricing and marketing. Since Kentucky has a wholesale market, the workshop covers how to deal with professional buyers. Participants also learn to display and promote themselves and their crafts.

Craftspeople are put in touch with markets through the Kentucky Department of the Arts, which operates the wholesale market. "An important outgrowth of the seminars is the networking that takes place among the participants themselves," says Smith, who conducts the arts and crafts workshop.

Extension Clothing and Textiles Specialists Bette Joe Dedic and Linda Heaton conduct the clothing session. They say most home sewing businesses do not charge enough for their services. and though chances for growth may be possible, many want to remain on a small scale. Some decide to remain on a small scale after attending the seminar.

In the child care workshop, Assistant Professors Ruth Ann Crum, with the Department of Family Studies, and Donna Quick, with the College of Home Economics, both at the University of Kentucky, give guidance to persons interested in family day care.

Owners of existing preschool centers attend the workshop to help them decide whether or not to expand their businesses. Other participants may already have backing to go into business, but attend the seminar to work out details.

Kentuckians interested in food-related business often are surprised to hear the health department regulations and food safety measures necessary for home food preparation as explained by Extension Food and Nutrition Specialist Sue Burrier in the foods workshop. Cake decorating and catering are popular enterprises, according to Burrier, especially in rural areas.

In the home furnishings workshop, Linda Reece, Extension home furnishings specialist, discusses repairing, refinishing, and upholstering furniture, and sewing home furnishing products. According to Reece, correct pricing also is a major problem.

Huge Success

A formal evaluation of Kentucky's home business seminars has not been completed since not enough time has elapsed to measure its economic impact. However, judging from participants' comments and enthusiasm, the seminars are considered a huge success. □

Pioneers Of Farm Market News

Dallas McGinnis
Extension Market News Editor
Information Services
Iowa State University, Ames

Whether in their tractor or their homes, Iowa farmers receive 18 updates of market news daily through radio broadcasts over WOI. This market news source of Iowa State University's Extension Service began in 1922 and now is bolstered by a multi-media approach to farm market information.

In their homes, cars, or tractors, Iowa farmers can keep up to date on market news, thanks to Iowa State University's Extension Service. Its Market News Department has earned the distinction of being among the Nation's best at delivering farm market information. But it hasn't happened overnight.

Long History

Iowa State pioneered farm market reporting back in 1922 when the reports came in by Morse code and were transmitted by voice over the University radio station, WOI. In 1926, the U.S. Department of Agriculture provided WOI with a direct leased-wire market news source and the Iowa General Assembly voted a $2,600 annual appropriation toward support of market news. When the Congress proposed cutting the market news service allocation from the USDA budget in 1933, 35,000 Iowans had signed petitions, within 48 hours, in a successful protest.

The basic pattern established by R.C. "Cap" Bentley in 1944 has not changed since. During blocks of time, complete market news is broadcast throughout the day in the most up-to-date form available. WOI's 18 market broadcasts each day range in length from 1 to 11½ minutes for a total of 71½ minutes a day.

Farmer Demands For Market News

During the morning, farmers want a clustering of market news at least 5 to 10 minutes long so they can make marketing decisions. Most want cash and futures prices, supplies, reasons for price changes, wholesale meat prices, news affecting prices, and precious metal prices, dollar value, and interest rates. WOI provides this at 8:30 a.m., 9:32 a.m., 10:32 a.m., and 11:30 a.m.

Farmers want a futures update every 30 minutes. WOI provides 1-minute futures flashes at 9:59 a.m., 10:59 a.m., 11:59 a.m. and 12:59 p.m. Futures prices are read directly from the ever-changing futures screen for the broadcast.

Around noon, farmers want another futures update, plus a summary of price changes during the morning. Farmers following markets, but not ready to decide on when to market, like a noon-hour update. Farmers also want wholesale meat prices, and some reasons for the day's price changes.

During the afternoon, farmers want high-low-settlement prices on futures, and USDA slaughter figures and percentage changes so they can keep abreast of supplies. They also want closing prices on Iowa hogs, the first report available on Iowa cattle, the afternoon updates on wholesale meat prices and trends, and Iowa cash corn and soybean prices.

Iowa market broadcasters get this information from the USDA direct newswire from Washington, D.C., the Reuters Grain Market News from Chicago, and the American Quotation Systems from Kansas City.

"Market Week"
A 15-minute radio program, "Market Week," airs on several radio stations. It's designed to help producers make marketing decisions before the market opens the following week. "Market Week" features a review of important grain and livestock prices. Host Roger Brown also talks with ISU Extension Economists Boh Wisner and Gene Futrell about upcoming market trends, and he provides tapes of these interviews to radio stations throughout Iowa.

Beyond The Radio
Since the late sixties, telephone-answering devices provide updates on futures prices; cash hog and cattle prices and related material, such as slaughter figures and wholesale meat and byproduct prices; a short summary of both cash and futures prices; and feeder cattle and feeder pig prices. Other radio stations can broadcast the taped material. Each day, ahout 50 to 100 callers pay the toll to get information.

TV viewers can get the same market information on WOI-AM through the Agricultural Infodata Service (AIDS). All that's needed for this free service, which hegan in 1982, is a special telecaption adapter hooked up to a TV set. The adapter, the same one used hy the hearing impaired, can he purchased for under $300.

AIDS information is fed into an Apple computer and picked up and reported daily over the statewide Iowa puhlic television channels from 6:40 a.m. to midnight. The signal reaches almost every home in Iowa. Program segments vary from 7 to 14 minutes in length and repeat until updated. The first new market reports appear at 8:35 a.m. on weekdays. They are updated and run during the day, night, and early the next day, until replaced at 8:35 a.m. AIDS also carries weather, integrated pest management, and other agricultural information.

Computer Network
EXNET, a relatively new computer network developed by the ISU Extension Service, allows suhscribers with home computers and modems to receive ISU market information and analyses, plus other agricultural information, as text on their home computer screens. Yearly subscriptions run $100. The market information comes directly from the USDA Market News Service, Washington, DC, and from AIDS.

The print media receive a market summary sheet each Friday. This sheet compares current prices and receipt information with similar data from a month and a year ago. It is available in several news outlets, such as "Farm Bureau Spokesman", and on EXNET.

Futrell and Wisner's outlook analyses prepared from periodic, USDA livestock and grain reports and other material can be obtained through AIDS and EXNET. These may also appear in newspapers and farm magazines. Summaries are available on WOI market broadcasts and on the futures phone line after 5:30 p.m. on the day the report is released.

"Iowa Farm Outlook," a newsletter mailed to suhscribers twice a month, features grain and livestock market analyses and marketing suggestions from Wisner and Futrell. Yearly subscriptions run $7.

User's Evaluation
A radio listener's letter gives a familiar comment on the Iowa Extension Service Markets: "We have friends who have rented a marketing service connected to a TV screen and telephone, and we use a telephone marketing service ourselves, but neither give any more market information than we get from WOI radio."

Another says, "Soon I will listen every day out in the field while I'm driving the cab tractor. I really like the 8:30 markets. The news allows us to sell hogs before we go out in the fields all summer."

Hundreds of such letters let the university reporters know they're on the right track in keeping farmers up to date on market data. □

The Business Of Family

Kathleen J. Warren
Internship Developer
Professional
Experience Program
Washington State
University, Pullman

Janet Kizer, Extension home economist, delivers her presentation at the 1984 program, "Family: A Business With Feeling." The program conducted by Extension home economists at Washington State University markets families as important business units in society, units whose management techniques must be applied with sensitivity and feeling. Right: Young homemakers have been attracted to the program by being offered inexpensive baby-sitting. But the program has attracted people of all ages.

You can call it by its official name, "Family: A Business With Feeling," or you can call it, "the road show," as participating home economists do. But whatever you call it, call it a success at promoting or marketing families as important business units in society, increasing the self-esteem of family members, and attracting a new audience to Extension.

"Family: A Business With Feeling" is a program conducted by six home economists in the Northeast District of Washington State University's (WSU) Cooperative Extension. Home economists working on the project report that they are reaching parents with small children, including minority parents—a group with which they had had little success while working through single-county efforts.

The team's 1-day program of workshops is repeated annually in each of the district's five counties. The principal goals are to promote the family as an important business and to highlight WSU Extension.

Families Are Businesses
Identifying families as businesses emphasizes the complex mix of business and interpersonal skills required of today's parents.

Margaret Viebrock, area home economist and Douglas County chair, says, "Managing a family is about a complex as managing a business these days." Yet, because families are a unique category of business, business management techniques must be applied with sensitivity and feeling. Thus, the phrase, "business with feeling."

About half the workshops are on management-related topics and about half on topics related to feelings and interpersonal relationships.

Workshops Requested
Workshops with a business orientation cover such topics as "Money Management in Tough Times," "Computers Are Here! Are You Ready?" "Start Your Own Home Business" and "Building Your Financial Future."

Examples of feeling-oriented workshops are "Children and the Stress Connection," "Managing Conflict Creatively," "Self-Esteem and the Job of Homemaking" and "More Imagination than Money." After the first year, most ideas for topics have come from participants' requests and from comments on written evaluations.

Keys To Success
"Innovations aside, the home economists feel the real keys to the success of the program may be more basic than original," says Sandy Garl, home economist in Okanogan County. The first of these is help from WSU Extension graphic designers and editors to get professional-quality printed materials. Brochures are mailed directly to interested people, or distributed at key points throughout the counties involved. They also are handed out during the program.

One key to attracting the desired audience is to offer participants free, or inexpensive, baby-sitting, Garl points out. A second key has been scheduling the program so par-

ticipants may come after their children go to school and leave before the school day ends.

Extension homemarkers' clubs or other community volunteers provide lunch and child care at a nominal cost to participants. In several cases, local high schools have released a home economics class to help out. Each home economist takes charge of arrangements for one location.

A Business With Feeling

Fees are charged for the program, to cover the costs of handouts and lunch. At some locations, those who bring children are charged a small part of the baby-sitting costs. "Family: A Business With Feeling" has turned into an annual Extension "program with feeling" for the home economists, who all agree that they've developed a camaraderie that wouldn't exist if they hadn't tried a multicounty approach. A second spinoff is satisfaction gained from knowing that they're using their time efficiently to reach the largest number of people with the most effective presentation.

Efficient Resource Use

"It's definitely a more efficient use of resources," Bezold reports. "We can each specialize in one area and combine our expertise for a varied and highly professional program. We're reaching people who have not been a normal Extension audience, and it helps to have them see us in a professional light."

Feedback from colleagues in all stages of planning and implementing is another aspect of the program that team members like. "During the planning stages, we each read outlines of the proposed presentations. That way we are able to offer each other materials and information that might help with the workshops," explains Garl.

Workshops are about 90 minutes each, and participants may attend four of the six offered. Written evaluations show that many participants wish they could attend all six.

The average attendance by minority groups other than Indians is still lower than the team would like—below 20 percent. However, representatives of agencies or programs serving the needs of minority families (such as Headstart, or CETA) have attended the program, thus extending the minority audience.

Original motives for attending, as expressed on participants' evaluations and in interviews, range from "wanting a day away from the kids" to "needing professional help" with specific problems.

Wider Audience Expected

The idea of the family as a "business with feeling" is catching on, and the home economists expect their audience to grow. In some cases the response has been better than expected.

Volunteers working at the registration table for one workshop said they planned to go home after helping collect fees, but "got caught by the excitement and stayed for the day."

"Family: A Business With Feeling" is good business for families in northeastern Washington state. At the same time, this innovative, team-orchestrated program is also good business for Extension. □

Be A Snackbuster!

Amanda Dunkerly
Communications Coordinator
and
Ellen Schuster
Area Extension Agent, Foods and Nutrition
University of Nevada, Reno

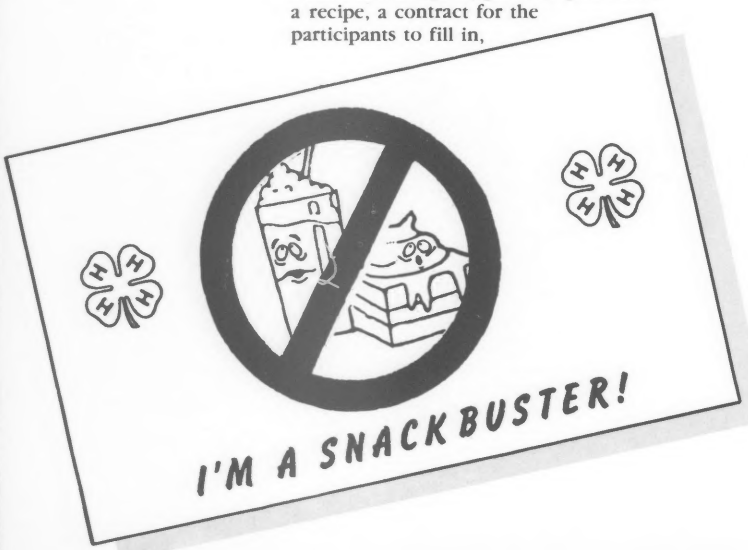
Many southern Nevada youth "busted" their bad snack habits after participating in a new Extension nutrition program called Snackbusters. The program helps youth distinguish between nutritious and non-nutritious snacks and choose nutritious foods.

Snackbusters' Inception

Extension needed a children's nutrition program in Las Vegas that would be contemporary, exciting, and fun. Ellen Schuster, area Extension agent, Foods and Nutrition, wanted to ensure that youth would enjoy learning about nutrition through a contemporary approach and leave the classroom knowing about healthy eating practices they could use themselves. Bob Norris, area Extension agent, 4-H, wanted a quality, educational 4-H program that would generate excitement and provide some hands-on training.

Schuster thought of the Snackbusters theme after seeing the popular movie, "Ghostbusters." ". . .I was sitting at my desk thinking what a fun movie 'Ghostbusters' was," she recalls. "Suddenly the name Snackbusters came to me!" "I began thinking of all sorts of ways we could market nutrition to kids since 'Ghostbusters' is so popular with the age group we want to reach," says Schuster.

Schuster developed the lesson plan that was to be used primarily for the 4-H Inschool Program for the school year 1984. She then brought the educational materials and idea to the Clark County Extension Communications Coordinator, Amanda Dunkerly. What resulted is a package of materials all sporting the bright red Snackbusters logo. The package includes a detailed lesson plan, pre- and post-tests, a recipe, a contract for the participants to fill in, and a "fact sheet"—a handout summarizing the information covered in the lesson that the children take home to their parents.



Program Quality Tested

To test the quality of the program, Schuster administered pre- and post-tests to a random sample of 200 participants. Both tests were identical—a listing of foods, including both "good" and "bad" snacks. The children were asked to circle the foods they considered nutritious. Foods such as crackers, oranges, soda pop, potato chips, and milk were included. Schuster scored the tests as to the total number of foods correctly chosen as "good snacks" and the total number incorrectly chosen as "bad snacks."

Evaluation and comparison of the 200 pre- and post-tests showed at 11-percent increase in the number of goods correctly chosen as "good snacks" and a 9-percent decrease in the number of foods incorrectly chosen as "bad snacks." Schuster plans a followup evaluation of the original 200 participants with the help of teachers whose students have participated in the program.

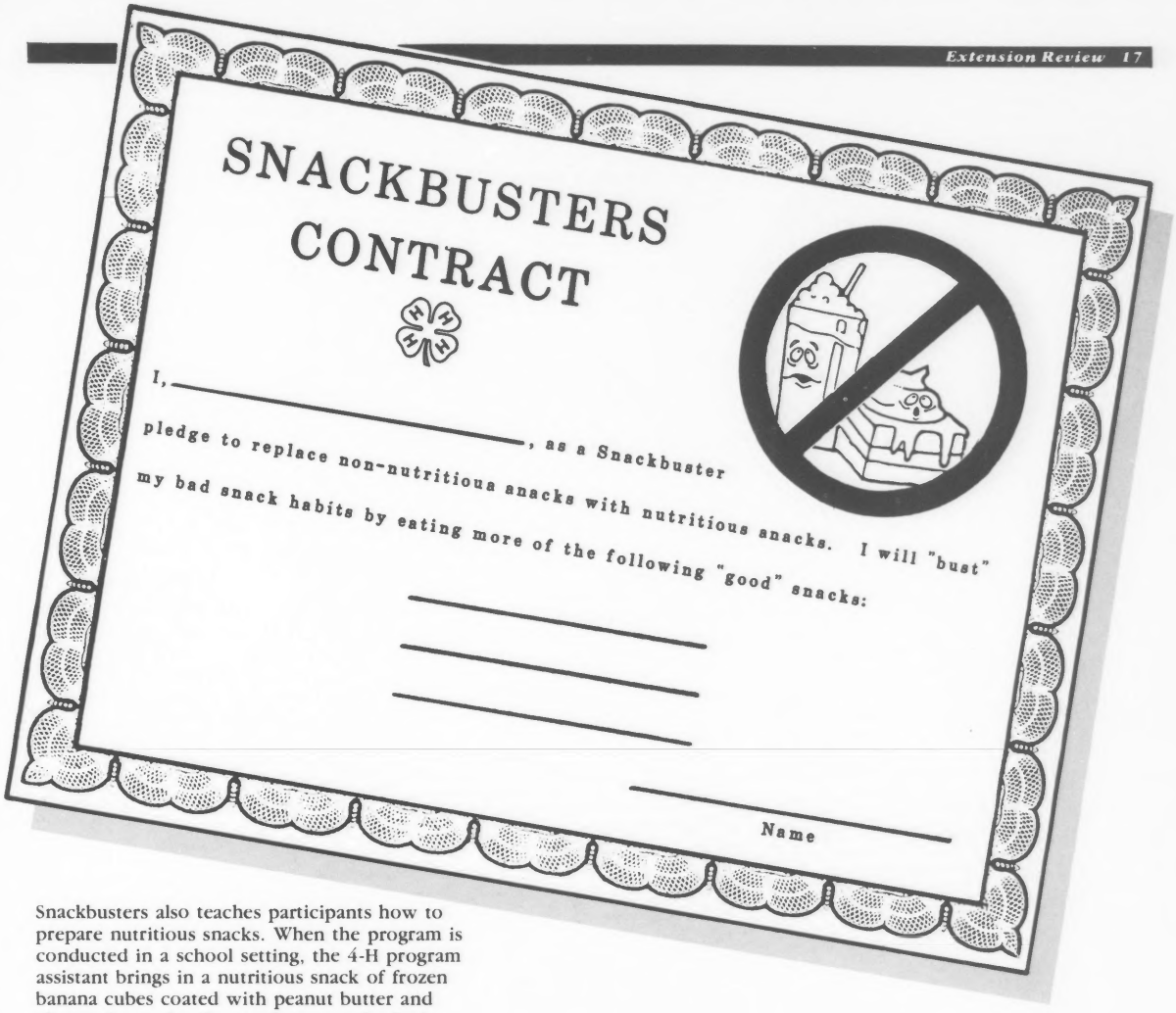
Paraprofessionals Spread The Word

Part of the 4-H program's strength lies with carefully trained paraprofessionals. These program assistants enable the educational programs to be brought to a wider audience. Currently there is one full-time 4-H program assistant, Beth Isaacs, teaching nutrition to the youth in southern Nevada, primarily Las Vegas. Isaacs was trained in the program presentation by Schuster, who is also a registered dietitian. They plan to incorporate the Snackbusters program into the Expanded Foods and Nutrition Education Program (EFNEP) for use at recreation centers and with other low-income youth groups.

A Well-Rounded Approach

Both youth and teachers enjoy the Snackbusters program. Once the nutrition lessons are presented, each youth receives a Snackbusters contract which states: "I, _____ as a Snackbuster pledge to replace non-nutritious snacks with nutritious snacks. I will 'bust' my bad snack habits by eating more of the following good snacks."

Participants then list three foods they would eat as "good" snacks. As each child correctly lists three foods from the Food Groups, they receive a "seal of approval" and sign their contract. This activity helps reinforce what they learn in the first part of the program.



Snackbusters also teaches participants how to prepare nutritious snacks. When the program is conducted in a school setting, the 4-H program assistant brings in a nutritious snack of frozen banana cubes coated with peanut butter and chopped nuts for the youth to sample. Each child gets a copy of the recipe to take home. When a recreational center with kitchen facilities is the site for the program, participants get to prepare the snacks themselves.

At the close of the program each youth receives a Snackbusters sticker imprinted with two 4-H clovers and the red logo. The sticker says, "I'm a Snackbuster." The stickers spark curiosity about Snackbusters among youth who have not yet participated in the program. This curiosity and enthusiasm lead to inquiries from teachers, scout troops, parents, and youth agencies.

Others Show Interest

At the October 1984 state meeting of the Nevada Home Economics Association the program attracted interest from attendees with several requests to review it after the preliminary data from the pre- and post-tests were presented in a poster session.

In addition, other states have shown interest in the program. The Massachusetts state specialist for EFNEP reviewed the materials; a subsequent presentation to county supervisors resulted in numerous requests.

National release of the Snackbusters program is pending final approval from Columbia Pictures for parody usage of the Snackbuster name and logo. □

Birth Of A Marketing Program

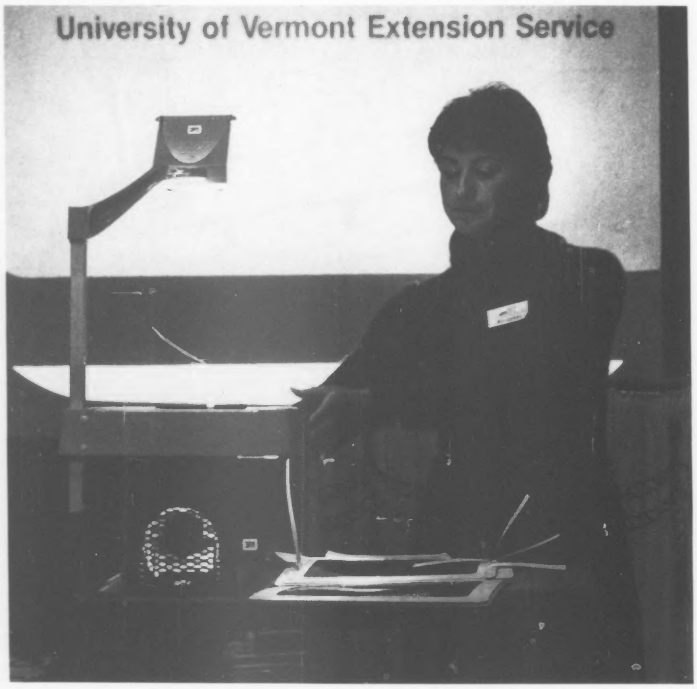
Meg Gemson Ashman
Extension Head,
Office of Information
University of
Vermont, Burlington

The creation of a marketing program at the University of Vermont Extension Service in many ways resembles the birth of a child—gestation took about 9 months; the labor felt excruciating at times; even deciding what to name the baby was a challenge. But the delivery made it all worthwhile!

Conception: Marketing Extension

In fall 1983, all Vermont Extension state and county faculty and nonclerical staff gathered for a biennial conference. Our theme was "Spotlight on Marketing," and David Dik of Cornell Cooperative Extension was our conference leader. After 2 days of hearing about Cornell's marketing program and analyzing our situation in Vermont, we left psyched up to conceive of a marketing program of our own.

A followup committee met soon afterwards and recommended to Extension Director Bill Shimel that we establish an organized marketing team. Because of my media experience (I was making the transition from Extension publications editor to Head of the Office of Information at the time, I was asked—at the beginning of January 1984—to lead our marketing effort.



First Trimester: Tough Decisions

The first thing I did—as all good Extension workers do—was to appoint an advisory committee. For any marketing program to work, I knew we would need people throughout the organization to feel committed to the effort and help direct its growth. I found that help in the form of three county agents (representing three different programs and three different geographical areas), three state specialists (also representing three different programs), and one media specialist.

Our preliminary tasks were to identify our purpose, clarify our name, design a logo, and come up with a slogan that would tell our message simply and accurately.

Purpose—First, we needed to decide what we hoped to accomplish with a marketing program. Did we want to improve our image, increase our number of clients, solicit financial support, or boost inhouse morale?

Although we realized that all these things could happen as a result of a good marketing program, our stated purpose was *to create a recognizable, uniform identity that will be used consistently so that we strengthen our image.* We believed we have a good image among those clients who know who we are. But many people don't connect one agent or specialist or communication or activity with the whole organization. We wanted to correct this problem.

Name—Part of our identity problem, oddly enough, was our name. For years we had been referred to by such titles as "The Extension Service—University of Vermont," "Vermont Extension Service," or "UVM Extension Service."

After considerable debate, we agreed on *University of Vermont Extension Service.*

Logo—Getting 185 people to agree to anything is tough, but that's what we set out to do. We send out five possible logos to Extension workers asking them to rank their choices.

Although we got a 90-percent return (with comments written all over the submitted designs and a number of attempts at original ones), the only consensus was that there was no consensus. What we learned was that a conceptual design—one that tries to say something about the organization—probably wouldn't work. So

we opted for the "lettermark" *uvmEXT* (letters identifying the "University of Vermont Extension Service"), believing that it will be a strong identifier reflecting our name. It also has the qualities of an effective logo: visual interest, simplicity, and suitability to reduction and reproduction.

Slogan—How can we tell the world what we do in a few simple words? Fortunately Cornell had already done the hard work, devising the slogan: *"Helping you put knowledge to work."*

We felt that theme was appropriate for us as well, but felt compelled to experiment with variations on the theme. In the end, we chose it (word for word), convinced that this slogan projects a positive, inviting image with an action-oriented statement directed to our public.

Adapting Our New Identity

Over the next few months we designed and produced items that reflect our new name, logo, and slogan. Among these were letterheads and envelopes (we actually have our logo in color on our envelopes!), business cards, name badges, peel-off name tags for workshop participants, pocket folders, zipper folders, three-ring binders, slides, overheads, decals, and clip art. The idea was to make it nearly impossible for clients (and potential clients) not to know who we are.

Third Trimester: Next we began planning some more substantive projects, including an exhibit, a slide show, and a brochure—all to illustrate our new slogan. It quickly became clear that we needed to have up-to-date, high-quality black and white prints and color slides taken to show our Extension agents and specialists helping Vermonters "put knowledge to work."

Being short-staffed, we hired freelance photographers to go to each county to do just that. The results were well worth what we paid. We now have a versatile, multi-useful, comprehensive collection of photos that can be used to illustrate our total organization, individual programs, and county activities.

Delivery: Kicking Off The Campaign

While we were designing and adapting our new name, logo, and slogan, we made a conscious decision *not* to unveil our new identity by dribs and drabs. Instead we targeted a date in late September 1984 to complete most of our marketing items and planned a festivity to kick off our campaign.

All Extension faculty and staff—on campus and off, secretaries to administrators—were invited to attend, and here's where the earlier involvement of everyone paid off. A mixture of curiosity, impatience, and pride resulted in a packed house where the energy level was at an all-time high.

And within a few days, I saw brochures from one of the departments using our new logo, secretaries proudly sporting their name badges, and county agents requesting additional folders to distribute at workshops.

Post-Partum: Moving Ahead

So what's next? Now that we have the collection of prints and slides we needed, we're at work on the exhibit, slide show, and brochure. And we're engaging in a number of mass-media related activities. But this—and everything we've done so far—is the easy part. There's a lot more to marketing than slogans, name tags, and PSAs. We need to learn more about targeting programs to audiences, doing a better job of conducting meetings, and so forth.

We're really only in our infancy so far as marketing the University of Vermont Extension Service is concerned. But we've taken the first steps, and it's only a matter of time before we're off and running! □

EFNEP Puts 'Sell' In Its 'Tell'!

Marie S. Hammer
Associate Professor and Extension Food Economist, EFNEP
and
Julia C. Graddy
Extension Visiting Faculty, Editorial Department
Institute of Food and Agricultural Sciences
University of Florida, Gainsville

"First, get past the front door!" That's the age-old axiom of veteran sales people. For paraprofessionals in the Expanded Food and Nutrition Education Program (EFNEP) getting past the front door has critical importance. First, they must gain entry into the homes of their low-income clientele if they are to successfully "sell" the idea of a year-long program in nutrition education.

EFNEP program leaders discovered that these trained paraprofessionals, many of whom had just begun as community resource educators, suffered loss of self-esteem when they encountered rejections at the client's front door. Result: a high turnover rate in community resource educators and a waste of time and program money.

Workshop In Sales Technique

The answer was initiated in 1981 when Florida EFNEP began a series of workshops aimed at teaching the EFNEP paraprofessionals the art of selling. The 5-day workshop—called "Selling Strategies"—has been offered to over 300 paraprofessionals all over the state.

"Knocking on doors day after day is very difficult for paraprofessionals," says Virginia Muth, EFNEP agent, Hillsborough County. "We wanted to decrease the amount of time it takes to get a homemaker's commitment to join the program. That way we could increase the time program aides have for teaching. And that is where EFNEP makes its impact with the workshop."

Florida EFNEP's workshops for paraprofessionals have resulted in community resource educators who use selling strategies to effectively "sell" nutrition education to their clientele.

The "Selling Strategies" Workshop opens with a statement by the instructor that shocks some Extension specialists: "If you work for a living, you sell!"

"I guess I'm unfamiliar with the idea of using selling concepts to recruit homemarkers," said one program aid. "I always thought of sales people as fast-talking, slick, and dishonest."

"I never had an image of myself as a sales person for any product," said another.

Selling An Intangible

Instructors teach participants that selling an intangible product may be the most creative form of a sales person's craft. In fact, instructors point out, because good nutrition is an intangible, it is easier to sell than many ordinary products. This is because nutrition can be transformed so that in conjurs a desirable mental image—for example, a picture of healthy, happy, and more productive family members.

Paraprofessionals learn that they must sell "value." One paraprofessional from Tampa comments: "I know that we can sell nutrition as a good value because learning about good nutrition practices now is insurance for the future."

"Value" is a selling tool for EFNEP—one that paraprofessionals hadn't thought about before attending the workshop. They are also taught motivations for EFNEP's major aim of getting good nutrition to people who need it: convenience, bargain-hunting, peace of mind, recognition, and self-improvement.

Exercises In Strategy

Exercises in sales strategy and technique comprise a popular part of the workshops. Each exercise conveys a different approach to successfully selling nutrition education.

"Try Twice As Hard When The Chips Are Down" focuses on the importance of a positive attitude when selling. "The Proof Is In The Pudding" shows how to expand on the merits of the product. "It's In The Bag" is a discussion of ways to close the sale. And "Defrosting The Cold Call" helps evaluate the selling competency of program aids through analysis of a videotape of role-playing recruiters.

The concept of successfully selling nutrition education door-to-door is now included in the group teaching program, an important segment of EFNEP.

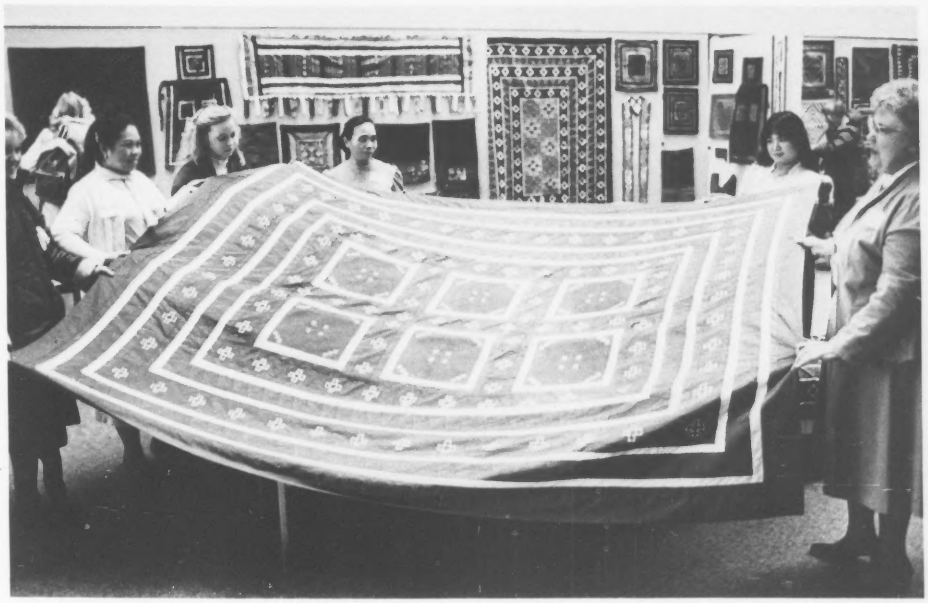
Results

Since the "Selling Strategies" Workshops began, group recruiting rates have doubled. The percent of homemakers consuming an adequate diet has increased from 20 percent in 1981 to 43 percent at present. Participants in the Special Supplemental Food Program for Women, Infants, and Children (WIC) have risen from 12 to 44 percent, while food stamps have remained steady at 72 percent. Sixty-eight percent of homemakers enrolled in the EFNEP nutrition program now complete it compared to 48 percent in 1981.

By putting some "sell" in their "tell" Florida's EFNEP paraprofessionals have forged a cost-effective program. They are recruiting more clients for nutrition education and finding satisfaction in a job well done. □

Folk Art: Fabric Of A New Life

JaneAnn Stout
Extension Art and Design Specialist
and
Rae Reilly
Extension Textiles and Clothing Specialist
and
Diane Nelson
Extension Communications Specialist
Iowa State University, Ames



Over the last 10 years, approximately 1,300 Hmong and 4,000 Tai Dam from Southeast Asia have settled in Iowa. Although most were unable to bring many material possessions, they brought something more precious—their tradition of exquisite needlework and textile arts. Thanks to Iowa Extension efforts, this artwork now decorates the homes and businesses of Iowans who appreciate fine handcrafts, and represents increased income to the Southeast Asian families.

Helping Neighbors Adjust

Working with the Southeast Asians has been on on-going process for many Iowa Extension home economists (EHE's). They've helped refugees adjust to nutrition changes, as well as differences in food storage, food preservation, gardening, clothing, consumer awareness, financial management, housing, and other areas.

EHE's also noticed that adjustments were sometimes as hard for the welcomers as for the newcomers. Although many of the refugees spoke little English, knew few marketable skills, and had even fewer material possessions, some community residents feared the additional competition for scarce local jobs.

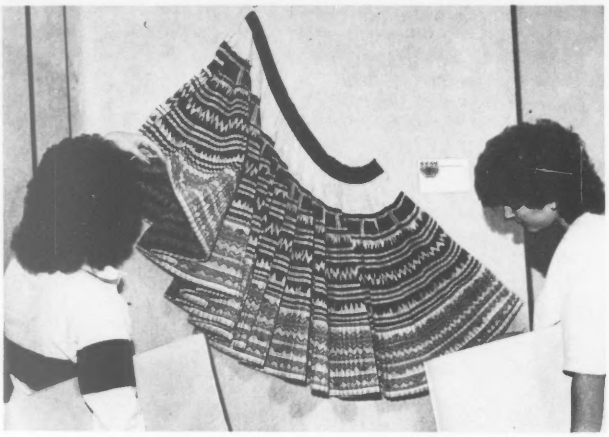
A desire to help both groups better understand each other led Mahaska-Monroe County EHE Mary Patterson to work with community leaders in organizing a week-long event to increase community awareness of the new residents. The event featured exhibits of special foods, music, and arts, and handwork.

Many who attended were intrigued by the detailed embroidery, reverse applique, and intricately woven patterns of the textile pieces.

Sharing Handwork With Others

Extension specialists faced the question: How can we share the unique handwork done by Iowa's newest residents with

Through such means as a fiber arts touring exhibit, the talents of the Tai Dam and Hmong in needlework and the textile arts are being displayed to Iowans. Iowa State Extension specialists help these Southeast Asians increase their incomes and adjust to a new culture.



the rest of the state? IWU-based Extension specialists JaneAnn Stout, art and design, and Rae Reilly, textiles and clothing, supplied the answer—organize a touring exhibit of Hmong and Tai Dam fiber arts.

Assisting in organizing the exhibit were Patterson; Iowa State University (ISU) Extension Communication Specialist Diane Nelson; Mary Littrell, ISU associate professor of textiles and clothing; Rikel Getty, ISU Extension information specialist; and Houang Baccam from the Des Moines Refugee Center.

Objectives of the touring exhibit were:

•To bring awareness, visibility, and recognition of these new Iowans to communities.

•To help Tai Dam and Hmong people market their handcrafts by raising awareness of Iowa consumers.

•To enhance the quality of Iowans' lives through a cross-cultural experience in the textile medium.

Unique Display

Organized in summer 1983, the exhibit consists of 18 clothing and accessory items made by Hmong and Tai Dam women, most of whom now live in Iowa. Examples of traditional clothing as well as wall hangings and personal accessories are included.

Techniques displayed include batik, applique, reverse applique, tucked applique, cross-stitch, satin stitch, weaving, and a variety of embroidery stitches.

Explanatory cards with each item identify the technique used and the artist who created it. Factsheet handouts, documentary photos, and a 10-minute slide-tape presentation help tell the story.

Proving Profitable

So far, the exhibit has generated documented sales of more than $10,500. In addition, a large number of sales have resulted from personal contacts made at the exhibit or through media coverage of the

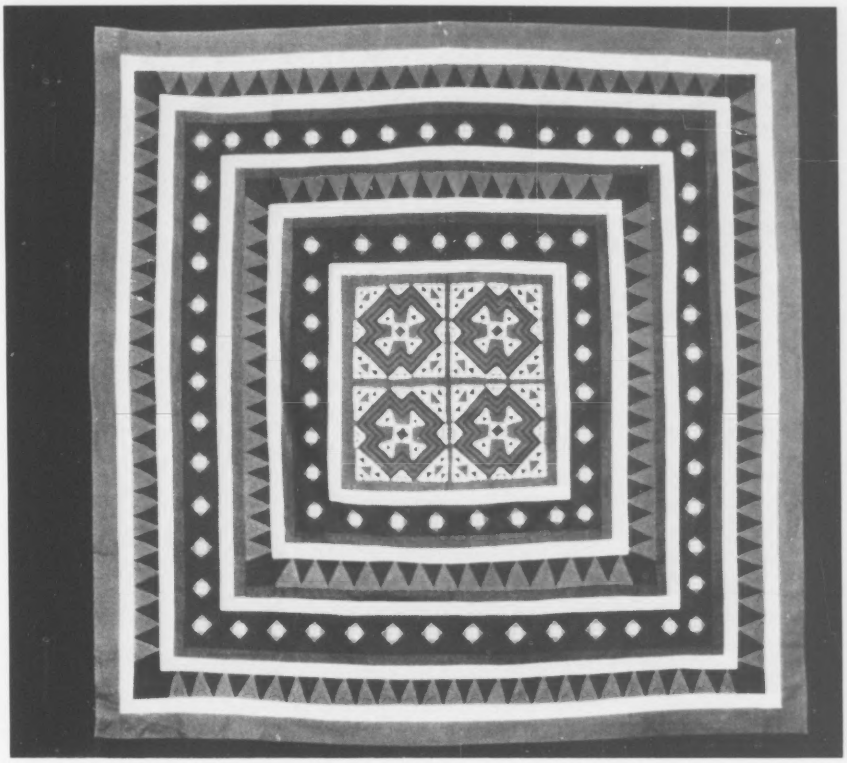
exhibit. Museum shops, as well as craft outlets, in Iowa are interested in marketing the Southeast Asians' work. Currently, five locations have made pieces available to the public.

Favorable Response

More than 13,000 Iowans in 15 communities have seen the exhibit thus far. Reviews and comments regarding its quality have been favorable. For example, a Burlington art director says she felt viewers received "new appreciation of quality of workmanship and a chance to discuss similarities in stitchery among different cultures."

According to a Davenport reviewer, "It is worth visiting the show to get acquainted with a colorful and exciting addition to the American folk art scene."

And in the words of a Marshall town educator, "It is culture-sharing efforts such as this exhibit which give our Tai Dam community pride in their achievements. □



Incomes From Laotian Art

An American quilt designer is marketing Laotian women's fabric art and it means new income and new hope for these newcomers to the United States.

Nannette Cotton, a fabric artist who designs quilted wall hangings in Chicago, became acquainted with the Laotian refugees when she hired some of them to help quilt her designs.

"Language and cultural differences make it very difficult for Laotians to survive in our country. Marketing the talent they have is one way for them to have a better life," says Cotton, former 4-H clothing project participant, and daughter of Gail Cotton, Extension home economics program evaluation specialist at Mississippi State University.

Master Needlecrafters

The Laotian women are master needlecrafters who learned cross-stitch embroidery at an early age. They use their skill in the art of "pandau," a form of reverse applique.

With this method, Cotton points out, the fabric is cut, folded back, and stitched to reveal the contrasting colors of cloth beneath. Then the pieces are embroidered with knotted colored threads.

"When I saw their fabric art," Cotton says, "I realized it could be used to provide incomes for them and it is."

Cotton's own designs are successful. Three of her quilt hangings are on display in the National Craft Showroom in New York City. She received a bachelor of fine arts degree in fibers and fabrics from Northern Illinois University in 1981. □

Karen L. Moore
Extension Writer-Editor
Department of Public Information
Mississippi State University

Profitable Produce Through Mobile Markets

Bruce Washburn
Editor
Extension/Research Communications
North Carolina Agricultural and Technical State University, Greensboro

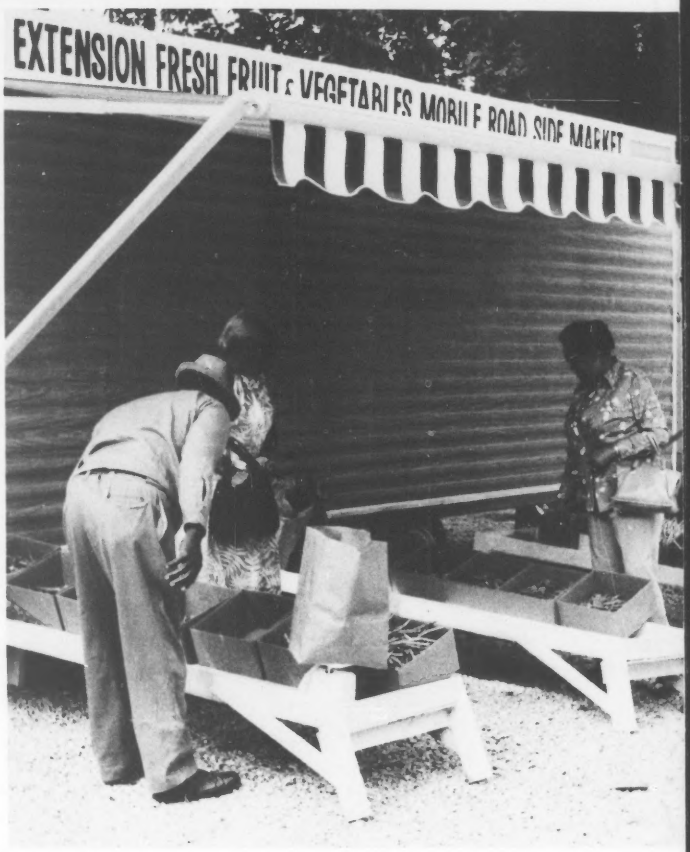
"Vegetable production is a lot of work and a lot of risk," notes Farm Marketing and Management Specialist John O'Sullivan of the Agricultural Extension Program at North Carolina Agricultural and Technical State University (A&T).

"Raising the crop is really the easy part. The hard part is marketing—finding a buyer and getting a good price. To be successful at growing vegetables, *you start with markets, and then you produce!*" O'Sullivan declares.

Specialists at A&T Extension have long felt that vegetable production represents an important alternative enterprise for many limited-resource farmers with small acreage. Many of these farmers, however, are older and have little education and few business skills. This makes the marketing part of vegetable production especially difficult for them. And that's why A&T began its innovative Mobile Marketing Project in 1978.

To Develop Marketing Skills
The idea behind the project was to create a situation where limited-resource farmers could develop or improve their vegetable production and learn direct marketing skills. (The only direct marketing experience many small farmers have traditionally had is "tailgating"—selling produce off the back of a pickup truck.)

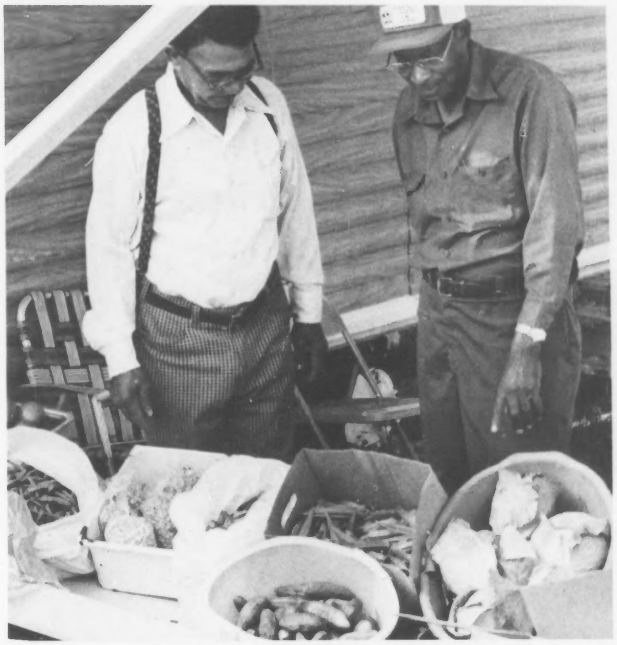
Extension decided to provide mobile marketing units—refrigerated trailors with vendor stalls—so that rural small vegetable and fruit growers could sell their produce locally, and learn good marketing skills. Extension hoped this would stimulate the development of permanent direct-marketing outlets. Then the mobile markets could be moved on to other locations to repeat the process.



Mobile Units
Using money provided by the Direct Marketing Act of 1976, plus some Extension funds, A&T developed six mobile marketing units.

Each unit was an 24-foot-long, air-conditioned wood and metal trailer with 180 square feet of floor space. Inside were shelves on which produce could be cooled and stored. Outside, retractable awnings provided shelter for small portable stands where the farmers could display and sell their vegetables.

Since the mobile markets were constructed, about a dozen of the state's 100 counties have used them in a variety of ways. Some of the counties have allowed area farmers to use the mobile units on a first-come, first-served, no-charge basis. Other counties have organized local vegetable growers, creating formal organizations with officers and monthly meetings, and charge user fees.



Revitalizes Market Outlets
In at least 3 counties, mobile markets stimulated the development or revitalization of permanent direct-marketing outlets for small vegetable farmers.

For example, Frank Baker, former Granville County Extension chair, credited the mobile market that was in his county with "furnishing the catalyst to go and show that we were serious about providing a vegetable market for small growers. What we did was outgrow the size of the mobile marketing unit."

Granville County now has a permanent small growers vegetable market in Oxford, built entirely with funds donated by individuals and businesses in the community.

Increased Incomes
Even in the counties where permanent markets have not been established, the mobile markets have helped the participating vegetable farmers increase their incomes and—in many cases—begin producing vegetables for sale for the first time. More important, many of these farmers have begun using other services offered by Extension and attending Extension meetings regularly for the first time.

Warren County has had a mobile market since the project began. Under the supervision of ag technician Sam Powell, and County Extension Chairman Russell King, the mobile unit has become an important vegetable market for the small town of Warrenton. Last year, 10 small farmers were regular producers for the Warrenton market. Selling their vegetables once a

Extension Specialists at North Carolina A&T State University, Greensboro, provide mobile marketing units so that limited-resource farmers can improve their vegetable production and learn direct marketing skills.

week on Saturday mornings from May to September, these growers averaged about $1,000 each in seasonal earnings from their vegetables.

For semi-retired farmers like 76-year-old Luna Bullock, this income was vital. Bullock and her husband were tobacco farmers until age and health put an end to that. The money from her vegetables means a lot to them now. But without the mobile market, "I don't know how I'd do it," she says.

Builds Pride And Confidence

For full-time small vegetable farmers like William Burgess, who grows about 5 acres of vegetables year-round, the mobile market is a boon. "The mobile market gave Burgess enough confidence so that last summer he started his own vegetable market in another little town, Norlina," says County Extension Chair Russell King.

"Another benefit of the mobile market—aside from the monetary thing," says King, "is that it has given our growers a chance to interact with others and develop self-esteem and pride. Their management and recordkeeping has improved, and they are using recommended varieties and doing soil and fertility analyses. We've probably convinced most of them that irrigation is a very important part of vegetable production."

An essential ingredient of the Warren County mobile market's success has been the one-on-one assistance ag technician Sam Powell has given each participating farmer. As Luna Bullock points out: "He always tells us what sells good at the market and what to plant and bring to the market. I see him at least two times a week, and if I need him, I know where to call."

Mobility Means Stability

"Surprisingly, one of the lessons learned about the mobile markets is that ***stability, not mobility,*** is a significant part of their success," O'Sullivan says. "That is, those mobile markets that have stimulated market development and helped growers (and consumers) the most have been those that were ***not*** moved from location to location within a county. Rather, they have been placed in one good, convenient location and left there for several years."

"The lesson here," O'Sullivan notes, "is that direct marketing takes 3 years ***minimum*** to succeed. The critical thing is consistency and quality control."

Buyers need time to learn that the market will be a reliable source of quality produce. Growers need time to develop their skills and confidence that the market will be a reliable source of income for them.

Refrigeration of the mobile markets has proved to be less important than originally visualized. Most of the markets have not used their cooling systems, O'Sullivan says, because (1) they're too expensive to run, and (2) they haven't been needed.

Importance Of Marketing

A final lesson that the mobile markets have helped make clear, O'Sullivan believes, is that growing vegetables for direct marketing is an appropriate enterprise for limited-resource farmers *if* they are willing to spend the time needed for marketing.

"They have to be willing to spend as much time on marketing as on producing the vegetables," he states. "Those farmers who grow vegetables specifically for the market—not those who are just looking for a place to unload excess produce from the garden—are the ones who will make money.

Perhaps the greatest value of the mobile markets has been that they have created a focal point to get farmers interested in vegetable production and to see if it's a feasible alternative for them," he adds.

New Alternatives

Daniel Godfrey, administrator of A&T Extension agrees: "The whole idea is that the mobile markets are a teaching device . . . an effort that leads to more permanent things for the participating farmers and counties."

Given the current unsettled situation in tobacco, which many of the state's limited-resource farmers grow—Godfrey feels that the mobile markets represent an important way to introduce alternatives to the state's small farmers. "We envision keeping at least three or four of the units around for a long time to come," he says. □

CAMP Keeps 'Em Truckin'

Julia C. Grady
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The nation's produce moves by truck and telephone calls—lots of them. In fact, the average U.S. vegetable broker spends almost half the day on the telephone, looking for either buyers or sellers.

For the multibillion dollar produce industry, the system works. But even brokers recognize there's room for improvement, especially with their high monthly phone bills.

In USDA-funded research, John VanSickle, professor and Extension economist, Food and Resource Economics Department, Institute of Food and Agricultural Sciences (IFAS), University of Florida, discovered that industry participants would be willing to try a computerized marketing system if it proved more efficient.

Feasibility Study
In a 2-year feasibility study, the Extension economist assembled an advisory board of 30 of the Nation's most prominent fresh produce buyers, sellers, and distributors. He surveyed the industry and elicited ideas from the board for a more streamlined produce marketing system.

The idea was not to displace the telephone, but rather to supplement its use with computer software custom-designed for the industry. VanSickle's survey found a high acceptance of the computer in other phases of the fresh produce business, with over half of produce buyers now using a computer in their work in areas other than produce sale and transfer. "The figures are lower for dealers and sellers," VanSickle says, "although there seems to be a general acceptance of the value of computers in the total operation."

However, the thought of replacing the telephone for produce sale and transfer caused ripples of discomfort among brokers who rely on voice and personal contact to assure quality service and delivery. Another consideration was maintaining the privacy between buyer and seller. And, the task of deciding precisely what an electronic marketing system offers proved almost as difficult for brokers as changing the suggestions into a workable program.

Test Run For CAMP
The system that evolved from the surveys, think sessions, and false starts is called Computer-Aided Marketing Programs, or CAMP.

Recently incorporated by private investors, CAMP, Inc., geared up for a test run this March. IFAS Extension scientists will continue to monitor the system's impact on the industry. "Without the invaluable input of our industry advisory board, we couldn't have designed a system that has a chance of working," says VanSickle.

"We've literally tailor-made the system to fit their needs." System members will connect via telephone modem to a mainframe Florida Agricultural Services and Technology (FAST) computer located near Gainesville. FAST currently serves about 60 agricultural clients, delivering satellite weather products in a format suitable to on-farm use with a microcomputer.

Initial membership costs are expected to be about $4,000 a year, or $1,200 for the first 3 months. FAST computer costs aren't final and will probably vary with the density of system users within a marketing area.

Monitors Produce
In its broadest sense, CAMP is an electronic "classified" directory that connects produce buyers and sellers. The menu-driven system allows brokers to enter a description and quantity of any produce they have for sale, along with other pertinent product or transportation information. By keystroking through the system, members can negotiate and close sales with confidentiality and can monitor booked produce from purchase through receipt. A live billing option will be included at a later date.

The idea to electronically market agricultural products dates back to 1961, when a teletype hog auction was organized in Ontario, Canada. The highly successful system is still in operation today and has been copied widely throughout North America. TELCOT, a Texas-based system, markets cotton internationally.

Success Factors
"Success depends on several factors, including the volume traded, market concentration, and user acceptance," says VanSickle. "If judged on those criteria, CAMP, Inc., stands a good chance of succeeding."

"A Florida-based system makes sense," he says, "because state growers produce a large volume of fresh produce. Fresh produce is estimated to contribute about 25 to 35 percent of total grocery store profits."

A small geographical concentration—Florida, Texas, and California—produce 68 percent of the Nation's year-round fresh produce. VanSickle believes the limited geographical area makes it easier to educate users and provide them with shared time and equipment costs.

"We have been concentrating on signing up year-round users of CAMP in Texas, California, Arizona, and Florida," VanSickle says. "We're going to buffer skepticism by selling this as a unit management tool that will increase efficiency—and efficient is exactly what CAMP is." □

Livestock Update— Roundup In The West

Robert Price
Extension Regional Specialist and Leader
Western Livestock Marketing Information Project, Denver

How does a typical Extension economist with a half-time appointment in marketing answer urgent questions from producers and reporters, questions like: "Should I sell my calves now or hold them for 60 days?" and "What are the current range conditions and resulting feeder cattle movements for the state of Colorado?"

Most likely, the typical economist will phone Denver and request a current market situation update and outlook from the Western Livestock Marketing Information Project (WLMIP).

Other services of the Project include weekly updates of the databases with expert commentary to Extension specialists and the monthly *Western Livestock Round-Up* for farmers and ranchers.

Demand For Information
In the early-to mid-fifties, one of the common problems universities and public agencies faced was satisfying the demand for information and analysis for better livestock marketing decisions.

The demand mainly came from western livestock ranching operations and agribusiness firms. University Extension Services in the West were spread thin and hardpressed to satisfy those requests.

In 1955, in answer to these demands, WLMIP was conceived as a research project on behalf of the experiment stations in the 11 western states. The framework was put together in early 1956 when the experiment stations and USDA's Economic Research Service funded a research staff which was headquartered in Denver.

Pioneering Projections
The project purpose was to test the feasibility of and need for a regional effort to make economic projections in the livestock industry.

WLMIP continued as a research effort until 1958 when the experiment station directors concluded that market outlook information could be best gathered and distributed on a regional level.

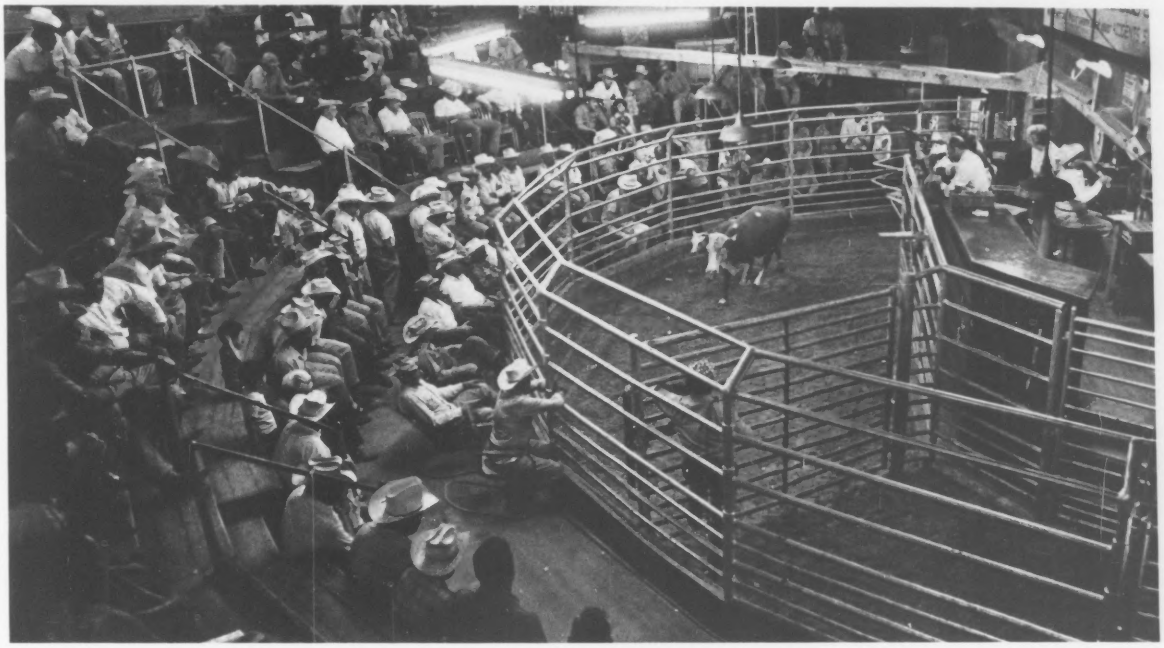
A proposal was taken to the Extension directors of the Western states along with a recommendation that they assume operation and distribution of information to the livestock industry. As the program matured, states of the Great Plains began participating in WLMIP and today there are 17 states involved.

Objectives
The original purpose of WLMIP remains the same today: to maintain a continuous activity of assembling, analyzing, and reporting economic outlook and market information on livestock and livestock products.

The formal objectives of WLMIP are twofold. The first is to back up state Extension specialists with pertinent economic and other information related to livestock, livestock products, and byproducts. The second is to furnish, primarily through the monthly *Western Livestock Round Up,* marketing and outlook information that will give producers a clear and concise analysis of the current livestock economic situation.

In recent years, the emphasis has shifted from purely outlook work to more information on the implications for management and management decisionmaking.

Regional Effort
Keeping current on livestock market development is a full-time job, yet few of the participating states can afford a full-time analyst. By cooperating together, the participating states are funding 2 professional analysts with support staff to provide timely information, educational aids, consultation on request, one of the most complete databases in the industry, and the monthly *Round-Up* publication. Conservative estimates for duplicating these services in each state are one-half to one professional position per state. With WLMIP, the cost is about $8,000 to $10,000 per state.



The evolution to the present cooperation among 17 western and plains states, the Economic Research Service, and Extension Service, USDA, exemplifies the achievement of providing pertinent marketing information in a cost-effective manner on a regional level.

Belief In The Project

Why has WLMIP worked so well for three decades? The reason is simple. It provides a valuable educational and information service. The Extension livestock marketing specialists and the Extension directors in the participating states believe in the Project and are committed to fight for its survival. WLMIP works well for the over 10,000 subscribers of the monthly *Round-Up*. And, it works well for the many analysts, newspapers, magazines, and periodicals who use, in a variety of ways, the charts, tables, and graphs generated by the project staff. □

Cornell Cooperative Extension Catalog of Public Awareness Materials

This catalog describes a wide variety of communication aids that have been developed as part of a unified, coordinated campaign to tell the institutional story of how Cornell Cooperative Extension "helps people put knowledge to work." The program serves as a public relations effort to let the general public know what Cooperative Extension in New York State is all about.

Cornell is sharing these materials with other Extension organizations throughout the country in the hope that there will be a widespread public awareness of the total national effort. Many of the items in the catalog are available from stock; others need to be special ordered. It is possible to customize some items to meet particular state and county needs. If an item is not suitable for use outside New York State, it is so noted in the catalog copy.

A key element of the public awareness campaign is an instructional guide, *Marketing Cooperative Extension*. This book discusses the basic philosophy of Extension and describes ways of explaining Extension to the general public. For a copy of the catalog, call or write, Media Services, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853. (607) 256-3157.

Showtime For Junior Livestock

Mary K. Maboney
Extension Associate
Editor, Print Media
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Because of Extension's leadership and the close support of business groups, thousands of youngsters from Nueces County, Texas, have benefited during the past half century through their involvement in raising animals and preparing projects for exhibit and sale at the annual Nueces County Junior Livestock Show.

For the 50th anniversary show, held last January, County Junior Livestock Show Association members, other volunteer leaders and area business representatives worked together to establish new sales records during the annual auction. Final gross sales for the 649 blue ribbon award-winning animals that were eligible for the auction totaled $486,000—up more than $78,500 from the previous year's sale.

Members of the Nueces County Junior Livestock Association point out that 835 youths showed 1,031 agricultural projects, while 342 others exhibited 928 projects in home economics. In addition, 105 other youths entered Santa Gertrudis heifers in the Junior Santa Gertrudis Show. Another activity, the Livestock Show Queen's Contest, attracted another 22 young people to the event, making the 1985 activity the largest ever in the show's history.

Show Is More Popular

"The impressive entry list—with some 2,086 total entries—makes our show one of the largest county junior shows in the state," notes Charles Wilson, president of the association. V. M. Harris of the Perry Foundation, Robstown, one of the groups that provides funds to adjust the price of any lower selling calves in an effort to help those exhibitors "break even," emphasized that growth of the show has been constant.

"The quality as well as quantity of the animals exhibited has improved," Harris, a longtime show supporter, remarks.

The 1985 Nueces County Junior Livestock Show with 2,086 entries was one of the largest shows of its type in the state of Texas. Extension leadership and close support by business groups made it possible.

New Records

In addition, new sales records were set for the grand champion market steer, which sold for $30,000; grand champion lamb, $7,000; grand champion market barrow, $5,100; and grand champion rabbit, which brought a $2,500 check to the young exhibitor.

The Nueces County Youth Show has come a long way since 1936, when it was organized as a "Fat Calf Show." The initial show featured 17 exhibitors, all of whom showed Hereford calves.

Extension's Role

Just how does a Junior Livestock Show maintain interest as a viable marketing tool over a half century and keep the momentum going as it provides service for youth of the county?

"The answer clearly has to be provided by the show's key leadership and the hundreds of adult volunteers who serve on various committees of the Junior Livestock Show," says Harvey Buehring, Nueces County Extension agent. He and Darwin J. Anderson, also county Extension agent for agriculture, have worked very closely with the Livestock Show Association and sales officials in recent years.

Business groups and individuals of the greater Corpus Christi area have supported the annual sale. Some have assisted by forming "booster" groups for the various communities of the county to purchase exhibits from those specific areas.

Special committees also work on resale bids, sales lists, the auction sale itself, the finance committee and other aspects of the massive sale.

"The Nueces County Junior Livestock Show is a cooperative venture in which virtually every family gets involved, and this involvement is one of the reasons for the show's continuing growth and success," says County Agent Buehring. "Young people also start with good quality projects and do a good job of fitting them for the show," he adds. □

Island Store— Open One Week A Year

Carol Ann Dickson
Assistant Professor
Department of Human Resources, Textiles and Clothing
University of Hawaii, Honolulu

Each fall, long before Thanksgiving turkeys are prepared, a small business begins to form on the University of Hawaii campus at Manoa. With the cooperation of students, faculty, and local community members, Innovators in Fashion (IF), a student organization affiliated with the American Home Economics Association, opens a retail store for a week just before Christmas.

The store—known as Miller Junktion—carries everything from small furniture to clothing to household goods. Some merchandise is handcrafted and some is commercially made. During the 5 days it's open, the store generates about $2,000 in profits for IF.

Innovators In Fashion
Organized in 1979, IF is open to all students and faculty in textiles and clothing. Currently there are 51 members. The textiles and clothing faculty advisor and the driving force behind IF is Diane Lai Fei Chung.

The organization's objectives are to familiarize members with new developments in fashion, support the professional development of individuals in the fashion industry, provide opportunities for members to become active in the fashion industry and in community affairs, and provide an atmosphere for close relationships between students and faculty.

Profits from Miller Junktion support various IF projects. For the past 3 years, IF has sent two of its members to the annual meeting of the American Home Economics Association (AHEA).

Miller Junktion
Miller Junktion store occupies a 500-square-foot space at the front of a portable classroom building unofficially known as Miller Junktion. The building sits next to Miller Hall, which houses the Food Science and Human Nutrition Department and the Department of Human Resources.

After students return to school in the fall, IF members begin planning for the store's setup and operation.

The vendor development and coordination committee contacts vendors who consigned goods to the store the previous year to inform them when goods will be accepted for the current year. In addition, committee members seek new sources of vendors for the store.

Vendors collect 65 percent of the retail price of their items; IF receives the remaining 35 percent. "Many of our vendors make beautiful goods," says one student, "but they have no idea about how to determine realistic prices for their items." Members of the vendor relations committee teach vendors how to survey potential markets.

Advertising And Final Preparations
The advertising committee sends press releases to local newspapers, magazines, radio, and television to publicize the store's opening. Since IF is a nonprofit organization and benefits student development, all advertising is free.

About a week before Miller Junktion opens, the cookie and pretzel committee begins baking food items to sell at the store. Three-day, 18-hour cookie-, Chinese pretzel-, and mango bread-making marathons, involving students and professors, are not unusual. Food items are popular with customers and sell well. And IF gets to keep 100 percent of the profit.

During the final week, the vendor relations committee accepts goods from vendors and applies price stickers and tickets to each item.

Open For Business
When the door opens for business, everything is ready. Goods are arranged in quasi-departments with Christmas goods in one area, clothing in another, accessories artfully displayd on walls and special racks, and food items on tables in the center of the store.

During the 5 days, students, faculty and staff, and community members patronize the store. Toward the end of the week, items that have not sold well are marked down 20 percent.

Benefits
Discussions about the store, vendors, store operations, and customers' reactions continue long after the store closes.

Asked about the benefits of operating Miller Junktion, other than the profits generated for IF, students have commented: "I got some good insight into what it might be like to run my own business. It's a lot of work! . . . "Knowing what to mark down, and when, is important." . . . "Some people won't volunteer. You have to delegate and tell people what to do." . . . "By the end of the week I was kind of partial to that little store—I felt like it was mine."

For many students, Jill Santiago's comment seemed to say it all. "You really have to learn to get along with all kinds of people."

The author thanks Diane Lai Fei Chung and IF members for their help in providing information for the article. This project was supported, in part, by the Institute of Tropical Agriculture and Human Resources, Journal Series No. 2912. □

Connecticut Markets To Media

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Extension State Visual Media Coordinator
University of Connecticut
Middlesex County Extension Office, Haddam

A centralized approach in marketing staff expertise to media is proving successful for the Cooperative Extension Service in Connecticut. The state visual media coordinator actively markets Extension "know-how" to radio and television stations in the state.

Typically, the visual media coordinator's approach to radio or television program directors begins with inquiries as to whether the station's viewers (TV) or listeners (radio) would appreciate information on such topics as "Cooking A Complete Thanksgiving Dinner In A Microwave Oven," "What To Do When Your Water Pipes Freeze," and "Growing A Vegetable Garden On Your Deck Or Patio."

Then the program directors are informed that, if they're interested, "expert resource people are available to present this information in a knowledgeable and appealing manner."

Marketing Expertise

Things got under way in 1983 when staff members willing to be TV resource people submitted outlines detailing each of their discussion topics. The TV resource list contained categorized subjects; the state visual media coordinator was listed as the sole contact.

At this point, the visual media coordinator interviewed representatives of 27 TV facilities in the state—22 cable TV stations, four commercial, and one public.

TV Survey

At these interview sessions TV representatives answered a questionnaire designed to disclose the nature of the programs originating from the station and the type of material accepted.

After reviewing the TV resource list, the TV representative indicated which topics were most appealing. Shortly thereafter, some of the interviews resulted in Extension TV spots and the visual media coordinator's role became one of production coordinator after negotiations were completed with a TV station's program director.

The first spinoff from the survey was a four-part series of 30-minute telecasts on energy management and conservation produced with Laurel Cablevision in Torrington. The state energy specialist, an agricultural engineer, and an Extension home economist were involved in each segment of the "Energy Wise" production.

The series is now rotating between 112 stations in the American Television and Communications Corporation system with potential for additional broadcasts on the Group W nationwide network.

4-H Youth On TV

"JJ, TX and Friends," a "live" children's program on WTXX-TV, an independent TV station, reaches most of the state from its Waterbury-based studio.

4-H youth accompanied by either a leader or agent, appeared on the show 23 times in 14 months.

Topics included: computers, raising puppies for the blind, growing a vegetable garden under lights, and community service projects.

There were five additional guest appearances by an agricultural agent. The total audience for these 28 CES appearances is estimated at 1,820,000 people.

Gardening Show

The survey followup resulted in a five-part series of 30-minute programs on home vegetable gardening by the cable TV franchise at the University of Bridgeport. WUBC's program director hosted the programs, called "The Backyard Gardener."

Three Extension agricultural agents and a 4-H agent were featured in this series which in 4 months was telecast 54 times on cable TV stations in Connecticut.

In the near future UConn CES expects to begin producing a 13-part consumer education series with the Bridgeport-based cable franchise. Additional TV programming includes a series of interest to senior citizens being produced by the West Hartford Community Access Group.

TV News Shows

The television survey has also resulted in an increased number of CES staff appearances on TV news programs.

In 1984, when the Connecticut rivers overflowed their banks the visual media coordinator delivered resource information on flood cleanup to the three TV network affiliates in the state. The NBC station in West Hartford covered this story and included addresses and phone numbers for all Extension field offices on their "Six O'Clock News" broadcast. In the next few months, WVIT-TV included three appearances by an Extension home economist on their 6:00 p.m. news show.

Radio Programming

Similar success has occurred through this centralized media approach in marketing staff expertise to radio stations. A network of 11 stations across the state was organized and local agents tape a series of public service announcements on gardening or consumer topics.

The visual media coordinator contacts the stations, chooses the most appropriate local resource person, provides the agent with prepared PSA's, and sets up taping dates.

A centralized approach to marketing Extension expertise to media has paid off for Extension in Connecticut. Left: A 4-H'er, Andy Buzzie offers a nutritious drink to the host of a WTXX-TV's children's show. Above: Carole Fromer, Extension visual Media coordinator assists Extension Agent Joe Maisano with his presentation on "The Backyard Gardener" TV series.

Great success has been realized with Connecticut's largest radio station, WTIC in Hartford. Extension agents and specialists appear regularly on interview programs and CES public service announcements are commonly heard during WTIC's highest rating shows.

Final Analysis

For the past 2 years, the centralized marketing strategy which the UConn Cooperative Extension Service is implementing in its media relations has proved to be efficient and successful.

This way of marketing has led to a heightened awareness of Extension expertise by the media, greater exposure of timely educational content, and greater Extension administrative support for mass audience efforts.

During the 11-month 1983-84 program year, the estimated audience for media programming arranged by this marketing method is conservatively estimated at well over 30 million people. □

Plant Marketing Through Printout

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News Editor,
Agricultural
Communication
Service
Purdue University
West Lafayette,
Indiana

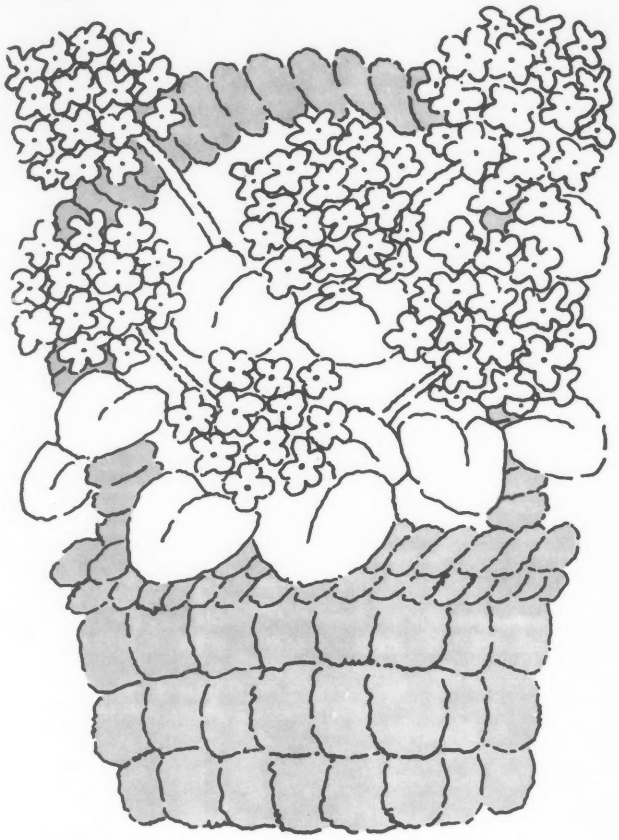
Too many red potted geraniums in Evansville and not enough in Fort Wayne! Thus, Allen Hammer, Purdue University Extension horticulturist, describes the dilemma of many wholesale bedding plant growers.

The grower begins many months earlier with an educated guess of what bedding plants will be in demand at planting time. Success—read that profit—demands he or she guess correctly. But, what if the demand doesn't develop or if all the wholesale growers in the county planted petunias and the market is glutted with petunias? There may be a demand for the petunias in another part of the state where everyone grew Swiss pansies, says Hammer. But, how can a grower, especially the small business operator, locate and produce for a market.

Large growers, says Hammer, may have some way to find markets outside their immediate areas, but small growers probably do not. And, how about the retailer who decides to carry a limited line of bedding plants? Where does the retailer go to find out who has what?

In Indiana, the answers to these and other questions about the location and type of plants—bedding, vegetable, potted or whatever—are as close as the nearest county Extension office.

Using FACTS (Fast Agricultural Communications Terminal System), Hammer; Glenn Sullivan, Purdue marketing economist; and Joe Alan Wolford and Daniel Feistamel, horticulture programmers; designed an interactive computer program that allows growers and potential buyers to locate each other.



Using The Program

Suppose you are a grower with 50 flats of tomato seedlings and no buyer in sight. First, visit your county Extension office and ask to run the computerized Floriculture Marketing Program. The program allows you to see what other growers in your county, the state, or selected counties are offering for sale (but not the price).

You could skip this step and immediately begin to add your name and information to the list. First, enter the product class. If you don't know what class your product falls into, don't worry. A list of classes is available at the Extension office. You then type in when the product will be available (beginning and ending dates).

Next, indicate whether you are buying or selling the product, and whether it is available in pots, flats, bunches, counts, hundreds, thousands, or other quantities. Then, add the number of units you have to sell, comments, and the date you want the information updated or deleted.

If you have elected to sell a product, the computer asks an additional question, "Do you deliver?"

Locating Wholesalers

But, suppose you are a retailer and want to find out what plants are available. Then, the program really shines. You can

search for wholesalers in your county, selected other counties, and the state as a whole. You receive not only the name and address of each wholesaler who has the specified products for sale, but also quantities available and whether or not the firm delivers. You have to contact the wholesaler to negotiate prices and terms.

Great pains have been taken to ensure that the data is current and accurate, says Hammer. Each user has a confidential identification number and only that user can change or delete his or her file. There is no possibility, says Hammer, that a competitor can change or delete your file. In addition, the file is automatically deleted on the ending date you specify. If you have not sold the product by that time or for some other reason want to change the availability date, you are the only one who can do it.

Only Indiana growers are encouraged to enter their data into the system, says Hammer. But buyers from any state may use the system by contacting any Indiana county Extension office.

Farm Produce Program
Purdue also developed a computerized Farm Produce Marketing Program that helps growers, farm market operators, and consumers buy and sell farm produce. In addition to Purdue staff previously mentioned, Richard Hayden, Extension agronomist; Laura Hoffman, marketing economist in the Purdue Department of Horticulture; and programmer P.J. Wyss assisted in designing this program. □

4-H Touches Tomorrow Today

Indiana 4-H Week, February 3 to 9, 1985, increased visibility of 4-H in the Hoosier State, reaching potential members, volunteer leaders, and sponsors through planned activities and promotional materials.

Maurice Kramer, head of the 4-H and Youth Department at Purdue University, initiated the statewide campaign to boost 4-H enrollment and support during membership recruitment time. The campaign's theme—"4-H Touches Tomorrow Today"—was adapted from Purdue University's promotional theme, "Purdue, Touching Tomorrow Today."

Indiana Governor Robert Orr issued an official proclamation setting aside the week to recognize and show appreciation for 4-H members and their leaders.

Televised Halftime Show
Planned events included a 5-minute television show aired during halftime of the Purdue-Michigan basketball game on the Farm Bureau Basketball Network. The show featured an interview with Kramer, the signing of the proclamation by Governor Orr, and comments about 4-H by President Reagan. The Purdue Department of Agricultural Communication Service produced the show and assisted the 4-H and Youth Staff in developing promotional materials

Kits For County Agents
Prior to 4-H Week, Purdue sent a promotion kit to each 4-H and Youth Extension agent. The kit included 36 4-H project news releases, several general releases, 4-H brochures, master newspaper ads, public service announcements, a copy of the governor's proclamation, a sample 4-H Week poster, clip art, and a sample table top display. Additional quantities of most items could be ordered.

Other Efforts
Purdue staff developed a letter for 4-H and Youth Extension agents to send to local elementary school teachers. The letter described the 4-H program and encouraged teachers' support. Included were brochures for youth and parents. Another letter addressed to Junior Leader Club Presidents from Collegiate 4-H Clubs highlighted the week's special events and explained how junior leaders could participate.

Purdue staff also sent a news release on the governor's proclamation to news media, and mailed tapes of the signing and an interview of Kramer to farm directors at various television stations. □

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News and Public Affairs Manager
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Predicting The Peach Market

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Extension
Agricultural
Economist
John D. Ridley
Extension
Horticulturist
and
Gary D. Wells
Agricultural
Economist
Clemson University,
South Carolina

During the past 5 years the Nation's peach industry has experienced wide fluctuations in production, prices, and grower income. Despite severe freezes which devastated Eastern and Southern peach areas 2 of those 5 years, peach supplies have increased steadily.

Plentiful supplies have caused greater competition in the established markets, realignment of market shares, lower prices and an intensely chaotic market. At the same time, fruits which consumers often substitute for peaches—such as nectarines, plums, and cantaloupes,—have made significant inroads into peach markets.

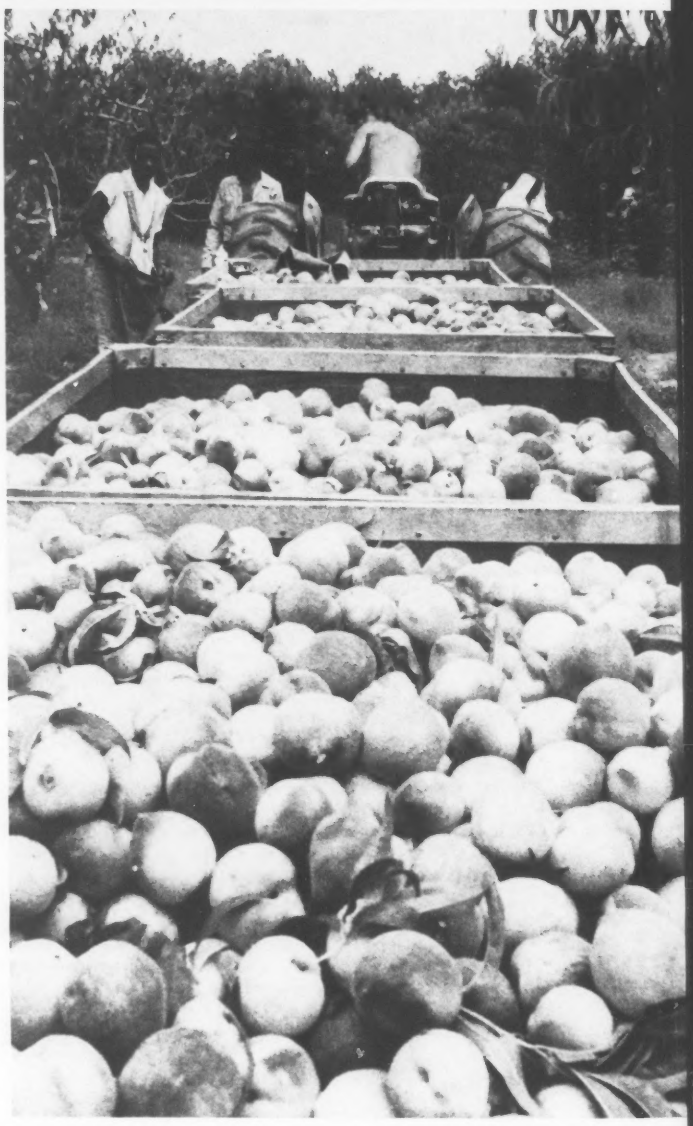
One result is increased industry awareness of the importance of accurate, timely market information that will help managers make good decisions in an unstable market environment.

In the past, Extension at Clemson University has provided the industry with limited market information on a free subscription basis. Due to budget cutbacks, this report was discontinued in 1982. The industry's growers, shippers, and handlers then asked the National Peach Council to develop and provide this information. Based on this request, the National Peach Council, in cooperation with the Agricultural Marketing Service (AMS), USDA, and Clemson CES, formulated a pilot project to fill this information void.

Peach Report

The Agricultural Marketing Service, through the Marketing Improvement Program, provided Clemson Extension a 2-year matching grant to develop a Peach Report to collect and disseminate accurate and timely market information from May to September.

The National Peach Council is to contact industry members to develop and maintain subscriptions. After the 2 years, it is hoped the industry will continue financial support for the report.



The Peach Report will be predictive; estimates will be made of the peach volume to be packed and shipped over a 2-week period. A model will be developed to estimate the biweekly shipments and the amount of fruit still on trees. These estimates will be adapted and validated weekly by growers and handlers in a region. The report will provide quality and size information from different regions.

The Report will also include weather conditions in various parts of the country and a general estimate of the volume of competing commodities shipped. □

Peach Pricing Goes High Tech

Frederick A. Perkins
Extension Marketing Specialist
and
Daymon W. Thatch
Associate Professor, Transportation
Department of Agricultural Economics and Marketing
Rutgers University, New Jersey

The growing of peaches is a major agricultural enterprise in New Jersey with an average annual production of nearly 2-1/2 million bushels. Annual crop value for 1981 to 1983 exceeded 20 million dollars each growing season. Most Garden State peaches are sold fresh during a relatively short marketing season extending from early July through late September.

New Jersey producers and dealers need current marketing and timely movement information. With the advent and availability of low-cost computer technology, a new analytic tool is now available to provide growers with the *best* available price and volume of sale information by peach size, variety, and location of sale *on a daily basis.*

Pricing Program Begins
The New Jersey Peach Promotional Council and its grower members evaluated various electronic marketing programs, application and suitability of computer equipment, and other resources necessary to implement a price reporting information system.

This early exploratory investigation clearly indicated a potential existed, but that further in-depth study was required. Next the Council appointed a computer committee who requested help from Extension marketing specialists and researchers from the Department of Agricultural Economics and Marketing at Rutgers, Cook College, to assist in developing plans for the 1983 marketing season.

Pilot Program
The pilot computerized program, operational for the 1983 season, was designed as an industry self-help venture open to all commercial peach growers and other marketers. A membership fee for the first year at $250 was established to provide operational funds. The initial goal of reporting detailed, daily prices was accomplished with 20 subscribers inputting and receiving information.

This group collectively handled about 650,000 boxes or some 24,500,000 pounds of fruit, which represented nearly one-third the total volume of peaches sold wholesale from New Jersey in 1983.

Supply The Data Bank
The present informational system consists of a telephone input-output tape recorder for communications exchange and a microcomputer for analytical purposes. Subscriber members use a toll-free number to provide daily information for creating a data bank. The six imput factors include: date, ID code number, peach sales by major varieties, point of sale, and total number of boxes and prices received for each size category sold.

Later in the day, growers call to receive a summary of the same day's price and volume averages.

Directions
In May 1984, staff obtained a New Jersey Experiment Project and Grant under the federal-state marketing improvement program. These will allow for the further development of the system through 1986, including expansion to a fully computer-oriented online application. Two specific phases are anticipated as follows—

PHASE I (1984 to 1985):
1. A user-friendly (macro) system will be developed to allow people with very little computer knowledge to use the system. The initial online system is planned to be developed on the Rutgers' Wylbur system and includes a security check sign-on system, a menu-driven system to allow growers or their sales agents to input sales information, and, a menu-driven output to allow users to select any of the desired input price-quantity information.

2. In 1985, work will also be conducted directly with a computer technical peach subcommittee to develop criteria for selection of hardware for individual system users. Recommendations will be made to individual growers on the "best system" for a given cost.

PHASE II (1985 to 1986):
1. Training sessions for users are planned to demonstrate the selected hardware system.

2. In 1985, the online peach-pricing system and an online mail system should be available for some users with either the current telephone call-in system or an online computer backup system available to subscribers.

3. After the first year of online operation of the peach pricing system (1986), the total pricing system approach will be evaluated.

4. Continuing efforts will be conducted to adapt the peach system to other commodity or interested agricultural groups in the state.

Some Lessons Learned
1. Computer systems must be "user friendly."

2. The key of broad base support for a system is a simple understanding of what it can do, and how it works.

3. Nothing sells an idea faster than the people in a business or industry who believe in it.

In short, convince the leaders, innovators, and those most admired in the industry and they will quickly sell ideas to others. □

Promoting Project CENTRL

Dennis Brown
Extension Information Specialist
Washington State University, Pullman

How do you successfully market a recently created rural leadership development program and recruit members for its second class? Answering that question was the objective of a 6-month publicity campaign at the University of Arizona.

About Project CENTRL
The leadership program—called Project CENTRL—evolved partly out of a survey of 130 Arizona rural leaders. According to responses, motivating the public was their greatest leadership problem. Limited managerial skills in areas including conflict resolution, communications, and problemsolving also were concerns.

In response, Arizona Extension developed a leadership training program under a start-up grant from the W.K. Kellogg Foundation. The project prepares potential rural leaders for top posts in agricultural organizations, civic groups, and elected offices at all levels in the state. The nonprofit Center for Rural Leadership (CENTRL) in Phoenix administers the program.

Training consists of 12 weekend workshops spaced over 2 years, an internship, and a travel seminar. The workshops broaden participants' perspectives on issues of statewide significance and equip them with essential leadership skills. All residents of the state, age 25 and older, who either live in rural Arizona or have a stake in its future may apply for admission to the program.

Arizona

Publicity Campaign
Extension Information Specialist Dennis Brown, on a 1-year appointment at Arizona from Washington State University, was assigned to develop the project's publicity campaign. When he arrived in October 1983, the initial class of 30 had already been recruited and the first session was scheduled to begin the following week.

With input from the Project Coordinator Eldon Moore and others involved in Project CENTRL, Brown put together a 6-month campaign to develop interest in the still-new program and recruit members for Class II scheduled for the fall of 1984.

Although there was no budget for the campaign, Moore was able to allocate a few hundred dollars from CENTRL's grant for a direct-mail solicitation and production of a radio public service announcement. In addition, the Arizona Press Clipping Service was hired to gauge the effectiveness of the publicity efforts as they progressed.

Attracting Media Coverage
From a publicity standpoint, the best news angle was the impressive array of public officials Moore had lined up to address the class. Media coverage of these speakers gave the program both visibility and credibility.

About a week in advance of each meeting during Class I, memos and schedules were sent to nearby print and broadcast media to encourage media coverage.

The November training session focused on taxes and health care, attracting a reporter from the state's largest paper, the *Arizona Republic,* in Phoenix.

February's session on state government attracted agriculture reporters from the *Republic* and the *Phoenix Gazette.*

The March session on arts in rural communities received television coverage from two invited Tucson television stations.

A reporter from one station interviewed an Extension agent for the 6 p.m. news. The other station interviewed one of the participants at his farm. The station aired the interview on the 6 and 10 p.m. newscasts.

Thanks to Information Specialist Guy Webster, who wrote a weekly agriculture feature for Associated Press, CENTRL was the subject of an AP wire story that Brown wrote. Farm publications also supported Project CENTRL although they usually could not cover class sessions.

The clipping service reported 18 clippings from 10 dailies and weeklies totaling about 214 column inches. Most of the stories appeared in March during the middle of the student recruiting season.

The program received generous coverage in several farm magazines and newsletters plus a number of outlets in the college, including newsletters circulated to ag alumni, Extension faculty, and students, and a popular agricultural research magazine published by the college.

Direct Mail Campaign

The project's promotion included a simple direct mail campaign aimed at people who had applied for the first class, but were not accepted because of lack of room.

The campaign consisted of two mailings and followup phone calls each spaced a month apart. An invitation to apply, a brochure outlining the program, and a multipage application went to 200 potential applicants in February. This was followed with a reminder letter a month later and phone calls from area rural development agents a month after than. Twenty-two percent of the people on the mailing list inquired about the program; 11 percent submitted applications.

PSA Boosts Visibility

To keep the visibility of the program high during the latter stages of the publicity campaign, Extenstion Broadcast Specialist Oscar Day wrote and voiced a 60-second PSA. The PSA together with a cover letter and a stamped return-mail postcard were mailed to 68 radio stations.

The postcard contained pertinent questions: Did you use the CENTRL PSA? If yes, how many times did you use it, when, and, if not, why? Also requested were each station's call letters and city.

Ten stations, or about 15 percent, sent back reply cards indicating they had used the PSA. Others may have used it without replying. Nevertheless, the PSA's gave recruiting efforts a big boost and publicized project CENTRL in some communities where it received no other exposure.

An all-news station in Tucson, for example, ran the spot throughout its schedule for almost a month. Two stations in Phoenix reported using it as did a station on the Navajo Indian Reservation and several others in northwest and southeast Arizona.

Promotional Efforts Pay Off

From a recruiting standpoint, the publicity campaign is considered a success. Although it has not been determined exactly how people learned about Project CENTRL, 273 people inquired about it and 65 others submitted applications for Class II.

Moore expressed satisfaction with the qualifications of those who applied. And, while no measurement was made, Moore thinks publicity efforts helped raise awareness and create interest in the program. □

Project CENTRL

Crafty About Crafts

Freida M. Terrell
Extension Area Specialized Agent, Crafts
North Carolina State University, Raleigh

Craft people face a number of problems—among them high production costs, lack of necessary skills in marketing and management, and inadequate training and design talent. Extension educators at North Carolina State University are helping to solve these problems and improve family incomes by teaching skills in production, marketing, and business management.

Objectives
Objectives of the craft program are to provide North Carolina families with educational information, activities, and experiences that will enable them to develop production, increase management skills, and increase or supplement family income.

Marketing and business management skills improved for 920 craftpeople as a result of craft marketing and business management seminars conducted in the six North Carolina Extension districts during 1982 to 84.

Marketing Seminars
The seminars were initiated by Freida M. Terrell, Extension area specialized agent, crafts, and implemented through the cooperative efforts of the home economics Extension agents with craft responsibility, the Department of Economics and Business with the North Carolina Agricultural Extension Service, and the Southern Highland Handicraft Guild.

Participants included volunteer leaders from Extension Homemaker clubs, craft organizations, guilds, fairs, co-ops, craft shopowners and managers.

Impact Results
Impact results were measured by post-evaluation questionnaires. A total of 695 persons participated in the six seminars conducted on a district basis during FY 1982-83. Of these, 400 persons responded to the questionnaire and indicated the

From woodcarving to basket-making, North Carolina craft people profited from the business management skills they garnered at seminars conducted from 1982 to 1984 in the six North Carolina Extension districts.

seminars improved marketing skills and that further educational seminars on crafts were needed.

To meet this demand, a series of craft business management seminars were conducted in the summer of 1984 for three Extension districts.

Subject matter for these three seminars included more in-depth training in business skills: *Being in a Trade or Business; Legal Liabilities; Managing Your Craft Business;* and *Tax Management.*

Successful Entrepreneurs
Two successful craft businesses resulting from owner participation in the Extension-sponsored craft marketing and business management seminars include the "Forget-Me-Not" Home Boutique in Chapel Hill, North Carolina, and "The Milk Barn — A Unique Craft Shop" located in Rutherford County.

The "Forget-Me-Not" Home Boutique operates as a craft co-op which was organized after the craft marketing seminar on how and where to market handicrafts.

"The Milk Barn - A Unique Craft Shop," featuring handicrafted items from western North Carolina, opened in the fall of 1983 with 500 craft producers.

Seventy percent of the crafts for sale at "The Milk Barn" are made by Rutherford County people. Quality handicrafted items include stoneware, porcelain dolls, quilting, needlework, baskets, and other craft items.

Training Workshops
Since 1980, agents have reported that 11,415 volunteer leaders in county, area, and district workshops, have taught craft skills to 76,961 adults and 10,402 youths. Approximately 50,000 people have used the skills learned in craft classes to produce and sell craft items earning them over $2.5 million.

The area and district workshops offer classes in 12 to 18 different crafts. The outreach of the training workshops is dependent upon volunteer leaders who are willing to share and teach others.

Leaders Teach Others
Inez and Howard Wilson from Bakersville, North Carolina, represent volunteer leaders who learn a craft and then share their skills with others. The Wilsons attended a basketry workshop taught by Olive Bowyer, another volunteer Extension homemaker member.

Because of the workshop, the Wilsons are now producing and marketing egg baskets.

They continue to sell their baskets in craft shops as well as teach classes for interested groups.

Income Earned
Interest in basketry workshops has increased in the past few years. Freida M. Terrell, Area Specialized Agent, Crafts, conducted an impact study to determine the income earned as a result of the basketry workshops, conducted in three districts comprising half the state.

Impact results from interviews with 36 county Extension agents showed that a total of 424 workshops were conducted with 2,976 leaders trained and 9,622 baskets produced, with a market value of $336,770. The figures include leader outreach.

Future Implications
Future implications for a strong educational craft program through and by the North Carolina Agricultural Extension Service are evidenced by *craftpeople* who want to learn skills that can be taught through seminars and workshops. □

Lifeline For Farmers:
"The Art And Gene Show"

Tom Bare
Extension
Information Specialist
and
INFOTEXT
Coordinator
South Dakota State
University, Brookings

A huge South Dakotan farm audience relies on the telecast, "Midwest Market Analysis," hosted by Art Sogn and Gene Murra, Extension economists, for quick and reliable information on the grain and livestock markets. South Dakota Public Television Network (SDPTV) offers market information on INFOTEXT for deaf and hearing impaired; a decoder and a TV set are all that is necessary to receive the data.

"Midwest Market Analysis" (MMA), familiar to farmers and ranchers in South Dakota as "The Art And Gene Show," is a public television show that has a devoted following.

"Their weekly analysis of the grain and livestock markets is an education," says Ron Reed, a farmer from Oldham. "The show is a marketing lifeline for farmers. Especially now, when the farm economy is slumping, MMA has information that is essential to the very health of the farming community."

MMA made its debut six years ago as a segment of the South Dakota Public Television Network (SDPTV) production "This Week." It didn't take long before MMA got its own show—a full half-hour weekly program on the grain and livestock markets produced by the Cooperative Extension Service and the SDPTV Network.

Accurate Predictions

Art Sogn and Gene Murra, Extension economists, host the program which reaches households in 96 percent of the state.

According to Gary Hanson, who runs a diversified livestock and cropping operation, Art and Gene are easy to understand. "Their predictions," he says, "are often more accurate than the weather service!" Art and Gene bring nearly a half century of experience in agricultural marketing to the program. Since they have no direct ties to the markets and nothing to gain or lose, their reports are objective and unbiased.

"Many producers spend hundreds of dollars a year for market advice," Art Sogn says, "to get information they don't know how to use. We hope the analysis we give on MMA will help farmers use the marketing tools they already have."

"MMA is good for any farmer or rancher," says Rodney Foster, grain merchandiser and farmer from rural Brookings. "That's because the game today is called marketing."

Special Marketing Segments

There have been some minor changes made in the program format since the initial broadcast of MMA on September 5, 1980. But Art and Gene continue to devote proportionally more time to the market analysis of the commodity groups than to any other single program segment.

Each program has a special report or educational marketing segment which relates to the total marketing picture. Special reports cover such topics as: cattle and hogs on feed, crop production, and domestic and export grain outlook.

Marketing education topics range from the basics of the futures market to interviews with USDA agricultural experts. Other agricultural disciplines and commodity groups have a chance to call attention to their upcoming events on the "Ag News" segment. Their lighthearted "Word For The Week" is an essential part of the program. The half-hour show is aired Fridays at 8:30 p.m. and Saturdays at 12:30 p.m.

When Art and Gene are out of town, Dick Shane, agricultural economist from South Dakota State University, takes over. Tom Bare, Extension information specialist, also interviews guests on the program.

Program Generates Meetings

"We originally hoped MMA would reduce the travel demands and requests to hold marketing meetings throughout the state," Gene Murra says.

"However, the opposite has occurred. The program has generated requests for more meetings and it has opened the door to show producers the need for more marketing information." Murra conducted 37 Extension marketing meetings in the first 3 months of 1985. The meetings involved indepth analysis of marketing alternatives and are a logical takeoff from MMA.

Art Sogn adds: "Response to MMA at meetings continues to be highly favorable. SDPTV viewer comments indicate that some people who watch have nothing to market. This includes one 10-year-old in Sioux Falls who tells us he's fascinated with the 'mysteries of marketing.' "

At the 1983 Extension Annual Awards, Art Sogn and Gene Murra received national recognition for their excellent television program. Apparently, the farmers and ranchers of South Dakota would feel it's well deserved. □

Quilting—The Tradition Continues . . .

Sharon Heidingsfelder
Extension Crafts Specialist
University of Arkansas, Little Rock

The quilting workshops fostered by Extension at the University of Arkansas have featured out-of-state quilting celebrities and have drawn great enthusiasm from participants eager to continue this historically important craft.

Arkansas Extension has emphasized training in a variety of local crafts during the past 10 years. During 1984, as a result of Extension teaching efforts throughout Arkansas, over 12,000 people were taught craft skills by 335 volunteers. The estimated value of the products they produced are valued at slightly over $1 million.

Arkansas, with its rich craft heritage, has many residents with skills to produce marketable crafts. An estimated 14 million tourists visit the state annually creating a huge potential market for locally produced, high-quality crafts.

Since the demand for craft classes is sometimes overwhelming, County Extension home economists believe the most effective training method is through statewide leader workshops. The workshops allow the county leaders to learn a skill and teach it to others without involving so much of the county agent's time.

Popular Workshops

Quilting workshops began in 1982 when county and statewide leaders showed enthusiasm about this historically important craft. What initially began as a one-time workshop evolved into workshops held 3 consecutive years with plans for a fourth. Each of the 3-day workshops drew more participants and increased enthusiasm.

The most recent quilting workshop was held in October 1984 and featured an out-of-state quilting "celebrity" as an instructor. One hundred and fifty people from Arkansas, Louisiana, Texas, California, Iowa, and Indiana attended. After this workshop, Extension specialists felt that the leadership skills were sufficiently developed so that the Arkansas Quilters Guild could assume the organizing role for future workshops.

Factors For Success

One of the first factors to ensure the success of a large workshop is to involve other groups and organizations in the planning stages. To brainstorm the feasibility of a statewide quilting workshop, the following organizations with statewide affiliations were represented at the initial meeting: the Cooperative Extension Service, the Arkansas Quilters Guild, the Arkansas Extension Homemakers Council, and the Ozark Foothills Craft Guild. The workshop that followed was co-sponsored by University of Arkansas Cooperative Extension Service, Arkansas Extension Homemakers Coucil, and Arkansas Quilters Guild.

"Celebrity" Quilters

One of the best drawing cards for attracting participants was the opportunity to take a class taught by a "celebrity" quilter. Georgia Bonesteel, North Carolina, taught the first workshop. A big plus was her high visibility resulting from appearances on an educational television series. Flavin Glover, Alabama, was the guest instructor the second year. Jean Ray Laury, Fresno, California, and Anita Murphy, Kountze, Texas, taught the third workshop. Their work was well known by quilters who were eager to learn their secrets. Arkansas quilters taught other classes.

Planning Tips

A workshop has to be well organized. For example, information in the brochure must be accurate, helpers must be knowledgeable in their assignments, and the best possible teachers must be secured.

To have an effective workshop, begin planning at least 1 year prior to the workshop. First, determine the location, dates, and teachers. Some "celebrity" teachers schedule classes 2 or 3 years in advance. Then, determine the costs and develop an informational brochure.

Develop a system to keep track of each participant's class schedule, lodging, and meals. For the 1984 quilting workshop, a computer program was developed to simplify these details.

Special attractions add to the marketability of any workshop. In our case, the special attractions included an invitational quilt exhibit organized by the Arkansas Quilters Guild, four special lectures, and shopping at a merchants mall where quilting supplies were available for purchase. Participants were given a portfolio of promotional materials from manufacturers of quilt-related merchandise.

Publicize Your Workshop
No workshop can succeed without adequate publicity. The quilting workshops were publicized in local county newspapers, feature articles about the "celebrity" quilters in the state newspapers, public service announcements on television, posters in fabric shops, and direct mailings. Extension county home economists found that use of resources they have available proved successful.

The responsiveness of the participants and their willingness to learn and share reinforced the success of the workshops. Workshop attendance grew progressively: 140 people attended the first workshop, 148 the second workshop, and 150 the third.

Crucial Links
"For many women, these workshops provide crucial links to others in their field," says Jean Ray Laury, celebrity quilting instructor. "Workshops fulfill many other needs as well, offering support, and validation for the work."

Laury feels that the rewards in teaching include watching women grow in self-assurance and increased self-esteem. She states, "These women are more eager and productive than many of the college students I've worked with who are sometimes motivated by grades and credits." And, Laury adds, "These participants deserve and need these classes more than any single group I can identify."

Participants at the workshops realized that for a nominal fee they were attending a workshop that could have cost three times the amount. Their evaluations indicated that they learned a great deal about quilting and could continue working on their own at home.

Watching the women develop skills and continue the tradition of quilting provides the best reward for those who run these workshops. But it is equally as exciting to realize that the workshops will be continued by dedicated leaders. For more detailed information on organizing a workshop, contact Sharon Heidingsfelder by phoning (501) 373-2500 or by writing to P.O. Box 391, Little Rock, Arkansas 72203. □

The Cottage Connection

Ruth Deich
Member
Sunflower Arts and Crafts Center
Dodge City, Kansas

The Sunflower Center, Dodge City, Kansas, is a new concept in craft selling—a sales outlet for original, hand-crafted merchandise. This craft cooperative is owned and operated by a group of area crafts people who wanted a sales outlet for their creations all year long instead of periodically at craft fairs.

A Nucleus Of Hand-Crafters
In the summer of 1984, Nancy Jo Kent, Extension home economist in Ford County, started the cooperative by advertising in the local newspaper for people interested in having home-based businesses.

Kent set up a meeting in the 4-H building and invited two Extension specialists as guest speakers: Zoe E. Slinkman, Extension specialist, cultural arts, Kansas State University, and Larry Hendrix, Extension specialist, community development, Garden City, Kansas. Attendance at that meeting was small, and interests varied, but a promising nucleus of hand-crafters showed up.

At a following meeting, serious hand-crafters attended who were extremely interested in establishing an all-year sales outlet for their creations.

A fourth meeting, organized by Kent, resulted in attendance by enough artists and crafts people to elect officers and begin the search for a store site. At the meeting, an association was formed and yearly dues were paid.

Site Found
Soon after, a steering committee approached the city commissioners for trial use of a park department building that was partly empty. The average monthly income proved adequate during the trial period and, as a result, the cooperative signed a year's lease.

Since that time, membership of the Sunflower Craft Cooperative has risen to 74. From August 1984 until January of this year gross sales are estimated to be between $3,500 to $4,000.

"This may be the only store of its kind in Kansas," Kent says. □

Designing Quality Crafts

Mary C. Saylor
Extension Arts Specialist and Assistant Professor, Extension Education
Department of Home Economics
The Pennsylvania State University, University Park

Crafts marketing is one of the original home-based businesses, dating back to a time when people used their skills to produce tools and other objects necessary to society. As mechanization took over, craftsmaking became a leisure time activity. Today, leisure time has taken on new meaning as a limited resource to be used productively. Pennslyvania has a tradition of crafts and Extension Family Living has a broad base of support across the range of cultural arts programs.

Over 70,000 people attended some type of cultural arts/saleable crafts program in 1984. This combination of factors led to a long-range plan to upgrade crafts through educational programs and help people tap the growing market for quality crafts.

Importance Of Design
Successful craftsmarketing depends on the quality of the product.

Handcrafts can't compete with mass-produced objects, so people who make things by hand for sale must concentrate on good design, excellent workmanship, and fine materials. The most important quality of a successful saleable craft is good design.

Pilot Effort
One six-county region in south central Pennslyvania was the site of a 5-year pilot program called "Quality Use of Leisure Time."

"Designing For Crafts" is a major focus. Because volunteer leaders conduct the majority of crafts workshops, these key leaders learn design skills, as well as skills in *teaching* design.

As the program evolved, crafts marketing skills were added to the content.

"Designing For Crafts"
Participation is limited to leaders who have skills in any craft area since no craft process skills are taught. In addition, leaders agree to teach others the information and skills they learn.

They attend two sessions per year, one an intensive day-long session and a half-day followup.

There are five parts to the program, offered once a year on a regional or multicounty basis.

Content
The content of the day-long session includes design theory, demonstrations, hands-on exercises, and large group discussions.

There is an assignment to apply the design theory and practice to a craft, which is completed and brought to a followup session within 3 to 6 months. Each receives a leader's guide to use in teaching design in her own craft workshops.

Evaluation
The followup session has two objectives: to share experiences, and to increase teaching skills. In a group session, each person discusses the process of creating a design and working it through to an actual craft. Participants are encouraged to give and accept criticism.

Results
This small core of volunteers has considerable outreach. For example, three leaders from Huntingdon County taught basic design skills to 82 homemaker leaders who taught hundreds of club members. Two participants had their designs considered for publication in a national magazine.

Pre- and post-working surveys showed that all participants had gained knowledge, and nearly all had applied what they had learned to a specific design project. □

Sewing For Pay

Anita Malone
Extension Home Economist
New Haven County
Hamden, Connecticut

Connecticut residents acquired sewing and business skills and increased their self-confidence by participating in Extension Sew for Pay seminars. As a result, many now charge for their services or operate their own businesses.

Connecticut Extension implemented the educational program in 1981 with cooperation from the Small Business Administration. Generally, the 1-day seminars offered morning and afternoor sessions. The morning session featured volunteer guest speakers, including successful sewing and crafts business persons, accountants, business management specialists, and lawyers. In the afternoon, participants attended workshops in alterations, making draperies and slipcovers, custom dressmaking, merchandising handcrafted items, and related topics.

Almost all participants say the workshops met their expectations to a great extent. According to one participant, ". . . the seminar was a fine primer in the transition from hobbyist to pro."

As a result of the Sew for Pay Program, some participants organized a Professional Dressmaker Exchange.

The Sew for Pay seminars are now a part of Connecticut Extension's Marketing Your Crafts Program. □

Managing Risk For Farm Profits

John E. Ikerd
Head, Extension Agricultural Economics Department
The University of Georgia, Athens

Agriculture is a risky business. Farmers understand the negative impacts of adverse weather and disease and insect problems on production costs and profits. But they have not learned to deal with market risks as competently as they deal with production risks.

Risk management is the key to profitable farm decisions. Farmers must choose among risky alternatives to produce, market, and finance their operations. They can only make wise choices if they are able to evaluate or measure potential profits and risks associated with alternative courses of action.

Comprehensive Risk Management
The "risk ratings approach" represents the most recent innovation in Extension teaching of practical and comprehensive risk management to farmers and ranchers. It is an economic decisionmaking tool that allows them to carry the estimates of variability in production and marketing through to net income.

Developed through the work of the Southern Regional Extension Marketing and Farm Management Committees, the principal proponents of the "risk ratings approach" have been John E. Ikerd, head, Extension Agricultural Economics Department, University of Georgia, and Kim B. Anderson, Extension agricultural economist, Oklahoma State University. John Holt, Extension farm management specialist, University of Florida, Institute of Food and Agricultural Sciences, worked with Ikerd and Anderson to develop the concept and employs it in Florida.

New Approach
The new approach applies the power of statistics to decisionmaking by assigning a rating to various categories (yield, price, and other economic outcomes) in a consistent manner. The approach has been received favorably by agricultural economists and farmers in several states and Canada.

In the past, many Extension market risk management programs for farmers have tended to be overly complex. Some have failed to deal with any quantitative assessment of relative risks associated with cash sales, hedging, or contracting alternatives.

Prior comprehensive risk analysis programs have had certain limitations as risk management tools. The "probability payoff matrix approach" involves complex comparisons among differing probabilities and payoffs associated with decision alternatives. The "decision tree approach," associating probabilities with a variety of possible economic outcomes, represents progress toward simplification but, many feel, lacks the consistency needed to ease comparisons among decision alternatives.

Categories For Outcomes
Risk ratings are names assigned to general categories of yield, price, and other economic outcomes. The most likely yields and prices are called "expected outcomes."

An "optimistic" rating is assigned to favorable outcomes so there is an estimated one-in-six chance of an "optimistic" or more favorable result. A "pessimistic" rating is given to unfavorable outcomes so there is an estimated one-in-six chance of a "pessimistic" or less favorable outcome.

Risk ratings are often obtained from sources of historical data that relate averages or forecasts with actual yields or price outcomes.

Widespread Use
The "risk ratings approach" is finding widespread use in many states. William R. Luckham, Extension agricultural economist, Virginia Tech (VPISU), has adopted the approach to teach risk management to Virginia farmers. Herman Workman, Extension farm management leader, and agricultural economist, University of Missouri, has introduced the approach to that state's agricultural economists. In Georgia, the approach is viewed as a means for combining Farm Management and Marketing Extension Programs.

Materials Distributed
In April 1985, a set of workshop materials, "Risk Rated Mangement Strategies," based on the risk rated approach, was distributed to all states. The materials were developed at Oklahoma State University with special ES-USDA project funds.

One section of the commodity options training materials recently distributed by ES-USDA uses risk ratings in options decisions. These materials provide complete teaching packages for Extension specialists. Each package contains background information, teaching suggestions, visuals, examples, and student worksheets to facilitate the teaching of market risk management to farmers.

Farmers, who face an environment that is increasingly market-oriented, have an urgent need to manage risks in the years ahead. Through effective risk management approaches, Extension is striving to help them meet that need. □

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Department of Agriculture
Washington, DC 20250

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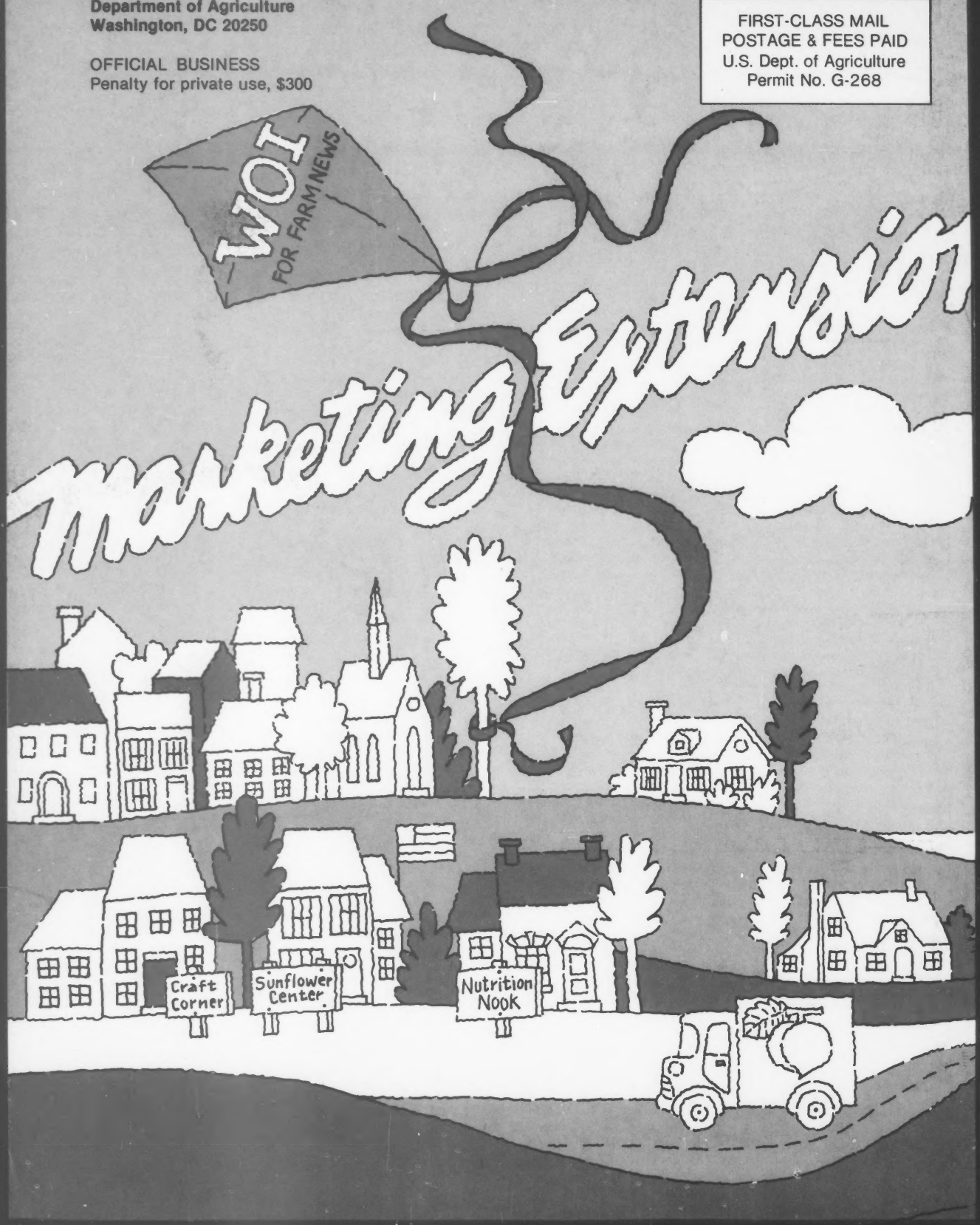


extension review

United States Department of Agriculture Summer 1985

Linkages

Linkages To People And Resources

Private sector partners spur continued vitality and growth throughout the Cooperative Extension system. Their linkages to people and resources are essential to our future success.

Who are these partners? Our private sector partners represent national, state and local foundations, businesses and industry, state and local governments and their agencies, and farm and home-related organizations. They also include the more than 2.8 million individual volunteers committed to Extension.

Private sector partners are important members of the Extension team. Their cooperation, dedication, expertise, and funding support make exciting, relevant programs possible daily throughout our system. They're actively involved in program and team building, and program delivery.

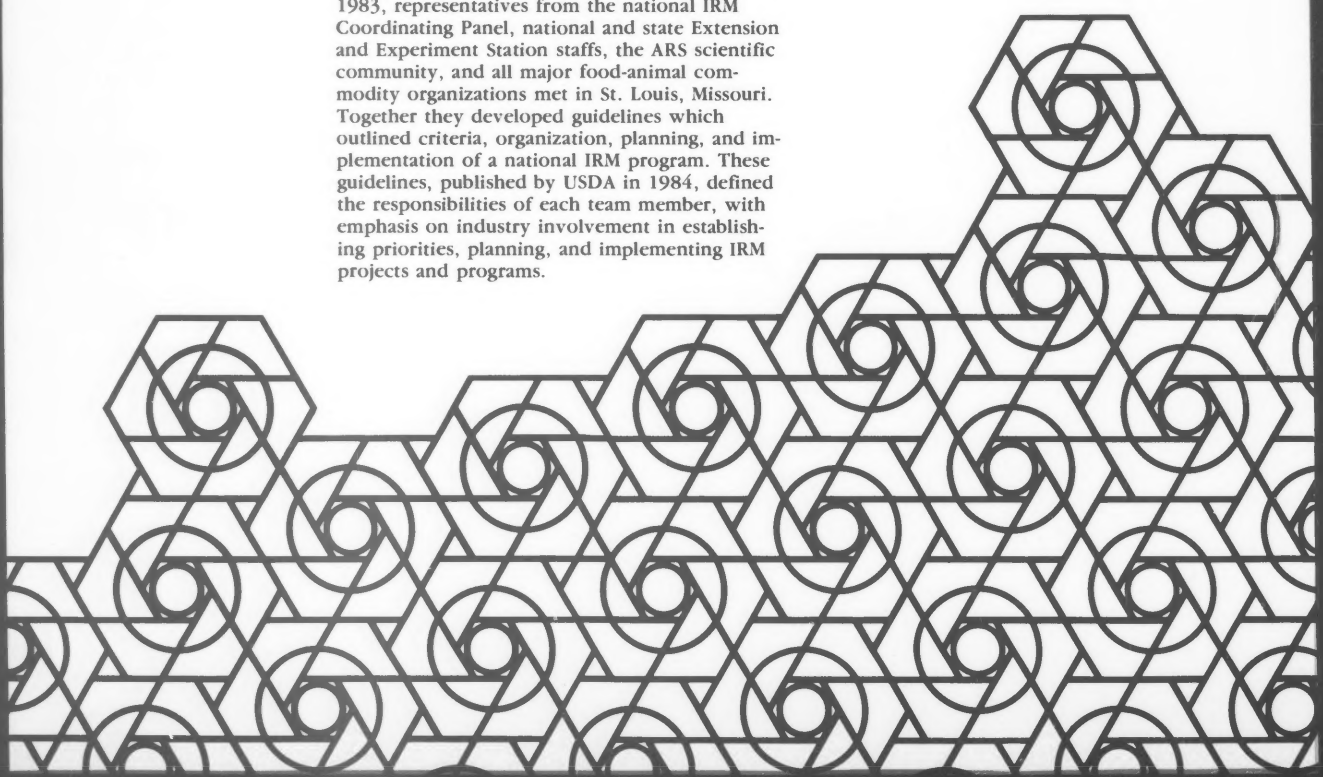
This issue of *Extension Review* salutes the invaluable contributions of these partners and documents their involvement in every phase of Extension education. An example of this teamwork is the Integrated Reproduction Management (IRM) program now active in more than 30 states. (See Colorado article on page 6).

IRM is a multidisciplinary problem-solving approach to increasing reproductive efficiency in food animals. Extension, research, and industry are equal partners on the IRM team—all essential to program development and success. In 1983, representatives from the national IRM Coordinating Panel, national and state Extension and Experiment Station staffs, the ARS scientific community, and all major food-animal commodity organizations met in St. Louis, Missouri. Together they developed guidelines which outlined criteria, organization, planning, and implementation of a national IRM program. These guidelines, published by USDA in 1984, defined the responsibilities of each team member, with emphasis on industry involvement in establishing priorities, planning, and implementing IRM projects and programs.

A $300 million increased income for livestock and poultry producers is the 4-year program objective of IRM. State Extension Services are combining federal funding with state and industry funding support to conduct IRM educational programs in cooperation with research, producer groups, and agribusinesses in 30 states. Additional Extension Service, USDA, special funding for $120,000 is being used for projects in 5 states. State Experiment Stations conduct IRM program projects and programs in 12 states, plus a CSRS funded special IRM research grant in 1985 of $100,000. ARS funds—$1.28 million annually in 1984 and 1985—support cooperative IRM projects with research and/or Extension scientists and producer organizations in 21 states.

While these projects and programs are still in early stages of development, increased herd efficiency and other findings from two pilot dairy projects in Pennsylvania and Vermont indicate significant potential for IRM to improve the profitability of food animal production nationwide.

Other equally important programs detailing Extension linkages with the private sector are highlighted in this issue. Continued teamwork with the private sector benefits all—Extension, research, the agricultural community—and ultimately the American people. □



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ASSIST Aids In Iowa

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One farmer temporarily employed by Extension helps another examine the costs of adjustments in farm operations. . .other farmers help their community organize resource committees. . .or listen to farm families talk about their problems. . .still others work closely with ministers and mental health officials.

This is part of Iowa's ASSIST program designed to help Iowans deal with financial problems and related stress stemming from the harshest financial conditions in the state since the Great Depression.

The ASSIST program, made up of Extension and local workers, formally began in the summer of 1984 with a special appropriation from the Iowa Legislature following a survey showing almost a third of Iowa's 115,000 farms were in severe or serious financial stress. Since then some conditions in the state have worsened. Some families have had to quit farming. Others heavily in debt apparently have been able to reduce debt, but their efforts appear to have been overshadowed by declining asset values, primarily land.

With Iowa's economy so heavily based on agriculture, the state has begun a difficult period of adjustment. Besides changes in farms, changes in rural communities are also occurring. Retail sales in Iowa towns with less than 500 residents, for example, were down 14 percent in 1984. This has resulted in the rapid loss of rural businesses.

Awareness And Analysis

Statewide, ASSIST has created an awareness of the crisis, organized resource committees, and conducted indepth financial analysis for individual farm operations.

At the outset of ASSIST, each of Iowa's 12 Extension areas had a public meeting to help inform community leaders and officials of the seriousness of the farm financial situation. Almost all of the state's 99 counties later sponsored similar meetings.

Extension staff used these meetings as a springboard to help organize community resource committees throughout the state. Most counties now have local committees which choose their own leadership and set their own agenda. Developing a community resource directory was often the first project of the committees.

Other projects included developing peer counseling groups and hotlines; establishing food pantries; and distributing information on stress management, legal rights of borrowers and lenders, and relocation and job training.

In early February, a statewide crisis hotline administered by Extension—Rural Concern—began operating.

Financial Management Assistance

A major focus of ASSIST is to provide objective, individual financial analysis and counseling to farm families. More than 2,500 farm families participated this winter. FarmAid, which received

some special federal Extension funds, uses microcomputer financial planning software to determine the likely outcomes of different business adjustment plans. More than 20 part-time FarmAid associates were employed over the winter to help Extension area farm management specialists. Most of the associates were local farmers with college degrees in agricultural economics or finance areas.

Another part of ASSIST works closely with bankers, the Farmers Home Administration, and other agricultural lenders. Professional-level short courses emphasizing loan analysis and problem loan resolution were held throughout the state in 1984.

Help With Stress

Another key area of ASSIST helps farm families deal with family financial management and stress. A six-part home study course on stress management has been popular. Publications on topics such as family communication, dealing with creditors, and understanding depression have been developed to support county efforts.

After nearly a year of working with the program, Vivan Jennings, associate Extension dean, comments: "The project is definitely accomplishing its goals of providing help to Iowa farm families needing to make critical decisions about their farming enterprise. It is extremely stressful for farm families to make decisions on how to remain in agriculture or their need to exit. Extension is providing that nonconfrontive third party assistance that many farm families need to make decisions. We also have been providing farm families with information and plans that will make their farming operation more profitable in the future." □

Rural Concern Hotline

When the agricultural crisis in Iowa deepened in December 1984, Governor Terry Branstad requested that several state agencies and statewide organizations pool their resources and create a telephone hotline for farm families and communities. Two months later, Rural Concern received its first official calls, providing farm families with information, referrals, or counseling on financial, legal, individual, and family problems; job questions; and ways to meet needs for food, fuel, shelter, and medical help.

Iowa Extension uses a family systems approach. "The financial considerations facing farm families are just part of the problem," says Kathy Beery, project leader and assistant state leader, Extension home economics. "Other factors that contribute to the immediate problem are a breakdown in marital communications, intergenerational discord, or a lack of basic necessities. Hotline workers help callers move away from a crisis feeling into a problem-solving attitude by suggesting available resources."

Support Service

The Iowa Department of Human Services and the United Way of Central Iowa provide essential support and expertise. Human Services personnel helped train the hotline workers and also handle counseling and basic needs referrals. Other state agencies provide job retraining and fuel assistance. The United Way of Central Iowa provides facilities and expertise in telephone counseling.

Some church groups around the state are providing direct emergency aid. Several other organizations, forming an advisory committee to provide guidance (and in some cases financial support) for Rural Concern include: the Iowa State University College of Agriculture, Farm Credit System, Farmers Home Administration, Iowa Bankers Association, Iowa Department of Agriculture, Iowa Development Commission, Iowa Farm Bureau, United Way of Iowa, and Iowa Farmers Union, a representative of the commodity/agribusiness community.

During its first week in operation, Rural Concern received 451 calls; after 14 weeks, 3,222. Approximately 60 percent of the callers are men. Most callers start out with financial or legal questions, but emotions run high, according to Fran Philips, hotline coordinator.

"We are serving as that important first link between caller and helper," Beery says. "All calls are confidential and in many cases this is a very important feature of the service."

The Rural Concern hotline will operate through May 1987, Beery points out. □

Rural Concern
1-800-447-1985

Barbara Abbott
Extension Communication Specialist, Home Economics
Iowa State University, Ames

IRM Equals Beef Cattle Profits

Norman L. Dalsted
Extension Farm Management Specialist and Associate Professor
Colorado State University, Fort Collins

IRM (Integrated Reproductive Management) is a multi-disciplinary management-oriented approach to solving the problems of increasing reproductive efficiency in food animals. Formally initiated in 1983, the national IRM program involves Extension, Research, and industry as equal partners. The Colorado IRM program involves participatory ranchers located in representative regions in the state. They are working closely with Extension to develop a 5-year ranch plan with cattle production and performance goals to maximize profits.

Colorado's Integrated Reproduction Management (IRM) program was formally initiated July 1, 1983, with the goal of "increasing by 10 percent the pounds of calf produced per economic unit, in a financially beneficial way, within the next 5 years." Achievement of this goal stressed an overall increased level of management and—

- Reduction in the length of the breeding season;
- Reduction in calf and cow losses due to dystocia;
- Reduction in neonatal calf losses due to disease, particularly diarrhea, and
- Incorporation of sound economic analyses in management decisions.

Each of the objectives come at some cost—either financial or economic. Thus, the IRM project was conceived as a multidisciplinary, management-oriented study of cattle production.

Economic Perspective

Many Colorado livestock producers are struggling to survive financially, hoping product prices will improve. Unfortunately, livestock producers have little or no control over market prices.

Livestock producers do have control over their cost of production, capital usage and debt load, marketing strategies, size of operation, and other related items. Exercising control over such variables is considered a management function. Improvement of managerial abilities can potentially resolve many of the problems they are currently facing.

If the primary purpose of the IRM project is to maximize profits at the firm level, improvement of management in three major areas—production, finance, and marketing—must be addressed. These areas are highly integrated. Producers must develop a complete management and analysis system.

Background

Representatives from the Colorado Cattleman's Association, Colorado Wool Growers, Cooperative Extension Service, and the Agricultural Experiment Station planned the project in December of 1982.

The IRM project involves in significant ways ranchers, Extension agents, and an IRM investigative team. Taken together they reflect the integrated multidisciplinary nature of the project. Viewed separately they seem to represent three "levels" of activity—the producer level, the technical advisor level, and the research level.

Disciplines included at the level of the IRM team are reproduction physiology, range management, agricultural economics, animal science, and veterinary science.

The Colorado IRM project involves seven participating ranchers. Dispersed throughout the state, they represent the major geographical and climatological regions [that is, high plans (northern and southern), high mountain country, and western desert]. Each works closely with his local Extension agent.

First effort of agent and cooperator is developing a 5-year ranch plan, with production and performance goals. Additionally, the cooperator and rancher are to identify those problems the cooperator perceives as most immediate. It is the cooperator's responsibility to actively participate in the program at all levels "including identification of the important problems, implementation of the program, and helping to seek financial support for the program."

Systematic Approach

The underlying philosophy of the IRM project involves a systematic approach to problem solving and decisionmaking—the team approach.

This aspect of the IRM project is extremely important. Since the financial burden of any changes incorporated into the existing management scheme is borne by each individual cooperator, it is the responsibility of the entire IRM team to provide as much information as possible relating to the potential benefits and costs of alternative actions. For example, a recommendation by a beef specialist that a cooperator ear tag his breeding herd to assess herd performance must include information about the potential benefit/cost tradeoff.

Key To Success

The key to incorporating sound management into ranching operations is realization of the whole production-marketing system of the ranch.

The initial step taken in the analysis of cooperator operations in the Colorado IRM project was an inventory of all ranch and nonranch assets and liabilities. This established an economic "bench mark."

The second step was an evaluation of each ranch recordkeeping system. In many farm/ranch businesses the accounting system is utiiized only for tax reporting purposes. Thus, the significance of the accounting system for management purposes is overlooked or ignored.

The third step in operation analyses is introduction of enterprise budgeting as an evaluation and cash-flow planning tool.

An immediate use of enterprise budgets identified by one of the cooperators was the calculation of costs of hay production on their ranch to determine if purchasing hay is a viable option to production.

Other questions surfaced in consultations with ranchers relative to hay production; for example, the most cost effective way of putting up hay (square bales, loose hay, etc.). Enterprise budgets are proving to be of immediate assistance to the decisionmakers on ranches.

Future Directions

Since the IRM project is in its first year, the needs for expanded research and education long-range planning in ranch management will continue to be identified.

Each cooperator represents a unique business situation and has unique personal qualities. The future direction to be pursued by the IRM team will depend on needs of each individual rancher. By identifying rancher problems, proposing alternatie courses of action, and analyzing the results from which conclusions can be drawn, the IRM project will continue to be a significant service to the Colorado agricultural community. □

Teleconferencing: Bridge For Better Communications

Valorie McAlpin
Director
Extension and Research Communications
North Carolina A&T State University, Greensboro

New technologies such as audio teleconferencing are making it easier for state Extension program specialists to tell their stories. Participants evaluated after a recent audio teleconference between deputy administrators and program leaders of Extension Service, USDA, and Extension program specialists at North Carolina A&T State University in Greensboro think the exchange provided a positive exchange of ideas and information.

Of the 37 teleconference participants at five different call-in sites, 82 surveyed agreed that the teleconference was a real success, bringing about "increased awareness of program planning and anticipated results."

"The key to this success was preplanning" states Betty Fleming, moderator at the D.C. site.

Well thought-out objectives were identified and the conference was targeted to program people exclusively. North Carolina A&T and Extension Service planned ahead, setting the target date only after estimating the necessary preliminary groundwork and deciding there was time to prepare and do a good job."

Objectives

This 2-day teleconference series, initiated by North Carolina A&T, had two objectives: to critique 1890 amendments to the North Carolina 4-year Plan of Work (POW) and to acquaint ES-USDA with the North Carolina A&T Extension structure and programs.

After a detailed agenda was formed with specific dates, times, and names of participants, Daniel Godfrey, 1890 administrator, requested some discussion and feedback of the pilot teleconference idea among ES-USDA's Administrative Council. This coordinated response greatly added to the effectiveness of the teleconference.

To adequately prepare for the teleconference series, federal participants previewed a newly revised slide-tape presentation on the North Carolina A&T Extension program and reviewed current POW and NARS reports prepared by the PDEMS staff.

Practice Session
Teleconference trainer and former Extension coworker Charlotte Purvis, of the Office of Day Care Services in Raleigh, North Carolina, served as resource person during the North Carolina A&T dry run and provided some useful tips on the "do's" and "don'ts" of teleconferencing for the group.

The teleconference series was held January 23rd and 24th with two program areas being highlighted each day. Participants represented all four areas-agriculture and natural resources, home economics, community development, and 4-H and youth, as well as evaluation and accountability and civil rights.

District program leaders at North Carolina State University (1862) participated, in part, as observers, and provided comments during the wrap-up of each segment.

Slides Of Participants
Color slides of the participants, shown during the teleconference roll call at both sites, allowed everyone to actually see, as well as hear, the person saying hello. Those staff members at North Carolina A&T and ES-USDA who had confliting schedules and had to be out of state participated by simply calling the bridge at the appropriate time.

"One big advantage of this kind of meeting," says Extension administrator Daniel Godfrey, "is the cost effectiveness."

Cost of air travel plus lodging and subsistence for 14 North Carolina A&T staff members totaled approximately $3,528. Total cost of the teleconference series, which included telephone service and equipment rental, was less than $200. (ES-USDA provided complimentary use of their 30-port bridging service.)

Cost-Effective Interaction
"How else could you have gotten that many resource people together, given busy schedules and travel times, for that amount of money?" adds Godfrey.

Dalton McAfee, assistant administrator in charge of programs, stated that plans are now underway for future teleconferences with county and state staffs. "We learned what could be achieved in a short time using this medium and are eager to apply this technology in meeting program objectives with county staffs."

Tips
Evaluation reports from this pilot series cited a few good tips for future teleconferences of a similar nature:

- Limit the number of programs to be discussed;
- Allow plenty of time for the "question-and-answer" period;
- Use as many visual supports (slides, transparencies, video tapes) as possible;
- Make sure both sites are using identical material, well marked for easy referral;
- Record specific areas where followup is needed and provide leadership to ensure that followup takes place; and
- Relax and be as conversational as possible.

To receive a fact sheet describing this teleconferencing pilot effort, write to: Valorie McAlpin, director, Extension and Research Communications, North Carolina A&T State University, P.O. Box 21928, Greensboro, North Carolina 27420. □

An audio teleconference between North Carolina A&T State University and ES-USDA held in January, permitted a critique of North Carolina's 4-year Plan of Work. Left: ES-USDA staffers listen intently to Daniel Lyons, Extension program coordinator, Agriculture and Natural Resources, North Carolina A&T, while a slide of him is displayed. Right: At North Carolina A&T, Shielda McDowell, 4-H youth specialist, takes the microphone while (l. to r.) Henry Revell, Thelma Feaster, and Dalton McAfee stand by.

National 4-H Council: Linkages For Youth

Marlene J. Forbes
Print Media
Coordinator
National 4-H Council
Chevy Chase,
Maryland

Throughout its history, 4-H has linked country kids with city kids, government with state land-grant educational institutions, youth with adult volunteer leaders, and the public with the private sector. All of these links in this dynamic educational chain have a common bond—a strong commitment to America's youth. Through their combined efforts, young people attain knowledge, develop life skills, and form attitudes that enable them to become successful adults.

Nearly 45 million 4-H alumni have translated their 4-H experience into success and achievement in a variety of careers. "4-H had a very important place in my formative years and has had a lasting influence in my life," explains Bill Emerson, now a member of the U.S. House of Representatives from Missouri.

"I owe my career to a 4-H beginning and dedicated county Extension 4-H agents," recalls Kathryn Treat, assistant dean, home economics, New Mexico State University at Las Cruces.

These are but two examples of the lifelong impact of 4-H, which currently numbers nearly 4.5 million members.

The Private Sector Link
At the national level, private support for 4-H is channeled through National 4-H Council—a private, nonprofit educational organization which uses these resources to help strengthen and expand programs for youth.

Underscoring the belief that 4-H'ers could be motivated and outstanding youth should be recognized, the corporate community has provided funds for incentive awards since 4-H began. The involvement of each contributor was precipitated by different program needs:

Whether the focus is on citizenship or gardening, sewing or baking, 4-H links youth to a dynamic educational chain. Throughout the years, the corporate community has provided resources to help expand programs for youth. Lower Left: James L. Ferguson, chair and chief executive officer, General Foods Corporation, appears at the 62nd National 4-H Congress in Chicago with 5 national Food-Nutrition winners.

• Montgomery Ward & Co., supporter of 4-H for the past 63 years, was the first to provide educational awards on a national scale.

• The Firestone Trust Fund began a 40-year involvement with 4-H as the original donor for the soil and conservation projects. It currently sponsors the automotive awards program and National 4-H Engineering events.

• Westinghouse Electric Corporation's connection with 4-H goes back 49 years when its radio service in Chicago broadcast 4-H news three times a week. Today Westinghouse sponsors the electric energy awards program.

• The Santa Fe Railway System has supported its belief in the 4-H mission for more than five decades through educational awards and scholarships in selected states.

• International Harvester established a 65-year tradition by being first to host a luncheon and provide tours of its Chicago manufacturing facilities to National 4-H Congress delegates. Today the firm contributes to the agricultural awards program.

Looking Toward The Cities

Changing social conditions and migration from farms to cities signaled the expansion of 4-H to urban areas. Coats & Clark Inc., provided seed money through National 4-H Council for the first urban 4-H club in Chicago. This program was a prototype for similar clubs in other metropolitan areas.

Now each year approximately 1,800 corporations, foundations, individuals and organizations contribute nearly $4 million through the Council to support 4-H at national, state, and local levels. National 4-H Center is a monument to public and private sector linkages.

Although the National 4-H Council owns and operates the Center, it belongs to 4-H and Extension. Throughout its 26-year history the Center has been the site for the annual National 4-H Conference as well as for hundreds of citizenship and leadership training programs for 4-H members, volunteer leaders, and staff.

The Volunteer Network

A vast corps of more than 630,000 volunteer leaders makes a contribution in time and energy which amounts to approximately $1.1 billion annually—far more than the monetary value of public and private sector support combined.

To help Extension meet its top priority needs for expanding and strengthening the volunteer network, the 4-H Council has developed private support for new programs. One is the 3-year-old "Salute to Excellence" program sponsored by R.J. Reynolds Industries, Inc., where one outstanding volunteer from each state attends a week-long recognition and training program.

The other is a 5-year volunteer training program begun by the Kellogg Foundation in 1984. The objective of this program is to develop volunteers in middle management, to prepare them for service on boards and committees, and to increase opportunities for teen volunteer leaders.

Implementation of this grant will involve pilot programs in some 24 states and the sharing of results across the country.

In addition, a new nationwide leadership training program sponsored by The Monsanto Fund—"Profiles For Tomorrow"—was established for 4-H teen members. Participants will be drawn from state 4-H teen councils and state grants will be provided for teen team participation and program support.

4-H has influenced the lives of more than 45 million alumni by teaching valuable life skills and instilling confidence through achievement. Through the National 4-H Council, nearly 1,800 corporations, foundations, individuals, and organizations contribute nearly $4 million to 4-H youth at the national, state, and local levels.

A forum, to be held at the National 4-H Center in October, will provide leadership training in such skills as goal setting, decisionmaking, communications group process, and team building.

International Connection
International programs have been an important part of 4-H since 1948 when the International 4-H Youth Exchange program was founded. During the ensuing 37 years some 26,000 youth have benefited from an international experience and some 60,000 families have hosted international exchanges. International programs have attracted government grants and contributions from private donors. For example, the 1985 IFYE program received a special grant from the U.S. Information Agency as well as contributions from Exxon Corporation, Ford Motor Company Fund, Gerber Baby Foods Fund, Kellogg Company, and Ralston Purina Trust Fund.

Educational Aids
The need for educational aids has helped broaden private sector contributions. The National 4-H Council has been highly successful in linking private sector support to the expertise of the Cooperative Extension Service and the land-grant university system to develop member and leader manuals, activity guides, slide sets, television series, educational reprints, leaflets, and fliers. Newest on the horizon is a TV series entitled "Blue Sky Below My Feet." This three-part series is being produced as a cooperative venture between 4-H, National Aeronautics and Space Administration, and Arthur Young & Company. The series on fiber and clothing; nutrition, food, and fitness; and gravity is aimed at 9- to 12-year-olds.

In the field of bicycle safety, the linkages have extended to other groups through a National Bicycle Education Consortium which recently received funding from Southland Corporation for curriculum development.

The Campaign For 4-H
To continue solid service to the youth of America, 4-H programs must be advanced within the context of the social and economic realities that confront America in the 1980's and beyond. Helping to meet this challenge is The Campaign for 4-H, a 5-year, $50.6 million effort inaugurated in 1982. The campaign fosters further linkages between county, state and national efforts to increase private funding and maintain public support for 4-H.

To date, the campaign has raised more than 40 percent of its goal—primarily from the corporate sector and from a major foundation grant. During the second phase of the campaign, more emphasis will be placed on individual and foundation giving, as well as expansion of this fundraising effort at the state and local level.

Commenting on the successful merger of public and private sector resources, Donald Stormer, deputy administrator, Extension 4-H, states, "For 80 years, the public and private sectors have joined in support of the 4-H program, our nation's largest and most widely-acclaimed out-of-school educational program for youth. The program has successfully joined the resources of government, land-grant state universities, the private sector, and volunteers. The synergy created has produced results well beyond expectations of any component part of the cooperative system, and has built 4-H into one of the nation's most cost-effective educational efforts." □

So Latchkey Children Are Not Alone

Elaine Wilson
Extension Parenting Specialist
Oklahoma State University, Stillwater
and
Trease Layton
Extension Home Economist
Comanche County
Lawton, Oklahoma

For any agency, meeting the needs of latchkey children—children who are at home alone—is an enormous task. And that task can become overwhelming when the community involved includes 35 elementary schools, a military base, industry, and a university. Rather than recoil under the stress, several agencies in Lawton, Oklahoma, with leadership from Extension home economists, are working together to serve a large number of families in a variety of ways.

Needs

The large number of single-parent and dual-earner families has created one of the pressing needs of the 1980's—before and after school child care. Surveys in two elementary schools in Lawton, Oklahoma, led to estimates that 37 percent of elementary age children go without adult supervision for a significant part of each day. The problem continues during the summer when many children are home all day by themselves.

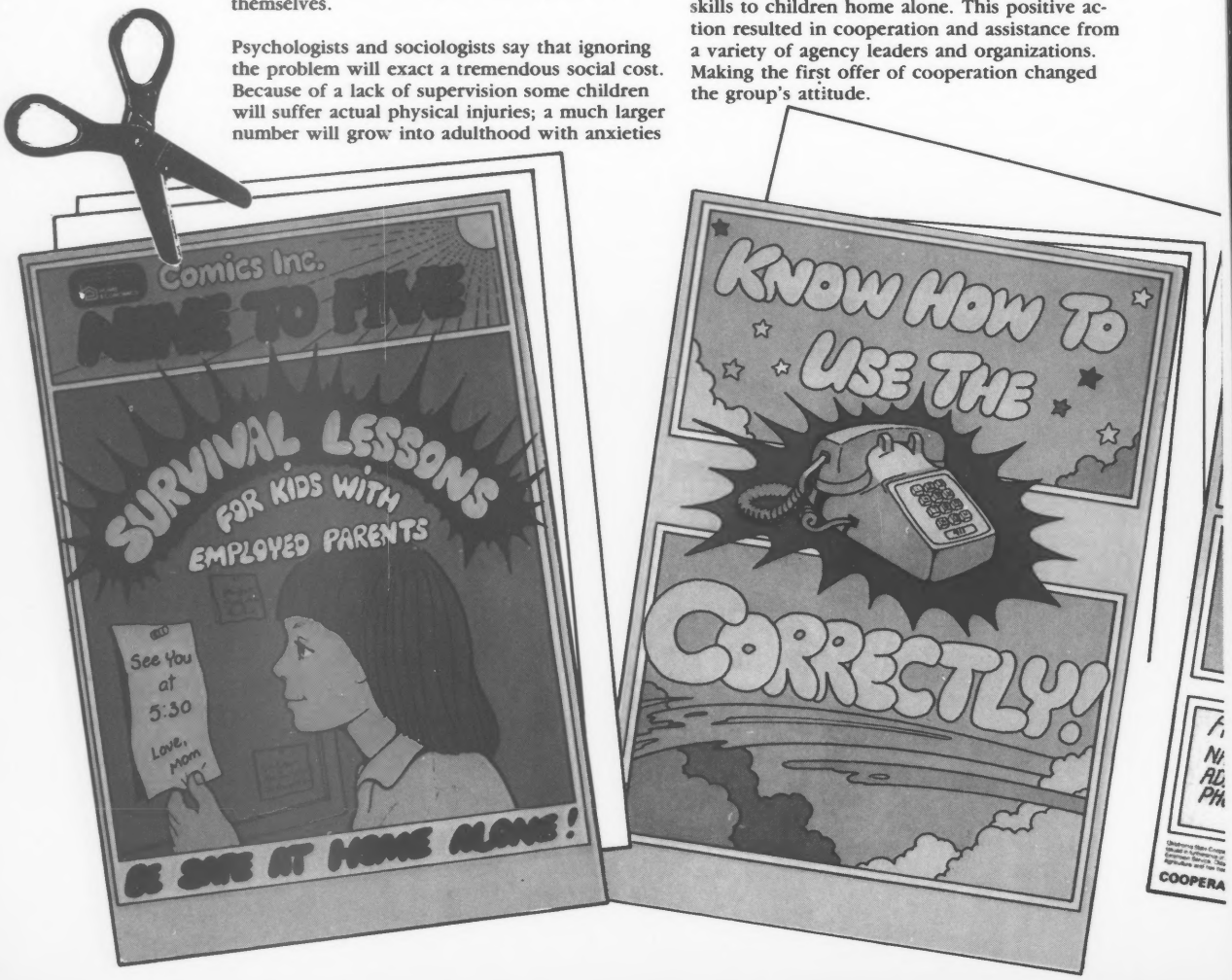
Psychologists and sociologists say that ignoring the problem will exact a tremendous social cost. Because of a lack of supervision some children will suffer actual physical injuries; a much larger number will grow into adulthood with anxieties and insecurities. A recent survey indicates that being left alone is a child's greatest fear—ranking above their fear of death.

Latchkey children need training in how to answer the telephone and door when they are at home alone, as well as skills in using the phone to call for help.

Thus, the needs of latchkey children are complex, ranging from physical safety to psychological comfort. Staff in several local agencies were concerned about these needs and wanted to assist latchkey children and their parents.

Interagency Cooperation

As planning toward establishing more extended day schools was developing, the Extension home economist emerged as a leader in offering an educational program to help teach survival skills to children home alone. This positive action resulted in cooperation and assistance from a variety of agency leaders and organizations. Making the first offer of cooperation changed the group's attitude.



When representatives from local agencies met as the Adult and Community Education Advisory Committee (the agencies included public schools, PTA's, parks and recreation, industry, military services, and the Cooperative Extension Service), discussion centered around the need for and ways to establish more extended day elementary schools. The success of one such operating school was a bench mark from which to work.

School Enrichment
Extension offered the agencies a tangible package of educational materials. These materials contained lessons on: 9-to-5 Survival Skills for Kids with Employed Parents, Repairing Clothes, Safe Practices, Snacks, and Fire Safety.

A proposal to a private local foundation, The McMahon Foundation, resulted in a grant to purchase five sets of commercially developed filmstrips to support the lessons.

The home economist laid the groundwork by presenting the idea to the PTA council, and to elementary principals. Materials were provided to 35 elementary schools, grades 3-6 (264 teachers and 6,000 students). In addition, the state parenting specialist presented a staff development session for 50 teachers. The school system paid for the specialists' travel in return for the training.

Media Services
Local newspapers ran information articles that originated with the Extension state office, but were localized by the county home economist. The press also kept the public aware of the progress of the local program. Emphasis was given to the cooperative efforts of the schools, parents, and Extension to address the needs of latchkey children and the teaching of survival skills.

Extension Service provided visuals and information to the local television station, which in turn developed a special series of three news stories including interviews with agency representatives on the needs of latchkey children. The media coverage plus a televised interview with the state specialist kept parents aware of the purpose and programs of the project.

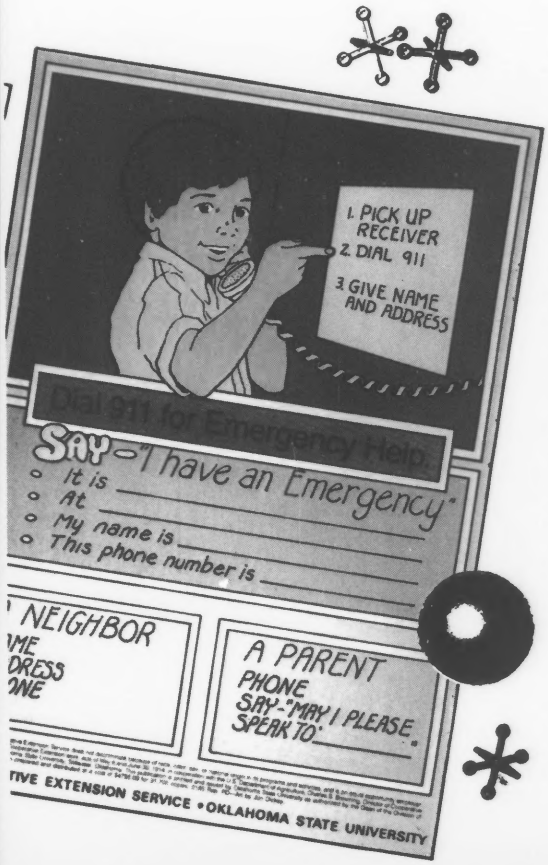
Phone Services
Another local agency, the Crisis Organization, a 24-hour volunteer hotline for counseling and referral services, added a phone line for latchkey children. The phone line is called CHATTERS, an acronym for Children Home Alone Telephone Reassurance Service. Children can call the number if they feel the need to talk to an adult, have questions about homework, or are frightened.

CHATTERS is staffed with volunteers trained to answer phones and meet the needs of children who call, and act as a "phone friend" and supplemental support for parents.

Friendly Bargaining
When a problem is too big for one agency to handle, several agencies must work together to meet the challenge. Working together requires creative leadership and "friendly bargaining" by agency representatives. In our case, the purchase of filmstrips and the state specialists' travel were funded by other agencies in return for Extension's printed materials. Media contacts were especially important.

This sort of cooperation maximizes services and implies mutual endorsement.

Extension Service is in an excellent position to trade materials and expertise for specific funds, publicity, and access to specific audiences. The key is clear communication and "friendly bargaining" among agencies. □



"Almanac" Weds Extension And Public TV

David Jenkins
Head
Agricultural Communications
and
Mike Gray
Extension News Editor, Television
and
Judy Mock
Extension Specialist-in-Charge, Human Environment
North Carolina State University, Raleigh

"Almanac"—a 30-minute twice-a-week telecast in a "magazine format"—is a cooperative production of the Agricultural Extension Service at North Carolina State University and the Center for Public Television at the University of North Carolina. The low budget telecast, the highest rated locally produced program on public TV in the state, features programs that range from doings at a 4-H summer camp to horticultural tips on growing vegetables.

The marriage between two of North Carolina's premiere educational institutions is proving that interagency cooperation can lead to a mass media success.

The Agricultural Extension Service at North Carolina State University in Raleigh and the Center for Public Television based at the University of North Carolina in Chapel Hill are in their fifth year of cooperatively producing "Almanac." "Almanac" is a 30-minute "magazine" format show telecast twice a week on Tuesday at 7:30 p.m. and Saturday at 5:00 p.m. The cooperation is paying off for both agencies.

"Almanac" is the highest rated locally produced program telecast on public television in North Carolina and this year received the Governor's Conservation Educator of the Year Award. The program provides

the Extension Service with a statewide television audience for its information and in turn supplies the Center with a quality air product.

Instant Network
North Carolina's Agricultural Extension Service serves over 6 million citizens through its 101 county offices and a variety of media delivery systems. The Center for Public Television operates an open circuit broadcast television network blanketing the state with 10 transmitters and numerous translators. "Almanac's" success is a tribute to the cooperation between these two state agencies.

Extension Television Producer Mike Gray and Home Economics Specialist Judy Mock host "Almanac" during its 28 weeks on the air. In the spring, Gray produces 14 weeks of "Almanac Gardener" a home gardening question-and answer-show interspersed with on location "how to" gardening features.

Gray works closely with Geary Morton, the Center's "Almanac" director, to coordinate the program's production. Extension specialists and agents act as talent and the Center provides field production, video tape editing, publicity, and engineering support.

Outreach And Promotion
In the world of broadcast television, "Almanac" is considered a "low budget" production since the only out-of-pocket costs are for travel, tape stock, and occasional props. A yearly $7,500 grant from the Weyerhaeuser Corporation helps defray many of the programs production expenses.

Over the past 5 years, "Almanac" and "Almanac Gardener" have built a loyal following among public television viewers. Nielson audience figures have continually put the show at the top of the local ratings. For instance, the November 1984 book tabulated over 22,500 homes representing some 62,000 North Carolinians watching every week. Moreover, during the 1984-85 season the programs have received over 2,500 viewer cards and letters requesting Extension information offered on the shows.

Promotion is one of the keys to "Almanac's" success. The Extension Service produces a seasonal brochure which is sent to viewers, the Center airs "Almanac" promotions and features around its prime time programs, and agents actively promote the show in their counties.

Survey
To better understand "Almanac's" impact and determine the audience's programming needs, Extension Service in 1982, and again in 1984, conducted a viewer survey based on a random sampling of people who had written to the program. A total of 455 surveys were mailed representing 20 percent of the audience who had written in. The return rate was impressive. Over 46 percent of the viewers sent back their questionnaires. Survey results gave an insight into the audience as well as the kinds of Extension information the viewers found most helpful.

Demographics indicate that our audience is about evenly divided between men and women. For the most part they are middle-aged, well educated, and economically comfortable. Since the survey was conducted in the summer, horticultural and related features scored high. Food preparation features have long been popular among the audience. Features relating to 4-H, Extension surmised, were less than popular because of the age of the audience.

As for the usefulness of the Extension information, fully 90 percent said it was informative and 59 percent had put it to use. Eighty-four percent of the audience had made an Extension contact; 44 percent had contacted their local county Extension agent; 27 percent had called Teletip; and 14 percent had attended a meeting or field day. One statistic that administrators like to see was that 97 percent of those surveyed said that "Almanac" and "Almanac Gardener" had increased their understanding of the North Carolina Agricultural Extension Service.

Viewer Comments
One section of the survey dealt with viewer comments.

"The program made me aware of better ways to cope with various situations. It gives me encouragement to grow; learning is a continuous process."

"I am a homemaker and I like the variety presented on 'Almanac.' "

"The demonstration approach. . .seeing how it's done. . .is as much or more help than just reading about it. . .the newest ideas. Refreshing and informative."

"It has helped me in my gardening and cooking. I think 'Almanac' is such a good thing for North Carolina."

"I have learned a great deal about North Carolina from 'Almanac'—environment, horticulture, and geography. I feel we have a lot to be proud of."

Extension will continue to use the audience data to fine tune "Almanac" and "Almanac Gardener" to make them more audience responsive. After 5 years of production, both cooperating agencies agree "we have a lot to be proud of." □

Project Support—For Stressed Farm Families

Jack M. Sperbeck
Extension Communications Specialist
University of Minnesota, St. Paul

"This audience was never together before," says David Hanson, county Extension director, Dodge County, Minnesota. Hanson is referring to a group of bankers, teachers, social services professionals, and others who met in an "open forum for professionals" to deal with the farm crisis.

Goals of the group were to accurately describe the farm situation in the county, get a better understanding of how the farm crisis was affecting farm families, and to share ideas and programs.

Hanson and coworkers Mary Urbanski and Merv Freeman organized the program.

The meeting started with a discussion of the crisis situation as it happened during the 1970's and 1980's. Following were 5-minute presentations by each professional group, followed by an open discussion.

Project Support

This scene is not unique to Dodge County. In one form or another, it's happened in every Minnesota county as part of Project Support, an intensified program coordinated by Extension to help distressed farm families.

In Carver County, Extension Director Jeanne Markell worked with a Task Force on Rural Families, an interagency group. Over 100 people—including clergy, civic leaders, elected officials, bankers, and agribusiness leaders—attended a "Focus on Rural Families" conference, planned at the "awareness level" for people working with farm families.

Markell coordinated the program. But she says Extension workers need to "go low profile" at times and share program successes liberally with other agencies. "To work successfully with other agencies we need to work hard at fostering a spirit of teamwork and idea sharing," she adds.

Networking

The two meetings described above were organizational meetings. Since that time, lots of specific help has been offered to farm families. In Rice County, Extension Director Roger Wilkowske also held an initial awareness meeting on the farm financial crisis and related family stress. Wilkowske knew that informal helping networks were already working. He eventually decided to publish a Rice County Farm Support Network. It has names of several farmers and farm couples who volunteered to be "good listeners" and work with farm families. Some of the volunteers have gone through bankruptcy.

Young Farm Couples
In Winona County, Agents Neil Broadwater and Nancy Charlson started a young farm couples group. They wanted to form a support system and develop a "place to go" for couples of the same age and concerns. The first meeting featured a potluck meal and speaker Nancy Kristensen, director and parent educator of the Central Parent Program in Winona County. Topic of the first program was "Happiness for Farm Couples Through Better Communications."

"Make sure that publicity doesn't imply that farm couples are participating because they're having financial problems," Broadwater advises. "We asked news media people not to take pictures of the participants without asking."

LeSueur Agent Bob Leary believes strongly in working with farm advocacy groups, even if you don't agree with them. "If we're part of these groups from the beginning, we'll be able to work with these people," he says.

Urban-Farm Dialogue
Hennepin County is a metropolitan county. Minneapolis is located in Hennepin County, but there are also some farms. Agents Jim Kemp, Diane Corrin and Mary Anne Casey wanted to promote understanding of the farm crisis by encouraging dialogue between urban and farm families. They worked with the Northeast Minneapolis Community Education Office to organize a farm tour.

The agents selected family farms with livestock operations. Dairying is the largest livestock enterprise in Hennepin County, and the tour included two dairy farms. A horse farm was included to represent the large horse population in Hennepin County, which is expected to grow.

A panel addressed the concerns of farm and urban families. One person shared the emotional and financial experience of losing a farm due to foreclosure. Other speakers pointed out the impact of rural problems on urban residents.

Agency Cooperation
Kathy Mangum, coordinator of Project Support, works closely with the Minnesota Attorney General's office, which maintains a hotline and lawyer referral service.

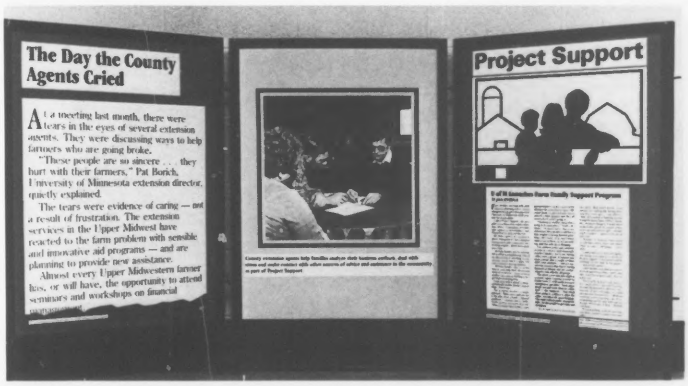
Recent crisis legislation provided for Extension to train vocational agriculture teachers through FINPACK, a series of farm financial management programs.

Networking with other agencies was part of the Minnesota scene before Project Support. Mangum previously worked with unemployed iron workers in northeastern Minnesota as part of Northeast Thrust, a program to aid residents faced with living on drastically reduced incomes.

Minnesota's work with other agencies has attracted the attention of the state's chief executive. Governor Rudy Perpich recently wrote to the University of Minnesota President, Kenneth Keller, thanking the university for "targeting resources and programs to rural counties experiencing an economic crisis. . . ."

"Leaders representing agriculture, business, labor, and county boards of commissioners have all indicated to me their support of the efforts of the University Agricultural Extension Service," the Governor continued. "Project Support and the Northeast Thrust Project are programs that are providing valuable assistance to families and individuals experiencing economic and social distress through no fault of their own." □

Project Support involves networking with other agencies in an intensified program coordinated by Extension to help stressed farm families in Minnesota. Displays about Project Support activities, sit-down meetings with farm families, and demonstrations of FINPACK, a computerized farm financial planning program, are being employed by Extension agents throughout the state.



Gardeners Master The Perfect Plot

Earl J. Otis Extension Information Specialist, Print Media Western Washington Research and Extension Center, Puyallup

A demonstration garden project by Master Gardeners here has gone so perfectly that some of the problems most backyard gardeners face can't be demonstrated. Finding a bug, a weed, or a garden pest is almost impossible. It's the kind of problem every gardener would like to have.

The picture-perfect plot is a tribute to the Master Gardener program that was born in Washington state and has been copied throughout the country.

The half-acre garden at Jennings Park in Marysville, Washington, was sod 2 years ago. Then Washington State University's Extension Horticulturist Rick Reisinger and Snohomish County Master Gardeners went to work.

Now it's the object of visits from local television crews, newspaper writers, and people from many states in the Nation, and some foreign countries.

A handicapped volunteer waters the tomatoes at the Master Gardener demonstration garden plot in Marysville, Washington. Extension at Washington State University, working with Snohomish County Master Gardeners, helps make this half-acre project a model facility.

Master Gardeners are almost always on the scene to show it off, hoe a weed, or water.

The city of Marysville and many local business people have made the garden possible, according to Howard Bentley, master gardener coordinator. Work parties of from 20 to 25 Master Gardeners turned it into reality.

New Varieties, New Seeds

The garden shows a variety of methods for growing vegetables, berries, herbs, ornamentals, and fruit trees, but all of it goes much further than this. There are new varieties of flowers and vegetables from the best new seeds grown in the majority of test gardens around the United States, Canada, and Mexico.

There are raised beds for the handicapped. There is a winter garden, a container garden, an organic garden, and more. The Master Gardeners make the place go and couldn't be more proud of it if the whole plot was part of their own yard. Cliff Paddock, a two-year Master Gardener, smiles when he says: "I've learned a lot."

In Washington, Master Gardeners agree to give 25 hours of volunteer time for their original training. "We thought they said 25,000 hours, instead of 25, and we're trying our best to make it," Paddock laughingly contends. Paddock tells how he gave up trying to raise carrots 30 years ago. "Then, I became involved here," he says. "We learned about Reemay (a row cover and insect screen) and now the carrot maggots can't get at the plants to lay their eggs. I'm raising carrots again."

No Insect Damage

Generally speaking, a perfect garden doesn't make the best teaching tool. The Master Gardeners aren't exactly thinking about importing some insects, but it is a fact they don't have much to show in the way of insect damage at the garden site. Can a garden be too perfect?

"You don't have to worry. The insects will come soon enough," says Master Gardener Ralph Dearing, a 3-year veteran of the Master Gardener program.

Plots For The Handicapped

The entire garden is fenced to keep out animals but a separately fenced portion makes for special attention. It is the raised plots designed for the handicapped. A gentle ramp leads to and around the plantings so a person in a wheelchair can water, weed, and harvest with relative ease.

The demonstration garden is open during park hours and Master Gardeners are available to answer questions and explain techniques Tuesdays through Saturdays. A small handout offered guests does a thorough job of telling what the demonstration garden offers and tickles the imagination even without actually seeing the pretty plot. □

Breaking Down Barriers

Carolyn Bigwood
Writer/Editor
Extension Service, USDA

Florida 4-H'ers Jennifer Knowles (seated) and her sister Theresia won a blue ribbon for their team demonstration project about physical therapy for the palsied child.

USDA Rural Handicapped Program

When 4-H'er Theresia Knowles brought her younger sister Jenny to a meeting of the Ocala Magnolia 4-H Club, other 4-H members and volunteer leader Rose Marie Marzella welcomed her to the group.

Like other children, Jenny came to the meeting eager to participate in club activities. She also came with a wheelchair and the muscular incoordination and labored speech of a victim of cerebral palsy. Despite her handicap, there was a place for Jenny in 4-H.

Slowly the barriers are coming down in employment, education, social activities, and other areas, enabling handicapped persons like Jenny to live fuller, more productive lives.

Extension Efforts

Jenny's story is but one example of how Extension strives to improve the quality of life for handicapped persons and to help others become more sensitive to the needs and rights of the handicapped.

Extension has expanded and adapted traditional programs to meet the special needs of handicapped persons. Extension also practices mainstreaming—integrating handicapped persons into existing programs. Some Cooperative Extension staffs have developed innovative, nontraditional programs for handicapped persons.

Working with Extension professionals are many volunteers who generously donate their time and energy to assist the handicapped. In addition, public and private organizations cooperate, contributing expertise, services, and funds to help urban and rural handicapped persons.

Ongoing Programs

Almost all Cooperative Extension staffs offer 4-H activities that benefit the handicapped. Programs such as the "Meet the Kids on the Block" puppet show help youth as well as adults gain a better understanding of individuals with disabilities.

In Colorado, the puppet show teaches elementary school-age youth about deafness, blindness, mental retardation, learning disabilities, cerebral palsy, and other handicaps. Since Colorado's program began in May of 1981, over 75,000 individuals have seen the presentation.

Other 4-H activities, including raising leader dogs for the blind, provide specialized services for the handicapped. Mainstreaming handicapped children in existing 4-H activities, schools, and other

situations is encouraged. In addition, 4-H adapts traditional programs for handicapped youth. Among these are special olympics, camping, and arts and crafts projects.

Some 4-H programs offer horseback riding—a beneficial form of exercise and therapy for handicapped persons. Michigan's program, for example, involves people of all ages, the horse industry, intermediate school districts, and service organizations.

Addressing Specific Needs

Extension programs also address food, nutrition, and health needs; homemaking and human developmental skills; and special clothing and housing requirements of handicapped persons. Some specific activities are designing special kitchens for handicapped homemakers; training volunteer care-givers of the handicapped elderly; publishing a Braille newsletter; providing arts and crafts projects; and helping handicapped persons and their families access educational, vocational, and social services.

Extension clothing workshops teach participants how to alter clothes for the handicapped to increase their comfort, moveability, and ease in dressing and undressing.

Many Extension gardening programs provide raised plots and ramps for wheelchairs to enable physically handicapped persons to grow their own vegetables and flowers. See Washington's Master Gardener article, page 20.)

Extension helps handicapped farmers obtain alternative farm equipment designs, modifications, and accessories to aid them in operating agricultural equipment and completing other farm-related tasks.

Innovative Programs

In 1977, Purdue University's Department of Agricultural Engineering, with funding from Deere & Company, started the innovative Breaking New Ground project to assist physically handicapped agricultural producers.

Under the leadership of Extension Safety Specialist William Field, the Breaking New Ground project initiated numerous activities to assist handicapped farmers, including publishing the quarterly *Breaking New Ground* newsletter for agricultural producers with physical handicaps and rehabilitation professionals; providing an information and referral service; designing and constructing hand controls and tractor manlifts; and assisting in designing, organizing, and conducting workshops.

In 1984, the National Institute for Handicapped Research provided a grant to expand services and establish a resource center. For additional information about the project and a free subscription to the newsletter, write to Terry Wilkomm, project coordinator, at Purdue University's Department of Agricultural Engineering.

Workshop For The Disabled
In March 1985, with guidance from William Field, Maryland hosted a MidAtlantic Workshop for Disabled Individuals and Their Families in Rural and Agricultural Communities—the first conference of its kind in that area.

The conference's primary purpose was to bring together rural families with physically and mentally disabled members for specialized instruction and exchange of ideas, says Extension Agricultural Engineer and Conference Coordinator Gary L. Smith at the University of Maryland. Delaware, Pennsylvania, New Jersey, West Virginia, and Virginia participated with Maryland. Several state agencies in Maryland provided program assistance.

Maryland videotaped the conference sessions. Television Specialist Kathleen DeMarco with the University of Maryland says copies of the tape will be used as training aids for county agents.

Education And Employment
In Vermont, Extension is cooperating with the State Division of Vocational Rehabilitation to provide individualized education, evaluation, planning, and vocational rehabilitation services to 300 to 400 clients annually.

In Missouri, Training of the Disabled in Computer Programming (TODCOMP) offers highly individualized computer instruction and independent living skills training for handicapped students.

Washington, cooperating with other agencies in the state, established an injured workers advisory group to assess specific educational needs of injured workers and their families, and to develop educational structures and materials to address those needs.

USDA Services
Extension Service and other USDA agencies are strengthening their commitment to assist rural handicapped persons. In February 1983, USDA entered into a memorandum of understanding with the President's Committee on Employment of the Handicapped to expand services in support of handicapped rural residents.

The USDA Rural Handicapped Committee was organized with Extension Service as the lead agency in carrying out the intent of the memorandum of understanding.

One committee project—a resource booklet, "USDA Services for Rural Handicapped Persons,"—will be used by USDA headquarters and field staff in answering inquiries from the handicapped about available services. □

The special needs of the handicapped are addressed in Extension programs such as horseback riding—a benificial form of exercise and therapy—offered in many states, and Indiana's Breaking New Ground Project for disabled farmers. Bottom: Trained volunteers assist in instructing horse management and riding to handicapped youth and adults. Top: Farmer Don Skinner, Pawnee, Illinois, uses a cable winch operated chair lift to get into his cab.

The Choctaw Nation — A Commitment To Tomorrow

Jimmy Bonner
Extension
Writer-Editor
Information Services
Mississippi State
University

Extension community development specialists played an important role in developing an industrial park on the Choctaw Indian reservation in central Mississippi. Top: Beasley Denson, secretary-treasurer of the Choctaw tribal council, checks work progress at one of the automobile wiring harness plants owned by the Choctaws. Right: Denson discusses economic development progress on the reservation with Steve Murray (right), Extension community development specialist.

A spirit of cooperation and determination on a Choctaw Indian reservation in central Mississippi is a storybook example of what working with "nontraditional" groups in Extension is all about.

That cooperation and commitment is helping to turn generations of despair and poor living conditions into jobs and hope for tomorrow for the Mississippi Band of Choctaw Indians.

Choctaw Tribe
The Choctaw tribe numbers about 5,000 Indians, descendant of those who resisted relocation attempts in the 1800s and early 1900s and who live on 20,000 acres in central Mississippi near Philadelphia. Most live in Neshoba County.

Through their determination, the Choctaw Nation has emerged as one of the finest examples in America of how those with limited resources can influence their own destiny.

Working Reservation
The working reservation currently boasts schools, churches, modern housing units, a hospital, a tribal meeting hall, administrative offices, a sports arena, and an industrial park that has played a major role in economic improvement for the Choctaws.

Since 1979, the industrial park has created 900 jobs for men and women while bringing an estimated $11 million payroll annually to the tribal companies that own the plants. The plants are a major means through which the Mississippi Cooperative Extension Service is providing assistance to the Choctaw Nation in their industrial development efforts.

"The Choctaw saw jobs as their most pressing need and realized that manufacturing was the best way to get those jobs," says Steve Murray, Extension community development specialist.

History
The once powerful Mississippi Choctaw Nation was disbanded in 1830 and most tribesmen relocated to Oklahoma. Only about 1,000 were left when the Bureau of Indian Affairs opened in Philadelphia, Mississippi, in 1918. In the years since, small tracts of land were acquired and elementary schools built. But poor economic conditions fueled by generations of unemployment and lack of education remained rampant.

"Poverty was a tremendous problem," Murray says. "There was no high school on the reservation until 1964. Unemployment in the early 1960s was more than 80 percent. There really were no jobs."

In 1963, only about 5 percent of the households on the reservation had running water. Alcoholism brought on by years of despair and poverty was a major problem.

Turning Point
Conditions began to change when Phillip Martin, now tribal chief, returned to the reservation in 1960 after a 10-year stint with the Air Force.

"A lot of people thought that Indians were content with monthly welfare checks and wouldn't work," Martin says. "We knew better."

After much persistence, a high school was built in 1964. Those who became high school graduates and the handful with college degrees led the way. The goal was getting the unemployed off welfare and into jobs.

Then, with federal help, the tribe built better housing and health care facilities. Next came industrial development. In 1969, the industrial park was built with a grant from the Economic Development Administration.

Industrial Growth
"In 1979, the Choctaws started their own plant, doing contract work for General Motors," Murray says. "It was in this plant that the Choctaws proved themselves."

That first plant, called Chahta No. 1, now employs 200 who assemble automobile instrument panel wiring harnesses for the Packard Electric Division of General Motors.

Other plants quickly followed, and the Choctaws became a model not only for other Indian tribes but also for non-Indian rural areas as well.

In 1981, American Greetings Corporation opened a 120,000-square-foot plant to manufacture greeting cards. The plant, financed with industrial revenue bonds issued by the city of Philadelphia, Mississippi, now employs 250.

In 1983, Chahta opened Plant No. 2 to make wiring harnesses for Ford Motor Co. The plant now employs 250 and covers 43,000 square feet.

Management Expertise
"The Choctaws are developing real expertise in starting up and managing industry," Extension Specialist Murray says.

"About 25 percent of the workers in the Choctaw plants are non-Indians. The Choctaws see this not only as a successful minority project but also a good community project."

By January 1985, unemployment on the reservation had dropped to less than 20 percent as the effects of new jobs took hold. Conditions are expected to improve further as more jobs become available.

Extension's Role
Extension involvement on the reservation has resulted in the Choctaws feeling a part of Mississippi State University and the Extension family, according to Murray.

Beasley Denson, 35, secretary-treasurer of the tribal council, is an MSU graduate and was in charge of agricultural Extension programs on the reservation for several years. His wife, Lena, is a 4-H club volunteer leader. Neshoba County Agent Ivory Lyles and Winston County Agent Roger Crowder supplement the reservation's own Extension staff and work closely with Choctaw farmers in vegetable production. Fertilizer, lime, and seed are provided to about 360 Indian families in the home gardening program through a Tennessee Valley Authority demonstration project administered by Joe Schmidt, Extension economist.

Community Development Continues
"Each community on the reservation has an active community development club that receives support from the county Extension office and the Community Resource Development staff," Murray says.

"Our industrial development work with the Choctaws is a way to demonstrate to other rural communities in Mississippi that economic development is possible when the community is genuinely committed," Murray concludes. □

Urban Gardening— A Productive Partnership

Sally K. Ebling
Chair
Cuyahoga County Cooperative Extension Service, Cleveland

It began this way: The Mayor of Cleveland, Ohio, had some urban development block grant funds which he wanted spent for community gardening. There was plenty of land available; an estimated 25 percent of the city, where dwellings had once stood, was now vacant.

Many Cleveland residents had their roots in the rural south, so gardening appealed to them. But there are distinct differences between The South and urban Ohio—climate, soil conditions, growing season, population density, zoning, pollution, and more. Cleveland's payroll does not include a home gardening specialist, although the city does maintain an excellent greenhouse. That is where Extension comes in.

Beginnings

In the midseventies, Cuyahoga County Extension Agent Charles Behnke assisted Cleveland community gardeners by training CETA workers to teach others. As a result, a city employee testifies in Congress that urban vegetable gardening was highly beneficial to the urban family and should be promoted across the land.

That testimony was part of a feeling that agriculture should be better known by city dwellers. This feeling was translated into action by Congress when it funded the Urban Gardening Program for fiscal year 1977.

Cleveland Involvement

Cleveland has remained deeply involved through several administrations at city hall. Community Development Staff Member Mardelle Cohen coordinates garden sites in 10 urban redevelopment "target areas." Cohen also sees that Clevelanders can garden in Extension-operated sites.

Extension provides technical education through its field staff under the guidance of county Extension Agents Marisa Warrix and Nicholas Stephin. As a result of this arrangement, over 300 garden sites were developed, some known as Cleveland's "Summer Sprout" program, others as Extension's "Seed to Shelf" gardens.

School Gardens

Two years ago, the Cleveland Board of Education permitted Extension to reopen two of the eight school gardens which had been closed for budgetary reasons. For 75 years, school children had cultivated these large sites in what was the Nation's first and foremost school garden program. By summer 1984, Extension had reopened eight of these sites for family gardening, some accommodating more than 200 plots.

Extension staffers repaired conveniences that had fallen into disrepair, creating productive garden sites.

Cuyahoga County contains 60 incorporated subdivisions, each with its own elected officials, services, and schools. Extension offers urban gardening to the inner ring of 20 cities bordering Cleveland, using the Cleveland model to foster cooperation.

Cleveland is deeply involved in Extension's urban vegetable gardening program. Under the guidance of Extension county agents, over 300 garden sites have been developed. Using Cleveland as a model, Extension offers urban gardening to 20 cities bordering Cleveland.

Cooperation

Still another government entity, Cleveland Metropolitan Housing Authoruty (CMHA), is an important cooperator, providing Extension with seven sites adjacent to the largest public housing estates.

Extension's reputation as a community organizer prompted Henry Doll, associate director of the George Gund Foundation, and an avid gardener, to call Cuyahoga County Extension Chair Sally Ebling. Doll wanted to recycle municipally collected leaves into a soil improver on the land that remained after the slum clearance.

Ebling contacted a natural resources graduate with an interest in forestry, Edward Janesz. Janesz and agent Nick Stephin consulted with Ohio Agricultural Research and Development Center specialists who agreed to help. Janesz set about organizing a program with a small startup grant from the Gund Foundation. With the help of the county Mayors and City Managers Association, he identified the cities that collect unbagged leaves at curbside.

Cleveland provided two central locations for leaf deposit, but not without substantial "ground work." Persistent networking finally resulted in the necessary legislation and permits. Citizens' fears of odors, pest infestations, and other problems had to be alleviated.

Leaf Compost

A plan evolved for participating cities to provide workers and heavy equipment to "windrow" or periodically turn the leaves so natural decomposition could progress. Municipal contributions of labor and equipment amount to 3,000 hours annually at an estimated value of $25 an hour. Fourteen cities are in the program now, each paying an entry fee of $1,500.

The Greater Cleveland Ecology Association emerged from the project as a nonprofit organization. Governed by a board comprised primarily of service directors, and chaired by Attorney Jim Vail, the group developed a marketing plan. The association is practically self-supporting now, through its sales, with Janesz on Extension's payroll. The association reimburses salary, rent, and office services.

Grants from the Gund and Cleveland Foundations help greatly until sales build up. The tremendous expense of shredding the composted leaves into usable material is about to be drastically reduced by Cleveland's purchase of a $75,000 Royer Shredder for association use.

Extension Involvement

The benefits of these programs are obvious—leaf humus customers become Extension supporters; gardeners provide fresh food, recreation, and exercise for those who need it; 4-H work, horticulture, and nutrition education are expanding, and the county Extension budget is being augmented through grants and reimbursements. □

Healthy Mothers Make Healthy Babies

Bruce Washburn
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Her real name is not important. We'll just call her Susan. What is important is that Susan is only 14 years old and she is pregnant. In 5 months, for better or for worse, she will be a mother. Susan lives in High Point, North Carolina. But there are thousands of other girls — black and white, rich and poor — like her across the state and throughout the Nation. Recent statistics suggest that perhaps a million teenagers will get pregnant this year; about half of them will give birth. Most will be unmarried.

In addition to the multitude of personal, financial, and social problems these young mothers will have they will face an additional, equally serious problem: maintaining their own health while trying to have a healthy baby.

Pregnant adolescents are more likely than adult women to have complications during pregnancy. They are also more likely to have underweight babies. This puts both mother and child in a high-risk situation. It means that girls like Susan need help. And that's why the Agricultural Extension Program at North Carolina A&T State University has its Nutrition Education Program for Pregnant Adolescents.

Importance Of Nutrition

"There is considerable evidence that good nutrition can help girls like Susan avoid complications during pregnancy and improve the chances of survival and good health for their newborn," says Sarah Williamson, coordinator of the program, which is partially funded with a grant from the March of Dimes Birth Defects Foundation.

"Good nutrition during pregnancy is critical to the growth and development of the unborn child and to the continued health of the newborn," explains Williamson. "It is also crucial to the teenager for her own normal growth. Many teenage girls know little about nutrition, and their eating habits reflect that."

The goal of the Nutrition Education Program, according to Williamson, is to motivate the girls to change their diets to ensure proper nutrition for themselves and their babies.

Aides For Better Diets

To do this, the program has three nutrition education paraprofessional aides—Barbara Campbell, Betty Strader, and Edith Wiley—who are working with about 100 pregnant teens in Guilford, Caswell, and Rockingham Counties.

Susan is typical of the girls the aides assist. Before joining the program, she was skipping breakfast. And, although Susan was getting a good lunch at school 5 days a week, she was snacking on such things as cheese puffs and lollipops in the afternoons. Her evening meals were questionable too.

Since Campbell enrolled her in the nutrition program, however, Susan has learned better eating habits. Every other week, Campbell meets with Susan and her mother in their home and spends about an hour discussing one of 12 basic maternal and infant nutrition lessons.

She answers any questions they may have, and she suggests ways to improve their meal planning and food resources. Campbell is also prepared to refer them to any other agencies that might be able to help them.

After Susan's baby is born this fall, Campbell will continue to maintain contact with her for the following 12 months, advising her on nutrition and care for herself and her baby.

Determining Program's Success

Like the other aides, Campbell keeps careful records on Susan and the other girls assigned to her. These will help determine the program's success.

The best sign of success, however, will be a healthy Susan and her healthy child. □

Camping Together—Teen Mother And Child

Dolores L. Dixon
Extension Agent,
Dorchester County
Office, Cambridge,
Maryland

Hiking through the woods, exercising to music, and playing in water are all activities you'd expect to find at a typical 4-H camp. But you don't expect to see a camper pushing a baby stroller through the woods, exercising with a 2-year old at her feet, or splashing water in a plastic dishpan to the delight of a toddler.

These activities were part of a camping program held last summer at Camp Thendara, a 4-H camp in Dorchester County, Maryland. Half the campers were 4-H age. What made the camp different was that the rest of the campers were infants—children of the 10 teenage girls.

The Cooperative Extension Service, Multi-Service Community Center, Health Department, and Department of Social Services developed the camp for teen mothers and their children with help from other community organizations and volunteers.

Objectives were to help adolescent mothers improve their parenting skills, learn to prepare nutritious meals, and increase their self-esteem.

Special Education Needed
Dorchester, a rural county on Maryland's Eastern Shore, is second only to Baltimore City in the state's teenage pregnancy rate. Both county high schools provide an in-school program to meet special needs of teen mothers. Completion of secondary education and development of job skills are major goals. Extension assists the schools with parenting, resource management, and nutrition education.

The idea for the camp surfaced following a program held for teen mothers at one of the high schools. While teaching a lesson on "Nutritious Snacks for Children," an EFNEP aide observed that some of the girls lacked basic food preparation skills. Recalling her earlier involvement with EFNEP youth camps and the positive results of the informal learning situation, she thought a camping experience might have merit for these teen parents.

Camp Becomes Reality
Dorchester home economics and 4-H and youth Extension agents agreed that a camp could become a reality with a lot of community assistance.

Cooperating agencies pooled their knowledge of the community to recruit volunteers from church groups, service organizations, and various agencies and organizations. Former EFNEP aides and homemakers also volunteered their time and services.

Along with Extension, the Board of Education, Health Department, Department of Social Services, Dairy Council, Headstart, Public Library, Soil Conservation Service, Iota Phi Lamda Sorority, and churches assisted in providing personnel, equipment, and resources materials.

Camp Activities
Campers were bused to the camp each morning. Part of the day was devoted to activities involving mothers and children together.

The public library provided books for each child; one of the librarians taught a session on "Reading to Your Child." Banging spoons together in rhythm and making up songs were all part of musical play activities led by the Head Start parent coordinator. The social worker's presentation on "Getting Acquainted With Your Child" was especially meaningful when she could point out particular children and their developmental stage.

Nutrition And Health
Food and nutrition was an important part of the camp program. The mothers shared in the responsibility for lunch preparation and table setting. Volunteers supervised the preparation of meals and taught new skills in the process.

Preventive health measures were further emphasized by public health nurses who taught sessions on health needs of both the adolescent mothers and their children.

Positive Experience
The total camping experience was planned to be a positive one that would help the girls develop greater self-confidence and improve their self-esteem. Segments of the program were planned particularly with that objective in mind. A program coordinator with the Extension Home Economics Department led a discussion on "Trust Yourself—You're Better Than You Think." An Extension home economist, a specialist, and a former EFNEP homemaker taught sessions on managing stress, exercising, and making natural cosmetics.

At the close of camp, a 4-H agent awarded certificates to the mothers. A group of young mothers from a local church presented each camper mother with a gift pack of clothing, toys, and other articles selected especially for each child.

All 10 adolescent mothers stated that participating in the camp was a worthwhile experience.

Dorchester County recently held a second camp. Again, 10 teen mothers along with their children participated. Other counties are adopting the model for their use. Carroll County, Maryland, sponsored a camp for teen mothers in their area. □

EFNEP—Multi-Agency Cooperation

Nancy B. Leidenfrost
National Program Leader, EFNEP
Extension Service, USDA

Throughout its 17-year history, the Expanded Food and Nutrition Education Program (EFNEP) has typified the meaning of "Cooperative" Extension.

EFNEP has enhanced the delivery of nutrition education programs by working with a variety of groups in the public and private sectors in a variety of ways—cooperating through formal, informal, planned, spontaneous, emergency-oriented, long- and short-range programs. From these experiences, Extension professionals have evolved guidelines to help assess the appropriateness of any proposed EFNEP cooperative project, with a goal to ensure that the cooperators have a common objective and that their joint action will be of mutual benefit.

Basic EFNEP Guidelines: First, *understand the mission of your intended cooperators.* Learn about their origin and background, their legislative mandate, their goals and objectives, and their public image. Second, *review and analyze this information with Extension's objectives in mind:*

- Examine the similarities between your own goals and objectives and those of the intended cooperator. The points where differences emerge should be where mutually beneficial cooperative efforts are most possible and most advantageous.
- How will Extension's identity be maintained, especially if both groups become involved with the same audience, in the same community? Each organization must have clearly defined roles which are not duplicative.

Third, *look at what could be gained through the cooperative project.* EFNEP staffs are encouraged to consider whether the proposed project would help them to:

- Provide consistent educational messages and avoid duplication;
- Enhance the delivery of the EFNEP program;
- Serve clients better while increasing cost-effectiveness for both EFNEP and the other agency;
- Enable additional groups of eligible clientele to enroll in EFNEP;
- Meet the objectives of a congressional act or directive; and
- Increase community recognition for EFNEP objectives.

Answering the following questions helps staff members determine whether a proposed cooperative activity is desirable or if Extension's ojective could be better met through a different approach:

- What are the expected benefits?
- Does it complement the structure of your program? Will it increase costs? What will be the long-term effect? Will retraining of staff or new publicity be necessary?
- How will the clientele respond? How will your relations with them be affected?
- Does the project have a high risk? If so, should it be tested in a pilot effort?
- How will the effectiveness be evaluated?
- Can the intended audience help identify the need for the cooperative project?

Using these guidelines, EFNEP staffs nationwide have established a wide variety of cooperative efforts that are furthering EFNEP objectives.

Federal Cooperative Efforts

At the federal level, the Extension Service has worked with the Human Nutrition Information Service (HNIS) and the Food and Nutrition Service (FNS) to develop and implement national nutrition projects. "Making Your Food Dollar Count," for example, was designed to demonstrate how to provide a nutritious diet within the limits of a Food Stamp allowance. Extension home economists, nutritionists, and paraprofessionals use these materials in their educational programs for low-income families. In addition, ES regularly cooperates with other agencies to develop a variety of teaching materials.

Referral systems, as well as participation by other agencies in Extension's on-the-job staff training, have resulted in closer working relationships and greater effectiveness in serving the public.

ES-USDA has collaborated with FNS in an experimental design study to test new program delivery methods with food stamp recipients. Because of the two agencies' interest in bringing nutrition education to food stamp families, FNS funded 16 Extension pilot projects which developed and tested innovative methods of teaching low-income clientele. Results have sparked creative approaches in the states.

Nationwide, two major areas of cooperation are with the Food Stamp and Women, Infants, and Children (WIC) Programs. In 1984, 64 percent of EFNEP families participated in the Food Stamp Program and 31 percent were recipients of WIC benefits. EFNEP and WIC have common goals: 1) nutrition education, and 2) outreach to low-income clientele. WIC however, provides food packages directly to women; EFNEP provides indepth education on use and management of all available food to plan adequate diets for members of the household.

A good example of EFNEP-WIC cooperation is in Crawford County, Pennsylvania, as reported by Tamazine Kinneman, EFNEP coordinator, where an innovative program is proving to be mutually beneficial to the programs of both agencies.

An EFNEP aide conducts nutrition education classes for selected groups of WIC recipients. To supplement the four classes, EFNEP aides mail participants a series of five related brochures supported by followup telephone calls. Participants also can request home visits by a nutrition aide.

Joint Project

EFNEP in Maryland wanted to add maternal and child nutrition components to their core curriculum, find a more efficient system for identifying and enrolling young low-income families, and make their nutrition message consistent with the nutrition education being offered by WIC. The answer was a joint EFNEP-WIC project.

For nearly 2 decades, in its efforts to deliver nutrition education programs, EFNEP (Expanded Food and Nutrition Education) has cooperated with an impressive number of groups in the public and private sectors. EFNEP has developed guidelines for its proposed projects to ensure that cooperators have common objectives that will prove mutually beneficial.

The two agencies as reported by Mardelle Amstutz, EFNEP, have worked together to train their staffs to use mutually acceptable teaching materials. They have developed a method for testing aides' mastery of prenatal and infant nutrition concepts, and they have set up a referral system between EFNEP and WIC. Although the project has not yet realized its full potential, EFNEP Coordinator Mardelle Amstutz, says that already the close working relationship between WIC and EFNEP has had positive effects for both clientele and the Extension Service.

Amy Block, California EFNEP coordinator, says EFNEP-WIC cooperation in that state is reducing recruitment time and expense and allowing them to reach more people in groups—an especially important factor in counties where the cost of EFNEP's one-to-one approach is prohibitive.

EFNEP staffs also cooperate with other types of community food assistance programs, primarily through aides that inform families about their availability.

Food Banks

Food banks serve many EFNEP families, says Harriet Kohn, Nebraska nutritionist. In Douglas County, Nebraska, EFNEP helped in a campaign to restock emergency food pantries by developing a list of suggested food items appropriate for donation.

Then, Extension professionals and the food bank staff cosponsored a workshop to help directors and cooks of meal-providing agencies revise their menus to take advantage of items available from the food bank. Linda Nierman, program director in Michigan, said families faced such hard times in the winter of 1982 to 1983 that the governor declared a state of emergency.

Through the Agriculture Involved in Michigan (AIM) program, farmers and businesses donated thousands of tons of food products to families most in need. To help recipients handle and use these foods properly, Extension developed fact sheets about the most commonly donated foods. The fact sheets included nutrition information, suggested uses for the foods, and recipes. EFNEP distributed more than 10,000 copies in each county through food banks, soup kitchens, and food distribution sites.

AIM

Through another AIM project, 1,500 EFNEP homemakers in 15 counties received a sample of donated dry navy beans. During regularly scheduled nutrition education visits, EFNEP aides demonstrated the use and storage of the beans. A survey showed that although 31 percent of the homemakers had not been using dried beans, 80 percent planned to purchase them as a result of the demonstrations.

Interagency cooperation has taken many other forms, depending on geographic location and local opportunities:

- Working with city recreation officials to sponsor summer nutrition camps for low-income youth;
- Head Start/EFNEP cooperation to increase enrollment in both programs;
- Sharing expertise with adult basic education professionals to tailor materials and teaching methods for persons with limited reading abilty; and
- Cooperating with other public and private agencies to promote gardening for low-income families.

Cooperation means working together to achieve a greater impact within a common objective. Because the EFNEP target audience and long-range objectives continue to be shared by so many other groups—public and private, national, state, local—interagency cooperation is a proven technique which also shows promise for even greater success in the future. □

Teamwork For Timber

Larkin Wade
Head, Extension
Natural Resources
Auburn University,
Alabama

The Alabama Forestry Planning Committee (AFPC) represents a unique approach to the problem of coordinating forestry activities within a state. This cooperative achievement of the various agencies with forestry responsbility in Alabama is a model for other states to follow.

AFPC is the product of growth and evolution rather than conceived creation. The committee is designed to provide a health atmosphere where the public forestry agencies—state, local, and federal—can examine and coordinate their various programs.

Accomplishments
A four-county pilot project in 1971 demonstrated that forest improvement practices could be carried out if cost-sharing funds were made available. In 1972, under the Rural Environmental Assistance Program (REAP), now the Forestry Incentives Program (FIP), about $1.25 million of REAP funds were committed, compared to only about $150,000 in 1971. In 1973, the committee battled the southern pine beetle. At the end of the epidemic, their efforts resulted in salvaging half of the killed timber.

In August 1974, the committee adopted the TREASURE Forest program and began field testing. The first four TREASURE forests were certified in 1975. Ten landowner conferences were held that year.

In 1977, the committee set up 10 whole-woodland forest management educational demonstrations patterned after the Mosley TREASURE Forest educational demonstration. Today there are 30 such demonstrations across Alabama.

Forest Awards
The committee began the Helene Mosley Memorial TREASURE Forest Awards in 1978. In this program, three district recipients who have made an outstanding contribution to forestry each receive a $500 cash award. A state winner selected from these three receives an extra $500.

The committee joined forces with the Governor's Forest Disaster Recovery Council in 1979 to speed up the salvaging and restoring of forestland following Hurricane Frederic. AFPC also sponsors major efforts to increase forest productivity through the use of prescribed fire and chemicals.

Beginnings
How has all of this happened? First, AFPC, operating under a "memorandum of understanding" meets every 6 months. The committee believes this is better than a formal agreement.

Each of the 13 heads of agencies participating in AFPC is committed. Differences may arise, but each agency is constantly working at the cooperative relationship.

Members of the committee are the chief officers of the Alabama Cooperative Extension Service; Alabama Department of Conservation and Natural Resources; Alabama Agribusiness Education; Alabama Forestry Commission; Alabama Soil and Water Conservation Committee; Alabama Agricultural Experiment Station; Auburn University School of Agriculture and Biological Sciences; Auburn University School of Forestry; the Farmers Home Administration, the Forest Service, the Soil Conservation Service, and the Agricultural Stabilization and Conservation Service of USDA; and the Tennessee Valley Authority.

The Alabama Forestry Planning Committee continues to be successful at solving problems for general reasons:

- All agencies feel like team members.
- All agency heads are committed.
- All agencies realize the vase amount of work to be done in forestry.

Each sees its part to play, and each feels that by cooperating and working as a team, more can be accomplished.

- The Alabama Forestry Commission takes the lead in forestry. The committee chairman is the State Forester, Bill Moody.
- Two regular meetings are held yearly.
- Formal action is by consensus.

Cooperation
One thing is certain. Interagency cooperation provides a solid basis for cooperation with the forest industry. By continuing to work and pull together, AFPC officials and the industry will continue to help improve Alabama's 21.6 million acres of forestland. □

Wisconsin Irrigation—Boom Or Bust?

Gary Jackson
Extension Water Quality Education Coordinator
Environmental Resources Center
and
John C. Leatherman
Extension Agent, Community Resources Development
University of Wisconsin, Madison
and
David Ankley
Extension Agricultural Agent and Office Chair
Portage County Cooperative Extension
Stevens Point, Wisconsin

The "Golden Sands" of central Wisconsin are aptly named. The rapidly draining sandy soils and abundance of groundwater conveniently available for irrigation are the basis of a booming agricultural industry. But some impacts of the development of this central Wisconsin area have been less than "golden."

Economic Development
In 1966, The Del Monte Company opened the largest snap bean processing plant in the United States in Portage County. The plant employs up to 1,800 people during peak season. In 1974, a new America Potato processing plant began operations. Ore-Ida, a subsidiary of H.J. Heinz Company, came next.

These plants employ a combined labor force of more than 3,000 workers during peak production seasons. The success of this food processing industry in central Wisconsin has also resulted in a steady expansion of irrigated acreage.

Groundwater Contamination
Contamination of groundwater by nitrates and pesticides is exacting high economic costs to the area.

In 1979, the village of Whiting shut down its muncipal well due to nitrate contamination.

Whiting is faced with various actual and potential costs for solving this problem:

- Water purchases from the neighboring community of Stevens Point.
- Debts on now unusable equipment.
- Labor costs incurred in new well locations.
- Land acquisition for a new well field.
- Certification required for state approval of a muncipal well.
- Installation of new wells, water mains, and other equipment.

The city of Stevens Point has suggested that Whiting be annexed to the city. Citizens express fear and uncertainty at the thought of their contaminated water.

In 1983, the Wisconsin Legislature passed Wisconsin Act 410 that requires assessors to consider adverse environmental influence factors in assessments. Groundwater contamination was a prime motivator in the passage of this act.

A final consideration relates to private and county expenditures of resources to deal with the problem. Without contamination, these resources could be directed to other areas.

Cooperative Efforts
In 1981, the University of Wisconsin-Extension Service began an organized effort to evaluate the nature of and develop educational materials to address groundwater contamination problems.

In the summer 1984, Portage County Extension agents organized several local meetings of county agency staff and Extension specialists to discuss potential strategies for protecting and managing groundwater.

The committee proposed formation of a special county board committee to coordinate local efforts to develop a strategy for protecting and managing Portage County groundwater. It also recommended formation of two subcommittees—a technical advisory committee and a citizens advisory committee—to develop a strategy and policy for addressing public concerns on groundwater protection and management.

Actions which are to result from committee activities and recommendations include:

- Organization of groundwater and land use information into convenient, usable forms.
- Identification of areas with high risk for contamination.
- Identification of priority areas for corrective actions.
- Identification and evaluation of alternative actions to reduce or eliminate contamination risks.
- Recommendations to the county board on a strategy for managing and protecting groundwater.
- Funding assistance from private, county, state, and federal sources to implement program recommendations.
- Identification and recommendation of research and education activities.

The experiences gained will clearly assist Portage County and other counties, agencies, and units of government in identifying, evaluating, and initiating local efforts to avoid groundwater contamination and the related negative economic impacts. □

Groundwater Contamination—How To Cope?

Ann T. Lemley
Associate Professor,
College of Human Ecology
Cornell University,
Ithaca, New York
and
Fred Swader
National Program Leader
Water Resources
Extension Service,
USDA

Cooperative Extension has been active in addressing groundwater contamination problems. Cornell Extension has a progam which provides education about all sources of contamination and provides assistance to local officials and community leaders.

In Long Island, for example, county Cooperative Extension staff predicted—based on nitrate studies—that the pesticide aldicarb might be found in wells near potato fields where it was being used. Both Cornell and Suffolk County Cooperative Extension staffs worked with the local health department, the county legislature, industry, and citizens' groups to determine the extent of groundwater contamination from a variety of chemicals in use in the region.

There are ongoing programs at Cornell to help farmers find substitute pesticides and to cooperate with industry by designing studies to determine the transport and transformation of the pesticide already in the aquifer.

Cornell Cooperative Extension also provided assistance with a groundwater contamination problem in a small upstate village. The water was contaminated with nitrate at levels exceeding state and federal health standards (10 parts per million).

First Steps
The county Extension staff, with help from Cornell, provided technical assistance in defining the contaminant source, proposing solutions, recommending better practices to the farmers, organizing a citizens' advisory committee, and conducting a survey to determine residents' knowledge and concerns. Confrontations between residents and farmers were avoided, and the first steps were taken toward solving the problems.

Seminars
Regional groundwater seminars have been organized throughout the state. The prototype series in the mid-Hudson region involved a multicounty effort of Extension staff, local environmental management councils, and other volunteers. Seminars were held monthly over an 8-month period. Experts from government, industry, and academia presented background on such subjects as hydrology, sources of contamination, toxicology, and relevant laws and regulations. Seminar series in other regions of the state are ongoing or planned for the future.

Cooperative Extension staff in several counties in the state have been working on programs to assess organic solvent contamination of groundwater. One county in the southeastern part of the state has developed a pilot water testing project with the cooperation of an analytical instrument company and Cornell University.

The initial random sample of private wells in the county will be a good indicator of the scope of the problem. An educational program on health concerns and treatment options is a major focal point of the project.

Groundwater contamination is a complex problem because groundwater may be contaminated by substances which do not pose similar threats to surface water. Groundwater moves very slowly; contaminants dissolved in groundwater do not disperse. Nor is groundwater exposed to light or to air, which can degrade contaminants in surface waters. Groundwater contamination usually lasts a long time (on the order of years); decontamination is expensive and uncertain.

Activities Affecting Groundwater
Groundwater is particularly vulnerable when it occurs beneath permeable soil through which many chemicals may flow easily. Many common land use activities of industry, private citizens, or local government, affect the quality of groundwater. These activities could include industrial impoundments or landfills, municipal landfills or wastewater or road salt, domestic septic tanks or lawns, and agricultural chemicals or feedlots.

The sources of groundwater contamination are all around us. Some are easy to identify; some are not. Some are the result of illegal activities and could be targeted for cessation. Others result from our lifestyles and are more difficult to control. A thorough examination of all activities resulting in contamination is required to protect our groundwater resources.

Coordination Required
Cooperative Extension must call in a broad array of disciplines to provide technical assistance and to develop educational programs about groundwater. The challenge is to coordinate Cooperative Extension resources in home economics, community issues, and agriculture as well as those available from government, industry, and private citizens.

The issue of groundwater quality will be with us for a long time. Much information about the current situation can be obtained from the Environmental Protection Agency's (EPA's) "Groundwater Protection Strategy," issued in August of 1984. We recommend it as background information for program planning. □

GOSSYM—The Cotton Prophet

H. Gregory Harvey
County Extension
Agent
Sumter County
Clemson University,
South Carolina

GOSSYM is coming! Is it a plant disease? A destructive insect? No matter, for it is cutting a relentless path toward American cotton farms. Farmers like Billy and Sam McCoy of Sumter County, South Carolina, are looking forward to its arrival.

GOSSYM is a computer-based simulation of cotton growth and yield being tested in a pilot project to determine if it can provide reliable and accurate information for onfarm use. And GOSSYM is one of the best examples of the transfer of technology from research to the "real world."

Simulation of cotton growth and yield has been under development for more than 15 years. Now it is almost ready for onfarm use under the direction of Extension at Clemson University and Clemson research personnel through a grant provided by the Cotton Foundation.

Initiated in early 1984, GOSSYM was then run on main-frame computers such as IBM-370 and Vax-750, and contained over 4,000 Fortran source statements.

Pilot Project

The McCoy Farm, near Oswego, South Carolina, is one of two farms in the United States chosen for the pilot project. The other is in the northern delta region of Mississippi. The name GOSSYM comes from *gossypium* simulator. *Gossypium* is the genus name of cotton.

The McCoy brothers. like all farmers, make daily decisions about their crop. Last spring, when cotton seedlings were blasted by blowing sand, the brothers asked themselves if the yield of a replanted crop would more than pay for the cost of replanting and a later maturing crop. When the weather turned dry in June, they needed to schedule irrigations to maximize profits.

In the past, this type of decision has been based on experience, certainly, but also on custom, rule of thumb, or "gut feeling." For example, most farmers replant cotton when the stand "looks" too thin. GOSSYM was designed so that decisions like these could be based on more information.

One-Hour Season

Sam and Billy McCoy can now evaluate the impact of various choices before the decision is actually carried out. The entire cotton growing season which actually lasts about 5 months can be simulated in about an hour on the IBM PC machine used by the McCoys. Final yield predictions are computed on the basis of any combination of weather patterns, irrigation, fertilizer amounts (including timing and application methods), soil characteristics, planting dates, and cultivation timing and methods.

The McCoy brothers operate a weather station which records daily maximum and minimum temperatures, solar radiation, rainfall, and wind run. They use the current recorded weather information and then input weather statistics from the Pee Dee Research and Education Center from their choice of wet, dry, or ideal growing seasons.

The model is not equipped to consider runoff from a rainfall. It assumes that all rainfall is absorbed by the soil. The program also cannot consider the effect of plant growth regulators which are used by some cotton farmers during wet growing seasons.

However, GOSSYM will continue to be improved and in 1986 should be ready for widespread use. This project is a good example of the transfer of technology from research to the "real world." □

Marketing Tools For Risk Management

Randy Corley
Former National Program Leader
Agricultural Economics
Agricultural Programs
Extension Service, USDA

Marketing education is the new emphasis of producer educational programs developed by the Cooperative Extension Service.

A key part of these programs provides current market news information so that producers can make decisions based on a knowedgeable interpretation of the market outlook.

Extension marketing specialists are accomplishing this by using a variety of media including workshops, radio, TV, newspaper, and trade journals.

Another program emphasizes producer marketing strategies. Producers learn when and how to use several marketing alternatives and to formulate a marketing plan. As new marketing alternatives become available, Extension, in close cooperation with industry, develops an expertise to teach and demonstrate the new marketing alternative and fit it into producers' marketing plans.

As Extension has expanded its marketing education, it has integrated production and marketing decisions with an emphasis on whole farm planning and risk management.

A 1981 survey revealed that the number of producers attending the outlook and situation meetings far exceeded other types of Extension marketing programs.

Lure Of Outlook Info

Why all the interest in outlook information? The initial motivation of farmers in their market-oriented environment is to attain the highest price available for their product. Outlook, including factors that affect domestic and foreign supply and demand, and the desire to predict the price trends, are foremost considerations. A typical meeting, organized by state Extension specialists, includes various marketing presentations by industry representatives who provide information and observations.

The program in agricultural commodity options is an example of a cooperative effort that is providing practical day-to-day advice.

The signal for these programs was given when Congress renewed the Futures Trading Act in 1982, mandating the Commodity Futures Trading Commission (CFTC) to initiate and monitor a pilot program in agricultural commodity options. The act called for plans and steps to initiate the use of agricultural options with needed educational efforts. The CFTC requested assistance from Extension Service to provide the needed educational thrust when options were approved.

Educational Package Developed

The Extension Service, CFTC, the futures trading industry, and several brokerage firms worked closely to identify the educational needs and plan educational programs.

The Extension educational package included visual aids, handouts, and worksheets released in October of 1984, in conjunction with CFTC's approval of the first exchange contracts to trade agricultural options.

While the materials were being prepared, Extension planned and conducted several commodity options conferences.

These conferences were all planned with the aid and assistance of the exchanges, brokerage firms, commodity firms and associations, and producer organizations.

This effort demonstrated how the Cooperative Extension system, the CFTC, and the commodity industries cooperated to successfully initiate a new educational program on agricultural options to coincide with the scheduled introduction of a new marketing alternative. It is a prime example of practical marketing education in action. □

Extension And NOAA — Project Partners

Daniel Pansbin
Associate Director of Agricultural Extension
University of Minnesota, St. Paul

What do Extension and the National Oceanic and Atmospheric Administration (NOAA) have in common? Plenty — and it's increasing all the time!

The NOAA program that's been working with Extension the longest is Sea Grant. In recent years, Extension and NOAA, the Nation's leading civil air and sea agency, have been getting better acquainted and working together more and more in other program areas as well. To confirm this relationship and encourage further cooperation, Mary Nell Greenwood, Administrator, Extension Service, and John V. Byrne, NOAA Administrator, signed a revised Memorandum of Understanding on October 31, 1984.

In addition to Sea Grant Extension activities, other cooperative projects deal with aquaculture, agricultural weather, and seafood utilization. NOAA and Extension are also in the early phases of exploring a natural resources 4-H project in weather and climate.

NOAA conducts research and gathers data about the oceans, atmosphere, space and sun; and applies this knowledge to products and services that touch the lives of all Americans. NOAA is another active member in the ever-growing family of federal agency partners for Extension. □

MCB Means Community Action

Clifford Willis
Extension Journalist
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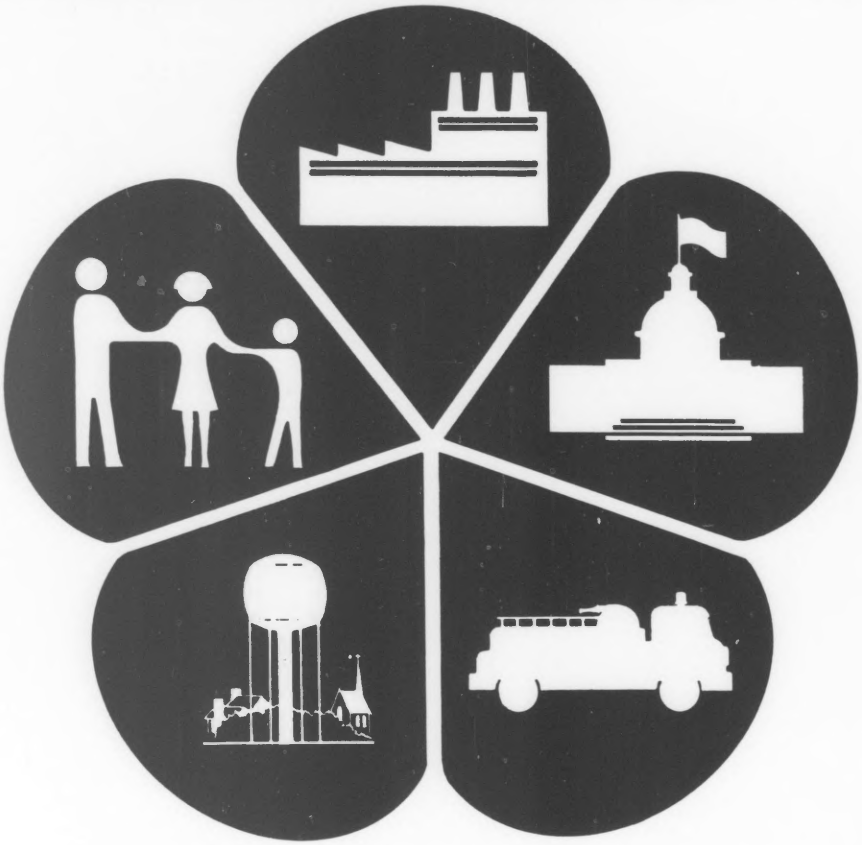
Missouri



". . .An example of a public-private sector program that works." That's how former Missouri Auditor James Antonio, who represented Governor Christopher Bond at the 1983 Missouri Community Betterment (MCB) awards conference, described the state-run community improvement program in a letter to coordinators of the annual event.

Antonio particularly noted the increase in participation among Extension faculty and minorities and complimented the support of public-private sector groups through the MCB "Ambassadors."

"All cities, neighborhoods, and smaller communities in our state are experiencing the problems associated with diminishing recources," says L. R. Hughes, community development state specialist with the Missouri Cooperative Extension Service.

"Also, the shift from an industrial to an information and service economy requires a shift from representative to participatory democracy and a movement away from reliance on institutional assistance towards greater self-help. And in Missouri," he continues, "the combination self-help, action community betterment program designed to assist communities in their efforts to increase their community and economic development is the Governor's Missouri Community Betterment Program."

The state became involved in the MCB program as a result of Hughes' efforts following his Extension appointment in 1981.

Extension And MCB

"It didn't take me long to discover that MCB was a ready-made program for our Extension area community development specialists located in various counties across the state," Hughes says. "Area Extension faculty were not always

aware when communities within their counties were interested in MCB. When a community or neighborhood in which area Extension specialists had been working on MCB was honored by the Governor at the annual award conference, Extension specialists were unable to attend for financial reasons."

He also found that area community development specialists had no up-to-date information about MCB and most had not received indepth training on how to best incorporate MCB in their local educational efforts.

Terry Hackney, director of MCB and manager of the Missouri Division of Community and Economic Development, acknowledged these area Extension faculty concerns.

"L. R. Hughes had been studying our program and the two of us began to look into ways in which CED and Extension personnel could work together primarily to improve MCB," Hackney says.

Awards Competition

Shortly after that meeting, Hughes found himself serving as one of the 14 MCB judges, half of whom come from out-of-state to visit Missouri communities for a week and recommend which of the 60 communities that normally enter the awards competition should receive awards.

In January 1983, the North Central Regional Center for Rural Development at Iowa State University edited and published university research (including observations from state Extension directors) indicating that such programs are of great importance to help communities establish ongoing community improvement programs.

The information also identified the many benefits for increasing integration of such community betterment programs with other state agencies and universities.

Armed with this final bit of information, Hughes proposed that Missouri's two land-grant institutions (Lincoln University and the University of Missouri) become officially supportive of MCB.

Eventually, Hughes was appointed the official liaison between CED and area Extension specialists to coordinate the delivery and improvement of MCB.

Hackney and Hughes have since presented a 4-hour Extension inservice training program at the University of Missouri-Columbia about MCB to area community development specialists.

They distributed a 500-page training manual which took them 2 years to compile. "It's an everything-you-ever-wanted-to-know-about MCB manual," says Hackney.

Request Training Manual

Other states, interested in developing a similar program, also want the manual. State officials in Michigan, Texas, and Montana have expressed interest in adopting programs of their own similar to MCB and purchased four manuals.

The land-grant universities have now adopted a plan to jointly finance attendance for area specialists who have had significant involvement in MCB preceding the annual Governor's conference.

Hughes points out that surveys compiled this year indicate that area community development specialists have been working with approximately 30 to 50 percent of the communities or neighborhoods which have been recognized for their community and economic development efforts in the last three awards conferences.

"We particularly want those smaller, rural communities that want to use MCB to enhance or protect their economic base to know they can directly contact their nearest county Extension community development specialist," Hughes says. □

Mississippi Anchors A Fleet

Karen L. Moore
Extension News Editor
Extension Information
Mississippi State University

When Steve Murray, a community development specialist with Mississippi Cooperative Extension Service, received a request for a socioeconomic impact study, he had less than a week to pull together information from various city and county contacts. The study was for the city of Pascagoula to show how the area would be affected if the Navy decided to locate a new Battleship Surface Action Group (BSAG) there. The group of ships includes the USS Wisconsin and three to five support ships.

Pascagoula was in competition for the base with Pensacola, Florida; Mobile, Alabama; Lake Charles, Louisiana; and Corpus Christi and Houston, Texas. Corpus Christi received the BSAG but Pascagoula still gets a Navy base with two cruisers and two destroyers.

The Navy had asked Pascagoula to do a study on how the city and surrounding area would be able to handle the influx of 4,000 Navy personnel and civilians. "The Navy wanted Pascagoula to make sure it knew what it was getting into," Murray says.

Extension Contacted

Extension became involved when Jolly McCarty, a Pascagoula civic leader and banker and president of the Mississippi Extension Advisory Board, asked for Extension's help.

Contributors to the impact study also included Mississippi Research and Development Center, Mississippi Department of Economic Development, Mississippi Department of Natural Resources, and Mississippi State University Department of Education.

"The other agencies were helpful but we were especially impressed with Extension and its speedy effort at the last minute when we called them," says Linda Rosa, Pascagoula's director of economic development.

Rosa praised the organization of that part of the study, as well as the whole study. "We never had utilized Extension's services until this project. Now we would like Extension to be involved in a feasibility study on a business incubator project," Rosa says.

A homeport naval base at Pascagoula will mean an additional $90 million in the Mississippi economy. Thirty million dollars will be generated by taxes, $30 million will come from payroll, and $30 million will come from procurement of supplies and work done on the ships.

Of the six sites under consideration, Pascagoula is the smallest city and Mississippi is the smallest state. Landing a homeport naval base is quite an accomplishment.

Impact Study

The impact study focused on the areas of demographics, education, public utilities, fire protection, sociology, health, recreation, taxes, and law enforcement.

The study found that public schools and recreational facilities were the only areas that would need improvement to handle the influx of new people.

The estimated cost of the Naval base to the area would be $1,000,000.

Other Extension specialists involved in the impact study were Albert Myles and Ray Sollie, community development specialists; Bob Chapin, coordinator, Land Use Center; Marty Wiseman, government training specialist; Joe Schmidt, an economist; and Lynn Reinschmiedt, an associate economist with Mississippi Agriculture, Forestry and Experiment Station. Extension involvement succeeded in making more people aware of its services.

"The whole project speaks highly of Mississippi and the different agencies involved. Extension's impact study will also serve as an excellent resource for other businesses interested in the area," says Betty Bensey, grants coordinator for the city of Pascagoula. □

Developing Local Leaders

Working successfully with local government officials, a nontraditional audience, is becoming a tradition in Mississippi's community development work. Before this programming began, all community development work centered around rural community clubs and other community and commodity groups in the area of leadership development.

For some reason, the central leaders of counties and communities—the local government officials—were not considered appropriate clientele for Extension programs.

Change To Nontraditional
The change in philosophy for Extension came about 13 years ago when the organization started exploring the possibility of meeting the educational needs of this nontraditional audience.

Grant funding was sought and secured to underwrite the original efforts. Early funding was provided by grants from the Intergovernmental Personnel Act (IPA) of 1970.

In 1972, very little was available to Mississippi's local government officials in terms of training and organized educational programs. Those in public service turned to the grassroots ageny with the traditional "track record" in service and education—the Cooperative Extension Service.

City clerks, assessors, and tax collectors were the first group to request educational help.

Training Program
A plan was formulated from their requests for a Certification Training Program and for developing a handbook for Mississippi municipal officials. The handbook, written by city clerks under the editing leadership of Extension, helped standardize the many procedures handled by city clerks throughout the state.

The Certification Training Program was the third of its type in the Nation to be accredited by the International Institute of Municipal Clerks.

More than 450 city clerks, assessors, and collectors have participated in the program. More than 90 of these have achieved certification in the exam-required curriculum.

Workshops For Officials
During this period, workshops were requested by mayors and aldermen. These training needs were met, too.

One of the most highly rated programs offered to mayors and aldermen is an orientation workshop series for newly elected municipal officials conducted at the Municipal Convention. Held every 4 years, fundamental subject matter for new officials is presented in such areas as conducting city council meetings, personnel management, budgeting, legal responsibilities, public safety, and public works.

Educational programs were also developed and conducted for city managers and for building officials.

After positive acceptance of Extension's educational work with municipal officials, work spread to the various county officials. They expressed a need for similar training; once again, Extension responded.

Educational Programs
Extension met the needs of county government leaders with educational programs for county assessors and collectors, supervisors, chancery clerks, board attorneys, administrators, and county engineers.

A certification program was developed for county assessors and collectors in conjunction with legislation that was passed requiring certification, along with statewide re-

appraisal. In this effort, Mississippi Extension works cooperatively with the Mississippi Commission and the County Assessors Association.

Since this certification work began in 1980, more than 630 assessing and appraisal personnel have participated in the course with more than 150 achieving state certification and another 165 achieving one of three professional designations.

Established Training Center
In 1975, Mississippi Extension established a Center for Governmental Technology as a multidisciplinary unit to emphasize training and dissemination of information to local government decisionmakers.

Programming has expanded recently to include an orientation on local government for junior and senior high school students.

Another successfuly program is the Technology Transfer Project, in which city and county officials are familiarized with the work of microcomputers and their benefits.

Through educational programs, materials development and associated projects and programs, Mississippi Extension has built a strong relationship with locak government officials throughout the state. □

Larry Graves
Extension Associate
Coordinator
Center for
Governmental
Technology
Mississippi State
University

Training Farm Lifesavers

Robert W. Frazee
Extension
Agricultural Adviser
Marshall-Putnam
Counties
Cooperative Extension
Service Office
Henry, Illinois

A successful program to train emergency personnel to handle farm accidents is now operating in 11 County Extension offices in Illinois. Sessions for participants cover accident scenarios, injuries, first aid procedures, and extrication methods as well as other vital information.

Providing qualified emergency medical and rescue personnel to efficiently respond to farm accidents is an important problem facing many counties throughout the United States.

In February of 1982, leaders from several volunteer ambulance and fire departments contacted Extension in Marshall and Putnam Counties in northcentral Illinois and requested assistance to familiarize and train their emergency personnel to handle potential farm accidents.

There was a need for such training because many of these emergency personnel were homemakers and local business people with little knowledge of farm equipment and machinery. At that time, emergency personnel were only receiving training in extinguishing fires or providing emergency first-aid treatment.

In handling farm accidents, time is of the essence because it takes longer for emergency personnel to reach an accident, extricate and stabilize the victim, and transport him or her to the nearest hospital.

Objectives
Following a meeting with the emergency personnel, the agriculture Extension advisor presented a request for assistance to the Agriculture Extension Council. Council members—expressing concern that even though Cooperative Extension conducted farm safety programs, accidents still occurred—endorsed the proposals.

As a result, the Ag Council members organized a two-county training committee to help emergency personnel identify hazardous situations confronting farmers, identify different types of farm related injuries, learn how to extricate victims from farm equipment accidents, and know emergency procedures for treating injured farmers.

Teaching Methods
Training coincided with the seasonal farm operations. Following each presentation, the advisor and an EMT instructor developed different accident scenarios and detailed types of injuries, first aid procedures, and extrication methods.

Session I covered planting accidents, human pesticide poisoning, and anhydrous ammonia accidents. Session II focused on harvesting equipment accidents, grain bin suffocations, and tractor accidents. Session III emphasized farm electrical hazards, automated fee-handling equipment, and confinement building manure pits.

Session IV was a "Handling Farm Equipment Accidents Field Day" held at the county fairgrounds with cooperating agribusiness supplying farm implements. Extension council members served as instructors at the equipment stations where participants could see how and where potential accidents could occur, and learn extrication procedures.

Evaluation
At the conclusion of the fourth session, the community ambulance and fire department districts evaluated the four emergency programs and concluded that the four sessions had effectively provided the participants with valuable lifesaving information.

Participants—as well as the formal evaluation—gave the program high marks. Joseph McCall, president of the Varna Community Fire Protection District Ambulance and Rescue Service, says, "We harvested the unexpected benefit of building rapport and respect of area agribusiness people, and livestock and grain farmers."

Participants suggested that sessions be held every 2 or 3 years for newly enlisted personnel and as a review for existing emergency staff.

An indirect objective of the training sessions was to emphasize the vital role of both the ambulance and fire-rescue services and to develop a greater understanding of the responsibilities and functions of each.

Today when a farm accident occurs, both the ambulance and fire-rescue units respond immediately and perform their function in an efficient, knowledgeable manner.

This new approach to farm safety issues is now operating in 11 Illinois county Extension offices, and in several other counties scattered across the United States. □

Alabama Reaches Out

Dorothy Tate
Extension State Leader, Home Economics
and
William Reid
Extension Family Life Specialist
and
Kenneth Copeland
Extension Information Specialist, Print Media
Auburn University, Alabama

Involving people is the philsophy of our Extension home economics educational program in Alabama. That not only means involving individuals, but pulling from and getting the cooperation of as many organizations and agencies as possible.

Extension home economics in Alabama has a long and proud history of cooperation with other agencies. Early cooperative work was limited, but now Extension cooperates with dozens of agencies and private organizations.

Parent Education Program
The Parent Education Program—conducted with the Alabama Department of Pensions and Securities (DPS)—has had widespread success.

In November of 1981, DPS contracted with Extension to provide educational programs for abusive and neglectful parents. DPS had received a grant from the National Center for Child Abuse and Neglect to reduce child abuse and neglect in Alabama.

PEP Implementation
During its 3-year life span, PEP was implemented in five Alabama counties. More than 700 families, including about 1,750 children, were involved. Twenty parent assistants, who were trained and supervised by Extension, made almost 10,000 working visits to family homes.

What was the situation before the program started? Child abuse and neglect had skyrocketed. In 1976, 3,347 cases of abuse-neglect were reported-27,704 cases were reported in 1984.

The PEP program was developed and coordinated by Margaret Peters. Local county agents were asked to teach at least six of the 10 lessons in the program. Agents also hired, trained, and supervised parent assistants (PA's), who were given 2 weeks of training. Bi-weekly training sessions were held for PA's, to provide them with updates, new materials, and problem-solving tips. Parent assistants worked 20 hours per week. Each was assigned to work with six to 10 families which had been identified by Extension.

Program Continues
When funds ran out after 3 years, DPS and Extension decided that the program was too successful to stop. Will Reid, Extension family life specialist, and Margaret St. John, Extension writer, modified the program. Paid parent assistants were replaced with master volunteers.

Health Fairs
Health fairs have been another large project in Alabama in recent years. During 1984, 16,200 Alabamians received physical checkups and got blood chemistry and coronary risk profiles. Physicians, dentists, pharmacists, podiatrists, nurses, respiratory team members, and other volunteers donated their time, which in the four counties was valued at $34,330 last year.

Russell County is a great example of how Extension is involved with health fairs. Several years ago, Red Cross officials asked Betty Wilson, county agent-coordinator with home economics and community resource development responsibilities, to sponsor a health fair in cooperation with Cobb Hospital. Today 21 sponsoring agencies, 45 health professional volunteers, and a large number of lay volunteers, are involved in yearly health fairs.

Made In Alabama
MADE IN ALABAMA was the most successful program Extension has carried out with the private sector. Extension Clothing Specialist Lenda Jo Anderson developed a fashion show for counties from garments manufactured within Alabama. Twenty-four firms donated 61 outfits. Garments are sent to agents on request, with information on how to plan, present, and evaluate the program.

More than 5,000 consumers have seen the presentation. Anderson hopes to take the "Made in Alabama" fashion show, using Extension homemakers as models, to Alabama legislators soon. This show promotes one of Alabama's biggest industries and demonstrates pride in Alabama products.

Food, Nutrition, And Health
Since 1972, Extension has worked closely with the University of Alabama and the Alabama Medical Center in Birmingham in health education programs. This summer, Extension Nutritionist Barbara Coker will cooperate with rheumatologists, pharmacists, and physical therapists in conducting 12, all-day arthritis meetings in cooperation with The Arthritis Foundation.

For 3 years now, the Food World grocery chain has permitted Jefferson County Agent Jackie McDonald to have a point-of-purchase exhibit in its Food Expo. This year, McDonald and Extension Food Specialist Oleane Zenoble conducted a computer program on food costs for 1,000 families. Another 25,000 people discussed food costs with Extension personnel or viewed Extension exhibits.

These are the ways Alabama's Extension programs rely on the cooperation of others. □

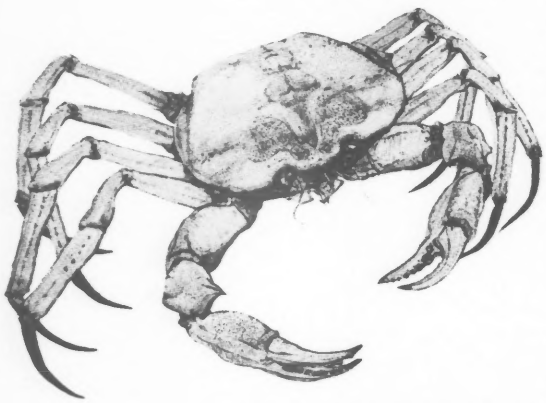
Unknown Crab Makes Good!

Julia C. Graddy
Extension Visiting Faculty, Editorial Department
Institute of Food and Agricultural Sciences
University of Florida, Gainesville

A deep water crab — nameless and virtually unfishable just 2 years ago - is now a million-dollar success story for Cooperative Extension and Florida's fishing industry.

Before 1983, the skinny-legged, buff crab in question was just an uninvited volunteer snagged in deep water fishing nets. Then, with Snow and King crab supplies dwindling, Gulf seafood industry representatives approached Steve Otwell and asked him to explore the possibility of developing other crab fisheries.

Otwell, a Sea Grant Extension seafood specialist with the Institute of Food and Agricultural Sciences (IFAS) at the University of Florida, landed a $48,000 grant from the Gulf and South Atlantic Fisheries Development Foundation, Inc. In May of 1983, he began preliminary



studies of the crustacean found 100 miles offshore in the Gulf of Mexico, in water up to 4,000 feet deep.

Otwell was excited about the prospect. "It's not often that you get the chance to develop an industry from the ground up," he says. "Virtually nothing was known about this crab, except that it was related to the red crab, a deep water crab harvested in New England."

A New Industry

The excitement of developing a new industry was matched by formidable challenges inherent in the task. Otwell first visited two red crab fisheries and processing plants in New England, adapting their equipment and methods to the needs of the Florida fishing industry.

Otwell worked closely with the Florida Department of Natural Resources (DNR) and several U.S. agencies concerned with natural resource conservation, keeping them abreast of developments and soliciting their expertise. In addition, information about the Golden crab has been presented to major seafood industry associations in the Gulf and South Atlantic regions.

Otwell also worked with the National Marine Fisheries Service (NMFS) and the Regional Fisheries Management Council, two agencies within the United States Department of Commerce.

The Council, which is responsible for managing all of the Nation's fisheries, had previously been the only agency with any biological information about the crab. The NMFS labs in Pascagoula, Mississippi, provided Otwell with useful data from their previous cruises.

Deep Sea Trips

In 1983, Otwell and Sea Grant Marine Agent Don Sweat arranged three, 2-week long deep sea trips using a commercial fishing boat. "We didn't know how to catch the crab, where to find it, or which bait and gear were best to use," he notes. Using information from New England and the NMFS, Otwell and three Sea Grant Marine agents adapted red crab fishing methods for Florida waters.

"By design, all work was conducted in an industry setting using commercial facilities and labor. And because two graduate students worked with us, the trips also provided excellent educational opportunities," Otwell explains.

After analyzing samples, Smithsonian Institute scientists classed the crab as *Geryon fennari*, confirming its relation to the New England red crab. The once nameless crab is now sold commercially as Golden crab.

Hugh Success

The collaboration between Extension-based research, industry, and government agencies has paid off. In less than 3 years, the Golden crab has risen from the depths of obscurity to win a place on some of the state's most reputable restaurant menus, a "guest" appearance on the Today Show, a spot on CNN News, and a paragraph in John Naisbett's *Mega-Trends Newsletter.*

Golden crab also was the main ingredient in the dish that captured first prize for a Florida chef in the American Culinary Federation's Superbowl held early this year.

Extension has helped the Golden crab become an industry with an annual dockside value of over $1 million in 1984. Based on comparative production of the New England red crab, Otwell estimates the industry holds a potential annual dockside value of $3 to $4 million. □

Networking In New Haven County

Cheryl E. Costello
Extension 4-H Agent,
New Haven County
Extension Office
Hamden, Connecticut

The results of the volunteer networking efforts of the Extension office for New Haven County in Hamden, Connecticut, are immediately visible. . . .

The conference room is filled with volunteers from Chapel Haven Group Home, New Haven, busily collating 3,400 home economics newsletters. At the copy machine, Ken Flanagan, of the Retired Senior Volunteer Program, works from a wheelchair, and can be seen copying information on vegetable gardening. Inside the 4-H office is Elsie Silvernail, who is employed by the Title V Senior Aide Program.

Nutrition Education
Staff in the four program areas work with a number of community agencies. 4-H Agent Wanda Little, trains teens who teach nutrition education to approximately 1,000 children in New Haven day camps each summer.

Safety Programs
Robert Wilson, 4-H agent and his committee of police officers, recreation department staff, service club representatives, and school administrators give safety programs to thousands of elementary school children each year. Also, Wilson and his committee coordinate a County Bicycle Road-E-O each year at the New Haven County 4-H Fair.

The networking activities of the 4-H agent, New Haven County, focus on career exploration. Last fall two men from the local Knights of Columbus Council 7124 of Hamden coordinated the Annual 4-H Career Shadow Day Program.

The home economics program staff works with a variety of agencies. For example, Anita Malone, Extension home economist, clothing, conducts "Marketing Your Crafts" programs with the Small Business Administration.

Train Master Gardeners
Agriculture and CRD agent Cynthia Rabinowitz provides technical assistance to Waterbury and New Haven community garden groups and parks and recreation garden programs and trains Master Gardeners.

William Barber, county administrator, developed a 3-year "Agriculture In the Classroom" program with an alternative high school in New Haven.

Networking Tips
To be successful in networking activities, Extension staff should invite agency people to staff meetings, attend local conferences, and serve on some volunteer boards or committees.

Staff may want to utilize the services of the following groups:

- *The Volunteer Action Center* – Volunteer Action Centers are nonprofit organizations which place volunteers with other nonprofit agencies. For a listing of the center Involvement, 1111 North Nineteenth Street, Suite 500, Arlington, Virginia. 22209.
- *The Retired Senior Volunteer Program* – The RSVP places older volunteers with nonprofit organizations. Contact the program's national headquarters: Retired Senior Volunteers Program, 806 Connecticut Avenue, Northwest, Washington, D.C. 20525.
- *The Senior Aide Program* – Senior Aide Program pays older adults who meet certain economic guidelines to work part time for nonprofit agencies. Contact the program headquarters: National Council of Senior Citizens, 925 Fifteenth Street, Northwest, Washington, D.C. 20005.
- *Local group homes or residential centers* – Residents in residential centers or group homes may be able to provide clerical, maintenance, or other assistance. Today mental health professionals see volunteer work as a therapeutic activity for their clients. □

Robert Wilson, 4-H agent (far left), coordinates a county Bicycle Road-E-O every year at the New Haven County 4-H Fair. He works closely with police, recreation department staff, and school administrators to give safety programs to thousands of elementary school children. These are only a few of many networking activities for Extension in New Haven County.

The Energy Event

Sue Williams
Extension Energy Management Specialist
and
Kimberly Sadler
Extension Assistant State Specialist, Energy Programs
Oklahoma State University, Stillwater

Oklahoma State University Cooperative Extension has joined with the Oklahoma Department of Energy and the Oklahoma Corporation Commission to provide energy education for limited resource households in the state.

Home Economics Cooperative Extension designed, developed, implemented, and evaluated an energy education project with funding from the Oklahoma Corporation Commission. Known as Energy Education For Limited Resource Oklahomans, it uses one-to-one and small group delivery to reach the limited resource population. Professionals, paraprofessionals, and volunteers provide the energy education. This approach has been successful in reaching and teaching the target audience.

Project Support
Since its inception in 1977, a strong commitment by both Cooperative Extension and the Oklahoma Corporation Commission to serve the limited resource sector of the state has maintained this partnership. Strong impact evaluation, effective reporting, and solid political support have resulted in the continuation of this unique project which encourages limited resource households to help themselves.

Key policymakers and community leaders have endorsed the project as making significant contributions to the overall welfare of Oklahoma families. Additional support has been generated through recognition from Argonne National Laboratory and Oak Ridge National Laboratory, as well as two National Extension Superior Service Awards.

Limited Resource Households
This Extension energy education project has been particularly important to limited resource households because they are especially hard pressed to stretch incomes to meet rising energy costs and other economic demands. Their ability to meet rising expenses are generally less elastic than other households. Between 1974 and 1985 the percentage of income spent on home fuels has increased dramatically for all income groups, but the greatest increases have been for low income, elderly, and rural households.

Further, this problem will become more acute in the future. Clearly, limited resource households pay larger portions of their income for residential energy and live in less thermally efficient dwellings.

High Returns
To date, 14,187 households with over 42,500 individuals have been given no-cost energy management strategies. Use of the information has varied among project sites—from a minimum of 28 percent to a maximum of 97 percent of the households reached and taught. Adoption rates from later projects are the highest with an average project adoption rate of 87 percent of all households reached. Followup studies done 1 to 2 years after original contact have indicated continued expanded use of energy management practices learned. Cost/benefit analysis used to assess the economic returns of self-help energy education revealed high returns on resources invested by participant households, supporting agencies, and society in general.

Returns ranged from $1.73 to $5.27 for each dollar invested to incorporate energy conservation practices in limited resource households. This energy education project has demonstrated the positive economic and social benefits of providing energy education to the limited resource sector.

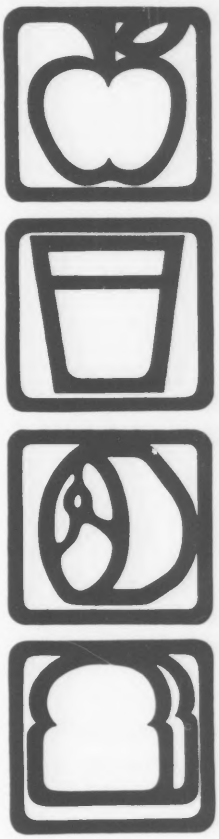
Vital Linkages
The energy education project is designed to compliment local and state efforts to serve limited resource families through awareness of and cooperation with various groups and agencies. In addition to the resources of the Cooperative Extension Service and the Oklahoma Corporation Commission, the energy program has been implemented through over 400 clubs, agencies, or organizations at local, state, and national levels.

Several of these cooperative efforts involved statewide coordination of programs, such as those with the Department of Economic and Community Affairs, Public Service of Oklahoma, and Green Thumb. Such linkages are vital to the energy program in its attempt to reach the largest number of clientele without duplicating other agencies' efforts. These groups have emphasized maximizing resources available to these disadvantaged households in 21 Oklahoma counties.

Cost-Effective Aid
The Energy Education for Limited Resource Oklahomans project model, which emphasizes a broad base of community support, has demonstrated a cost-effective approach to helping people improve the quality of their lives through self-help programs. This cooperative approach has implications for all areas of Extension programming. □

New Links For Nutrition

June V. Gibson
Extension Information Specialist
College of Tropical Agriculture and Human Resources
University of Hawaii, Honolulu



"Think Links!" might well be the slogan of Audrey Maretzki, former Extension Specialist, Food and Nutrition, at the University of Hawaii's College of Tropical Agriculture and Human Resources. Maretzki, who recently assumed the position of Extension Assistant Director for Family Living Programs at The Pennsylvania State University, successfully forged working relationships between Extension's Food and Nutrition programs and the Hawaii community.

Maretzki took nothing for granted in these linkups. For example, when she traveled to Hawaii's neighbor islands to conduct training for county agents she contacted the State Department of Health or the Department of Education. This allowed personnel on the neighbor islands to participate in the training which Extension offers. This was cost-effective for all agencies involved; it accomplished more with existing resources.

Linkage Prospects
Maretzki found that professional associations such as the Hawaii Nutrition Council and the Hawaii Dietetic Association are excellent linkage prospects for Extension.

Extension and these organizations—at her behest—cosponsored educational events and programs which brought in members and other interested contacts.

When a national figure in nutrition planned a visit to Hawaii, Maretzki immediately contacted other interested organizations, especially those whose constituencies included professionals requiring continuing education for maintaining registration.

By arrangement with University of Hawaii's College of Continuing Education, these workshops can be used as credit toward continued professional accreditation. Maretzki was also enthusiastic about the linkages which have been established between Extension and private organizations.

She chose the organizations whose missions most closely dovetail with those of Extension, and actively sought cooperation. One example was The March of Dimes. The March of Dimes' emphasis on prevention of birth defects ties in with Extension's EFNEP plans related to maternal health and infant nutrition. Maretzki also served on the Board of the Hawaii Nutrition Council, and thus brought Extension and the council together.

Program With Heart
The Hawaii Heart Association had a Hypertension Committee which had no nutritionists. (Screening was the association's primary mission). Maretzki offered her Extension nutrition services to support a proposed work-site hypertension control model on the island of Lanai.

This was an invaluable move from an Extension outreach standpoint. Ninety-five percent of the people of Lanai work for the same employer, so their work site was, in fact, a community program.

Maretzki worked with the Extension agent and other local leaders to help them plan and implement *their* hypertension control program for *their* community. The Heart Association funded her trips to Lanai. The Department of Education became involved because the School Lunch Program was ultimately a part of the effort.

The Hawaii Medical Service Association (health insurance) heard of the Heart Association program, contacted Maretzki, and soon reduced-sodium cookery was a program offered to HMSA members.

Valuable Experience
Maretzki's prior background included teaching courses in nutrition and community health that involved placing students in various organizations and agencies. Thus, she had firmly established relationships with those groups when she began Extension work. She had also worked in Washington, D.C., administering the Nutrition Education and Training Program. That experience enabled her to understand how Extension programs could be used to promote nutrition education in Hawaii's schools.

Nutrition Curriculum
Intramural linkages also interested Maretzki. Through cooperation with the Curriculum Research and Development Group in the College of Education, a project was developed which resulted in the first locally based nutrition curriculum being designed for Hawaii's schools. Maretzki also became active in the Hawaii Association for the Education of Young Children and, assisted by her students, Extension conducted nutrition games in the classroom.

Catalyst For Cooperation
Her efforts as a catalyst have resulted in a closely integrated circle of interaction among Extension and other agencies and organizations, public and private. Each lends its unique resources to the goal of better nutrition for the people of Hawaii. □

Horace E. Hudson
Extension Head,
Community
Development
Department
The University of
Georgia, Athens

Georgia Linkage: The Farmer And The Community

Georgia's population is expected to increase by 27 percent in the next 15 years. By 2000, Georgia will absorb an additional 1 1/2 million people. Agriculture is a major industry, employing less than 3 percent in the production phase, but accounting for over one-half of the state's economy when national and international agribusiness is included.

Georgia Extension offers several programs designed to highlight agriculture while enhancing quality growth for Georgia.

"Farm-City Week," sponsored by the National Farm-City Week Council, is a program that continues to grow in Georgia. Last year, over 100 of the 159 counties in the state sponsored a local activity. "Farm-City Week" brings about a closer relationship between urban and rural residents through educational programs, community activities, and the media.

A recently initiated educational program, "Ag Awareness," teaches Georgians about agriculture, its relationship to the community, and its importance to the Georgia economy. This year's theme is "Georgia's Biggest Business Is Your Business, Too!"

County Socioeconomic Profiles is an educational program conducted by Extension Resource Development Staff. This program presents data and information about the past, present and projected growth of a county. The program highlights agriculture and its importance to the local economy, the increase or decrease of farmland, and issues associated with community growth into rural areas. □

Joseph A. Weber
Extension Human
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Specialist
and
Althea Wright
Gerontology Specialist
and Associate
Professor
Oklahoma State
University, Stillwater
and
Peggy Risinger
Vice President,
Government Programs
Blue Cross and Blue
Shield of Oklahoma

Education Thrust For Medicare Awareness

American society is graying, and with the aging of the "baby boomer generation" will reach record levels by the year 2010. This population (age 65 plus) is increasing faster than any other segment of our society.

"Medicare Roundup"—a newly implemented educational program linking Extension home economists at Oklahoma State University with sponsoring health organizations—is helping senior citizens and the general public understand the benefits, coverage, and costs of health care.

Health Care Needs

To implement an awareness program on Medicare throughout the state of Oklahoma, Extension home economics at Oklahoma State University is receiving both financial and professional resources from the Health Care Financing Administration that administers Medicare by law, Blue Cross and Blue Shield, and Aetna Casualty and Life Insurance Company.

County Extension home economists, after training by representatives from the sponsoring organizations, informed interested community groups about Medicare, supplemental private health insurance (called Medigap), and hospital annuities.

A pilot program was organized by representatives from the sponsoring agencies. The program included a slide presentation with a script, as well as four publications on family living.

County home economists presented programs to interested comsumers from Fall 1983 to Summer 1984. Facts about these health programs, common misunderstandings, and sources of confusion were identified. In the first 6 months the Extension home economists informed over 40 community groups on ways to obtain information from the health experts through the Cooperative Extension network.

Evaluations of the 600 participants surveyed revealed that the program influenced them to contact health care sources.

County home economics staff also disseminated facts about the "Medicare Roundup" program through print and other mass media outlets. □

Wisconsin Cranberries—A Partnership For Progress

Elden J. Stang
Extension Horticulturist, Fruit Crops
University of Wisconsin, Madison

Cranberries have become an important contributor not only to Wisconsin's agribusiness economy but also that of the Nation. In 1984, cranberry production in Wisconsin, totaling an estimated 120 million pounds and valued at over $55 million, accounted for about 40 percent of the Nation's cranberry crop.

Dramatic increases in Wisconsin's cranberry productivity over recent decades are the result of a carefully nurtured cooperative effort between university research and Extension programs and improved cultural and pest control practices by Wisconsin's progressive industry.

All field research and Extension field programs and demonstrations involving cranberries are carried out in grower-owned commercial plantings. The dramatic increase in per acre productivity over recent decades demonstrates the success of these cooperative demonstration programs.

Projects Under Way
Research and educational programs in 1985 are focusing on refinement of production and management techniques in the broad areas of plant nutrition; weed, insect, and disease control; and fruit quality.

Specific projects include: (1) Control of specific weeds, including dodder and creeping sedge (2) initiation of integrated pest management (IPM) programs for two serious insect pests, the cranberry fruitworm and cranberry fireworm; (3) refinement of plant tissue analysis standards for the principal Wisconsin cultivars; (4) field control of cranberry fruit rot organisms, and (5) modification of cultural practices to enhance fruit set and early fruit color development.

Close ties with the state grower association create valuable educational links.

From 1965 through 1983, a Wisconsin Cranberry Marketing Order provided about $260,000 in industry funds to the University of Wisconsin College of Agricultural and Life Sciences.

In 1983, support arrangements were reorganized under the administration of the Cranberry Marketing Board, through which the industry provided some $52,000 in support in 1984. This continues a tradition of direct support and mutual university-industry effort in a special partnership. □

Creativity For Profit Tour

Pauline W. Ferrell
Extension Home Economist
and
Ensley J. Sisk
Extension Specialist, Community Development
Northwest Area Extension Office, Kansas

Should I start my own business?

What kind of home business would prove profitable?

Where should I locate a small business?

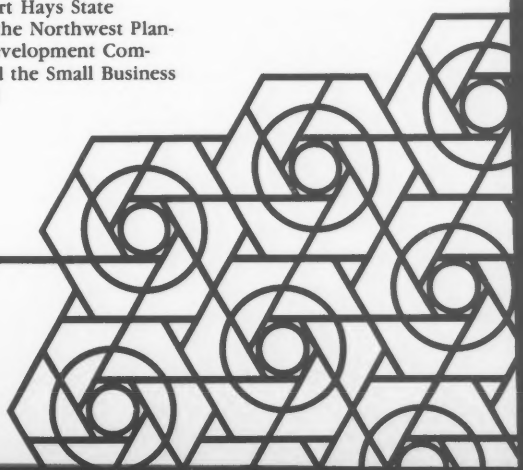
These and other questions on small business were addressed during a recent "Creativity for Profit Tour" in Kansas.

Twelve Businesses Visited
Potential small business operators and others who advise them visited 12 small businesses throughout the eastern part of northwest Kansas.

Business environments varied—from backyard to main street. The skills and abilities used in each business were just as varied, resulting in such lucrative ventures as upholstering, antique sales, and restaurant management.

For potential business operators, the 3-day excursion provided information on starting a small business, including legal considerations; identified some of the problems they may encounter; and sparked business ideas. Extension agents, teachers, and others gained insight into how they can better serve small business owners.

Cooperative Effort
Northwest Kansas Extension initiated the idea for the tour. Other organizations cooperating in the project were the Fort Hays State University, the Northwest Planning and Development Commission, and the Small Business Institute. □



James J. Grippo
Extension Associate
Agent, Clearfield County
and
James G. Beierlein
Extension Agribusiness Management Specialist
The Pennsylvania State University, University Park

Small Business Skills Mean Profit

Small business plays a major role in our economic well-being. Pennsylvania Extension's small business management program is aimed at the long-range economic survival and growth of agribusiness firms by increasing the success rate of new business and increasing growth potential and profitability of existing business. Approximately 40 percent of all businesses fail within their first year of operation—primarily due to inexperienced and incompetent management.

Program Planning
The Pennsylvania program, built around the development of a detailed comprehensive business plan, is made up of a six-part, 18-hour program developed for existing and potential small business-persons.

The Pennsylvania program covers business law, finance, insurance, accounting, taxes, record keeping, business planning, and marketing.

Local Professionals Invited
To enhance the long-run effectiveness of the program, local professionals such as CPA's for record keeping, lawyers for business law and structure, insurance people for insurance, are included. A fee of $20 to $40 per person or $30 per couple is normally charged to cover costs.

Six to 10 county programs of this type have been presented for the last 3 years with up to 75 participants. The workshop content and instructional methods received an outstanding evaluation by the participants. Gain in knowledge was significantly reported in most categories.

Pennsylvania Extension believes that programs of this type can lead to a stronger network of well-managed businesses, establishing a more stable and profitable economic environment in rural America. □

Larry C. Jenkins
Extension Economist and Associate Professor
Department of Agricultural Economics and Rural Sociology
The Pennsylvania State University, University Park

Teamwork For Trouble

When a 1984 survey of agricultural lenders indicated substantial financial distress among Pennsylvania farmers, Extension began developing rapid-delivery educational programs in response to needs it identified.

In March 1985, a cooperative effort involving the Farm Management Extension Staff, the Agricultural Communications Department at Pennsylvania State University, area and county Extension staff, and agricultural lenders, achieved the goal of rapid program development and delivery.

Farm managers who have participated in the program provide positive evaluations. Most believe they have improved their ability as financial managers.

The 1984 survey of Pennsylvania farmers indicated that 30 percent of FmHA borrowers were delinquent on loan payment. The completed statewide survey indicated there were about 5000 financially distressed farmers in the state.

Media Coverage
The Agricultural Communications Staff provided numerous media opportunities for state farm management staff. Media coverage included information about the educational assistance available to those who request help. As of this date, nearly 400 individuals have requested assistance.

The educational program for financially distressed farmers consists of financial management workshops and a learn-at-home series composed of 12 learning packages. Upon request, county agents and area farm management specialists provide individual followup assistance to participants. The workshops were started in March 1985; the learn-at-home series began in April and will continue through September.

Evaluations
Reaction to the first five workshops was highly positive. Based on evaluations completed at the end of each workshop, participating farmers indicated they gained substantial information and felt more capable as financial managers after the workshop.

Teamwork Pays Off
In this program, teamwork between Extension faculty and staff and agricultural lenders played a key role in the rapid delivery of essential information. □

Video Link In Vermont

Lyn Jarvis
Extension TV Specialist
Office of Information
University of Vermont, Burlington

The daily farm and home program "Across The Fence" has become familiar to thousands of Vermont viewers who watch the telecast Monday through Friday at noon on WCAX-TV.

"Across The Fence," which celebrated its 30th anniverary in 1985, has the distinction of being the longest running daily farm and home program in the country. Three television specialists—Lloyd Williams, Karin Kristiansson, and Lyn Jarvis, the current producer—have been responsible for three decades of programs.

Promoting Health
Through the Vermont Department of Health's affiliation with the Medical Center at the University of Vermont, the program has featured physicians who cover such topics as aging, hypertension, osteoperosis, and early cancer detection.

Audience surveys showed a large segment of viewers are of retirement age. Five years ago, in cooperation with the Vermont Office on Aging, a monthly telecast, "Over 60," was introduced.

The program provides nutritional information and tips on low-cal and budget cooking. Velma Josa of Milk Productions Services, Inc., and Karen Froberg from the Northeast Egg Promotion Board made a recent program appearance together to do a show emphasizing the nutritional value of recipes featuring dairy and egg products.

Ten years ago, a productive relationship began with the Dairy Council of Vermont. Shirley Prushko, newly appointed director at that time, began what has become a decade of shows airing the second Friday of each month.

Nature Shows
Viewers have a strong interest in the outdoors, so two monthly telecasts "Bird Notes" and Nature Notes," are featured.

Recently, "Across the Fence" received national media coverage when *TV Guide* carried an item about the show.

For more than 30 years, "Across The Fence" has maintained loyal viewer support because of the expertise of Extension specialists and other from industry who have supplemented programming needs. □

Helping Gardeners Know And Grow

Leslie McConkey
Extension Associate Editor
Agriculture and Natural Resources Information Services
Michigan State University, East Lansing

An excerpt from Communicator, *a publication of the Cooperative Extension Service by Agriculture and the Natural Resources Information Services, Michigan State University.*

Pull together everything Extension has to offer on growing plants on a home or backyard scale — publications, videotapes, diagnostic services — put it in a busy garden center and staff it with a knowledgeable Extension horticulturist, and you have an unparalleled opportunity to reach the home gardening public.

That's what happened this past spring and summer at Bordine's Better Blooms, in Clarkston, Michigan. Bordine's was the site of a Know and Grow Center.

In one corner of the store, remodeled to accomodate the center, customers could find a large display of Extension and Bedding Plant, Inc., publications for sale.

With a VCR and a television, visitors could view videos on flowers and gardening and house plants. Using an IBM PC, they could access a home gardening data base and obtain information on the culture and insect and disease problems of house plants, garden flowers, vegetables, trees, and shrubs.

A senior horticulture student at Michigan State University staffed the information center and provided some diagnostic services.

Pilot Program
The Know and Grow Center was a 6-month pilot program. Store owner and member of the Extension Agriculture Advisory Committee Bruce Bordine made a substantial commitment and investment in the project, including remodeling the store, investing staff time, and purchasing approximately $1,000 worth of Extension bulletins.

Extension approached the whole effort as a pilot program and learning experience. The project will be evaluated and modified as needed, then put together as a total package and offered to other garden centers that might be interested in buying it. □

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Department of Agriculture
Washington, DC 20250

extension review

United States Department of Agriculture Fall 1985

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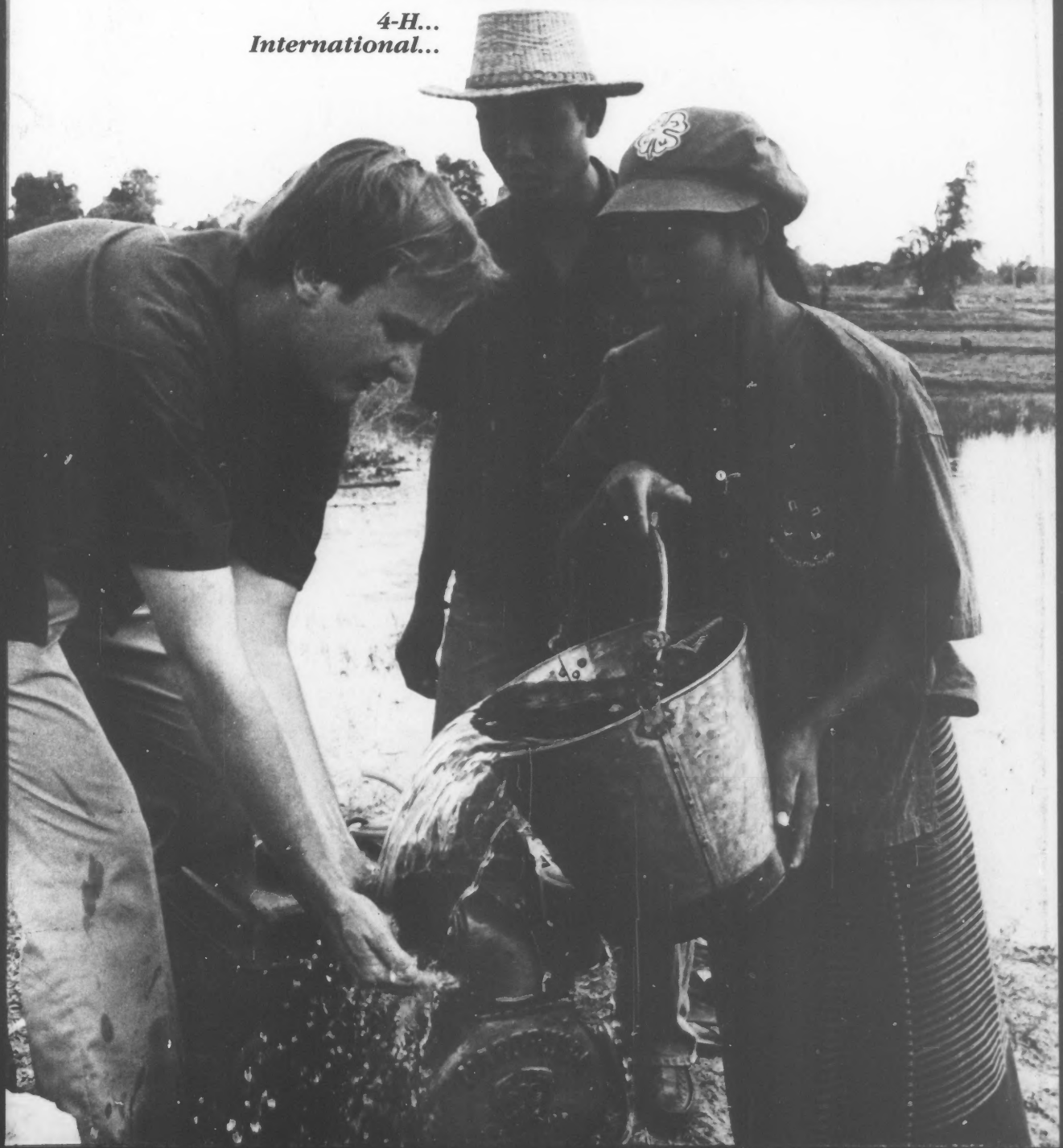

A Major International Dimension For U.S. Colleges Of Agriculture—An Imperative

Excerpted from the 1984 Seaman A. Knapp Memorial Lecture by E. T. York Chancellor Emeritus State University System of Florida and Chairman of the Board International Food and Agricultural Development

Our Nation's agriculture has the capacity to substantially increase its output. The future well-being of the American farmer and related businesses and industries will be impacted greatly by the farmer's ability to market his increased production at prices sufficient to ensure reasonable returns. The future growth in demand for U.S. agricultural commodities, however, will, for the most part, neither be in the United States nor will it occur primarily in the more industrialized countries of Western Europe and Japan, which account for approximately two-thirds of our current agricultural exports. As in the United States, these countries are experiencing a relatively low rate of population growth and have reached levels of consumer income and food demand where further substantial increases in per capita consumption of agricultural commodities cannot be expected.

Export Market Potential

The greatest potential for growth in demand for U.S. agricultural commodities is found in the middle-and low-income developing countries. This is where major food deficits now exist, where the most rapid rates of population growth are occurring, and where there is the potential for substantial increases in per capita food consumption. As consumer income and living standards improve so does per capita food consumption. This export market potential will be realized as these Third World countries improve their economics.

International Dimensions

Just as resident instruction programs can give the college student a better understanding of such matters, the Cooperative Extension Service (CES), through its public affairs educational programs, can help farm families and others gain a better appreciation of international issues.

Incidentally, let me commend the Extension Committee on Organization and Policy for the excellent policy paper on "The International Mission of the Cooperative Extension Service." The paper recognizes the vital role which the CES can play in U.S. international agricultural development programs as well as in domestic educational programs "aimed at assisting farmers" in gaining a better understanding of the international dimension of our agricultural commerce with other nations. The implementation of the policy proposals set forth in this paper would provide a significant international thrust to the programs of the Cooperative Extension Service which I believe is greatly needed.

Let me also commend the Experiment Station Committee on Organization and Policy (ESCOP) for its 1984 paper dealing with research related to agricultural trade. This report points out that efforts in trade research are quite limited. Furthermore, most of what is done is fragmented and scattered — doing little to help domestic producers deal with the complex problems as well as effective trade strategies and policies. Much of this work should, obviously, be directed toward Third World countries where large potential markets for agricultural products exist.

E.T. York, 1984 Seaman A. Knapp Memorial Lecturer.

The Title XII Collaborative Research Support Program (CRSP) is demonstrating in dramatic fashion how research programs, carried out cooperatively between the United States and developing country institutions, are benefiting the agriculture of both the United States and the developing countries. This further emphasizes how our own domestic agricultural interests may be served through cooperative efforts with Third World countries. These are activities and areas of emphasis which U.S. colleges of agriculture should give significantly increased attention as a part of their ongoing responsibilities. And this should be done whether the colleges are involved in foreign development assistance efforts or not. I would add, however, that if such an expanded international dimension is built into the college's regular ongoing programs, they should greatly enhance their ability to contribute meaningfully to the Nation's foreign development assistance program.

Summary Observations

Perhaps the essence of my remarks could be summarized by drawing upon the observations of a perceptive colleague in the Agency for International Development who has been a close observer of AID-university relations over the past three decades:

"Often we find ourselves thinking as if it were somehow unnatural for a university to assume any obligations for international work. Yet perhaps such programs are not nearly as esoteric as many activities totally accepted as normal. Why is it less organic (to a university's interests) to equip the university with experience and knowledge about the developing parts of the world where its students or faculty may one day work and where its farmers now find their markets, than to equip it to work in astronomical observations of the stars where it is unlikely that any of its students or faculty will ever visit? Why should faculty be reluctant to develop language capabilities to deal competently with foreign friends or adversaries? How can scientists accept geographic boundaries on the sources (or applications) of their knowledge? Can we really believe students, preparing now for careers which peak two decades from now, are well educated if taught entirely by provincial teachers?

Can the "publish or perish" drive be allowed to so tyrannize young faculty that they dare not tackle tough problems in their international contexts for fear of reducing the number of publications and thereby their promotional opportunities?

"Today, university leadership must recognize that its own constituents' interests, its students' careers, and its own moral reasons for existence cannot be solved by treating science as if it were bounded by state lines, students as if they were to live in isolation from world affairs, and their general publics as if the economic destitution or progress of the poorer countries did not matter."

With such a challenging statement, I would "rest my case."

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Cover photograph and photographs for "4-H And The Peace Corps: A Successful Partnership," pages 10 and 11, courtesy of the Peace Corps.

Southeast Asians Find The Mainstream

William C. Burleson
Extension Information Coordinator
Virginia Tech, Blacksburg

A nutrition and family adjustment program initiated by Arlington Extension and funded by Virginia State University Extension has helped more than 1,500 Southeast Asian refugees in Arlington County, Virginia. Top Left: Martha Copenhaver (center), Extension agent who directs the program, discusses visits to refugee families with technicians Narin Jameson (left) and Kim Phan (right). Bottom Left: Naeary Seng (left), Cambodian technician, explains to a Cambodian refugee family how to use diaper pails.

Photographs courtesy of *Virginia Extension*, the Virginia Cooperative Extension Service Magazine.

Helping the poor by providing normal social services is an everyday occurrence, but helping poor people who don't understand English, food stamps, running water, electric bills, and how to deal with Americans is a special task that takes special people.

Special people like Luong Phi Phung, who survived an escape by boat from Vietnam, and Neary Seng, a former Cambodian diplomat, have formed an Extension team to help Vietnamese and Cambodian refugees trying to adjust from a rural Asian lifestyle to urban life in Arlington, Virginia.

Study Underlines Need

Nearly 10,000 refugees live in Arlington and many are not of the professional classes that are so visible in the media. Two Arlington Extension Technicians, Audrey M. Moten and Nettie W. Donaldson, noticed that a large number of the community's new arrivals from Cambodia and Vietnam were at the bottom of the community's economic totem pole—even lacking the resources to buy shoes for their children in the winter.

Reprinted from *Virginia Extension*, a publication of Virginia Cooperative Extension Service at Virginia Tech, Blacksburg

Their talking with Arlington home economics agent, Mary R. Eyler, resulted in a local Extension study that found that few needed Extension's help more than the refugees. County records show that more than one-fifth live below the poverty level in the county. Many come from very rural backgrounds, speak no English, and are illiterate in their own language.

Establish Adjustment Program

The study prompted the establishment of a nutrition and family adjustment program in March 1983 with part-time help from the Arlington County Extension office and funding from Virginia State University Extension.

The program has reached more than 1,500 refugees from Cambodia and Vietnam who now live in the county. Although the bread-and-butter portion of the program is nutrition, Extension has organized three 4-H clubs with 140 members in the Arlington County neighborhoods with high concentrations of Southeast Asians and an apartment orientation course that helps those refugees who are unfamiliar with urban living.

This fall the program was budgeted as a permanent program by the Arlington County government.

Martha M. Copenhaver, the 1890 Extension agent from Arlington County who directs the program, says, "We have learned that Americans must stay in the background. That is why we use four technicians, two Cambodians and two Vietnamese, to work with the refugees."

Technicians and Translaters

Neary Seng, a Cambodian, and Luong Phi Phung, a Vietnamese, have been with the program almost since its inception. The two part-time technicians are Narin Jameson and Kim Phan. Jameson is Cambodian and Phan is Vietnamese. Both work at translating the information that goes into the educational material as well as working with the individual families. All teach in a targeted neighborhood that contains a large number of Southeast Asian families.

"We conducted an in-depth training program for the technicians at the Extension office," Copenhaver says. Since June 1982, the program has published more than 100 bilingual publications concerning a wide range of nutrition and housekeeping/management subjects.

"Whenever possible, the educational materials given out contain both English and the native language," says Copenhaver.

Working with the Cambodian and Vietnamese families also is a good opportunity to help them become adjusted to their new homes—usually apartments. "Living in the United States in an urban apartment is a frustrating experience for the refugees. That is why the apartment living orientation program is so important," says Copenhaver.

Many Donations

Several Extension homemakers are organizing English classes for the women who stay home. Many county residents have donated furniture, clothes, tomato plants, and food for the program. Contributors include businesses, industries, and civic organizations throughout the community.

The program has drawn its formal support from a variety of sources. A grant to help print some of the material has come from the William and Lora Hewlett Foundation through the Virginia Home Economics Association. In addition to support from the federally funded Expanded Food and Nutrition Education Program, dollars come from the 1890 program at Virginia State University, the Virginia Cooperative Extension Service, and from federal grants, making the program a model of private and public funding at local, state, and federal levels.

Recently, the 1890 program at Virginia State and County Extension allocated funds to hire 2 follow-up workers for the program. Part of the funds will support a Laotian technician who will work with the Laotian community.

Program Being Accepted

Refugees are beginning to show acceptance of the new program. Many participants now come to the program on the recommendations of other refugees.

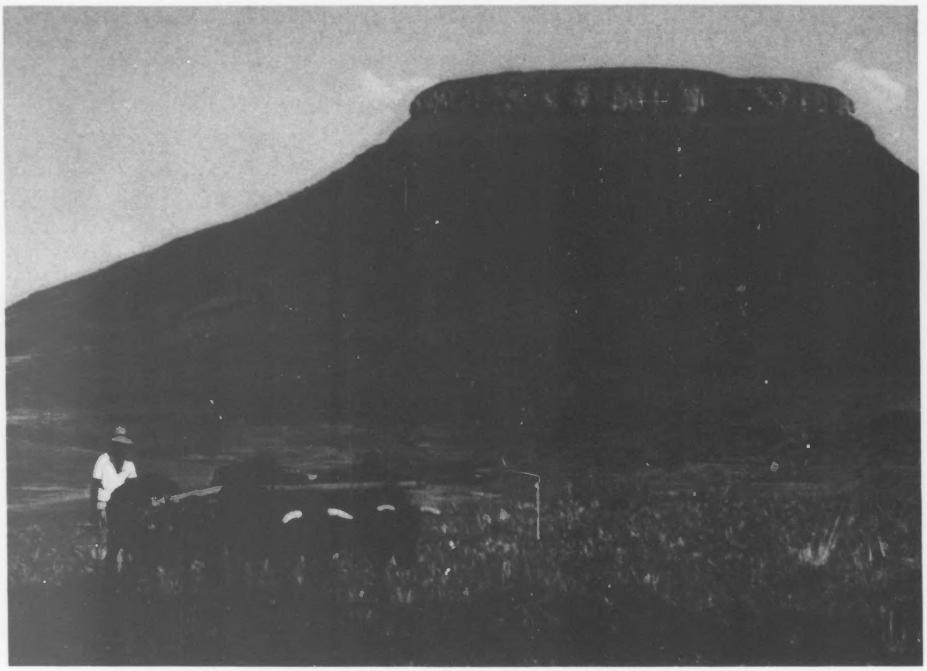
There also are 140 refugee children in the three 4-H clubs. Many of them have participated in the urban gardening project.

"You can't change a lifetime of habits overnight," Copenhaver says.

"If we can educate these refugees in all Extension offerings, as well as other services in the county, these new residents will have a fuller, happier life in this country." □

Spreading The Word About FSR

David Youmans
Extension Specialist,
Farming Systems
Research
Washington State
University
with the WSU Farming
Systems Research
Project
Ministry of Agriculture
Lesotho, Southern
Africa



During recent years Farming Systems Research (FSR) has become a major agricultural development strategy throughout the emerging world. This strategy emphasizes the applied flow of agricultural information and technology and, from the very outset, seeks to make the farmer an active partner—a member of a problem-solving team who tests ideas, promising alternatives, and technologies.

A theory behind this strategy holds that if farmers actively share their methodology with researchers and take risks to find alternative solutions and changes then the result will be a much higher probability of widespread adoption than the traditional recommendations of experiment station research. However, FSR as a development strategy, is not intended to replace experiment station research, but rather to complement it in a highly dynamic and realistic fashion. The farmer is a key to the strategy because FSR views farming as an integrated system and the farmer as manager of that system.

What FSR proponents are doing in the fields and on the farms of Africa and other developing areas is what Extension specialists have been doing for a long time rather successfully in the advanced countries. Extension workers routinely develop educational programs around needs assessments with a high degree of sensitivity toward why farmers do what they do.

They then call on Extension specialists not only to interpret results of experiment station work, if applicable, but to assist in setting up onfarm trials and demonstrations on everything from new varieties, pesticides, and machinery to new cultural practices.

The farmer remains a partner and risk taker at every bend in the road; one who ultimately decides, within the context of economics and other realities, what will be willingly adopted.

Farmers, in any area, are by nature independent and conservative; they are high risk takers provided they are convinced of the wisdom behind the risk. The trust bond between the

Extension worker and the farmer is a sensitive and carefully nourished relationship which rides rather precariously on the continuing credibility of the former.

Shared Risks

FSR researchers cannot wait for "full information" on any aspect of research before venturing a recommendation. Full information is *never* at hand. Data is *always* "forthcoming." In the meantime, farmers continue to farm, to take risks, and to win or lose.

FSR researchers, in order to become credible among farmers, must take some risks as well. The FSR researcher should make a mental projection and share with farmers the recommendations they would follow themselves in order to survive, improve, and provide for their own family on that land!

What of "wide-spread adoption"? Many FSR teams in the field do not confront this question or the methodology of extending onfarm tested innovations and change.

FSR Basics

Before any real gains can be made, FSR practitioners must accept two basic notions. First, if extension of results is not nonformal education at every stage, then it is not extension. Second, if FSR is not extention of results or closely related at every stage, then it is probably not FSR.

Most FSR guide books give practitioners a list of sequential procedures to follow in order to carry out farming systems research as opposed to the more basic kind. Most proponents generally agree that the FSR sequence must include at least the following major activities: 1. targeting and research area selection; 2. identifying problems and developing a research base; 3. planning onfarm research; 4. analyzing onfarm research; and 5. extension of results.

The selection of target groups and program areas is essential to all Extension programs. It follows, then, that well-known concepts in Extension programs can be used to accomplish this FSR activity.

Problem identification and the development of a research base can profit by needs assessment and program rationale techniques. Planning onfarm research is a process almost identical to demonstration program development in Extension.

Important Throughout Process

Extension practitioners must be party to FSR at every step of the process, especially the analysis of data. The research community and major donor organizations currently assume that extension of FSR results on a wide front is something that happens by itself or via national Extension Services *after* the other steps in the process have been executed. They also confuse this dissemination as some sort of information appendage of research. They are wrong. It is something that happens at every stage of the FSR dynamics, or it likely (along with the desired "wide-spread adoption") doesn't happen at all.

FSR ideally is a process through which farmers needs and research capabilities may become a common theatre of activity. This cannot happen without a third actor, namely Extension. It should be obvious, then, that maximizing the desirable dynamics is best achieved by having Extension personnel involved at every stage of the FSR formula. Evaluation should be cyclical, not linear. Modifications should be made when required, thus ensuring the flexibility of the process. The shared efforts of research, Extension, and the farming community can provide the critical ingredients for successful FSR accomplishments everywhere. □

In the fields and farms of developing countries (such as Lesotho, Southern Africa shown here) Extension specialists in Farming Systems Research (FSR) work hand in hand with native farmers to promote the wide-spread adoption of agricultural technology.

Passports To Understanding

Karen L. Varlesi
Extension 4-H Information Coordinator
Michigan State University, East Lansing

More than 3,500 4-H members and leaders attended 4-H Exploration Days last summer and interacted with people from 40 countries on the campus of Michigan State University. The theme was "4-H—A Passport To Understanding." Here, Amy Rockwell (left), a 4-H member from West Branch, Michigan, cannot hide her excitment at meeting Yukako Bantto, a Japanese LABO exchange visitor.

4-H members and leaders from all over Michigan had an opportunity to experience the world in 2½ days this summer through 4-H Exploration Days. More than 3,500 persons participated in this unique annual event on the campus of Michigan State University (MSU).

"The purpose of Exploration Days is to encourage young people to expand their knowledge in a subject area of their choice," says Judy Ratkos, Extension associate and coordinator of the event. "Participants choose from about 200 'learning options' on topics ranging from computer programming and electronics to television production, stress management, and veterinary science."

Learning Activities

To commemorate International Youth Year, this year's theme was "4-H—A Passport to Understanding." The event featured a wide variety of learning activities in the areas of international foods, currency, religion, dance, clothing, crafts, customs, and cultures.

Some 4-H'ers learned ikebana—Japanese flower arranging—or origami—Japanese paper folding. Others explored the problems of hunger and famine with international agricultural experts. Other learning options included toys from other countries, Christmas traditions around the world, international crafts, careers, dance, food, and a look at how the "Motown sound" originated from Nigerian music.

On two afternoons, 4-H members and leaders attended an international bazaar that featured "action booths" representing 40 countries, including Brazil, Greece, Egypt, Spain, Zimbabwe, China, Japan, Pakistan, and Australia. Participants learned how to write their names in a foreign language, observed food demonstrations, learned a new international craft, and talked with MSU students from foreign lands about their cultures.

Foreign Countries Represented

George Laryea, of Ghana, organized a booth that included a kente cloth, smocks, sandals, a fertility doll, fine gold crafts, and pictures of Ghanaian schools and harvest festivals.

"This kind of international experience is important, and there should be more of them available to young people in the United States," says Laryea, a member of the MSU Ghana student organization. "American school children tend to be fairly isolated from what's happening in the world, and this 4-H event provides an objective international experience."

Several 4-H members from other countries also attended Exploration Days. Inlcuded were International 4-H Youth Exchange (IFYE) participants from West Germany, Norway, and Sweden, and 12 young people from the Dominican Republic who were in Michigan for a month-long stay to learn more about rabbit and poultry production.

"There are so many interesting people and activities here at Exploration Days," says one Genesee County 4-H'er. "It's difficult to choose. I just don't want to miss anything."

Organizing The Event

How do you put together an event as large and comprehensive as 4-H Exploration Days?

"With a lot of cooperation and organization," Ratkos says. "We start planning for it at least a year in advance and rely on support from state and county staff members and adult and teen volunteers."

Other 1985 International Youth Year efforts in Michigan include an issue of the *Michigan 4-H Leader* magazine devoted entirely to 4-H international programs and a video segment that aired on television stations around Michigan. □

4-H Festival— A Cross-Cultural Event

Lucille A. Linden
Extension 4-H Youth Specialist
Washington State University, Pullman

This year, at the 3rd Annual Cross-Cultural Community Festival, the Warriors, A Yakima County 4-H Club in south central Washington, demonstrated their multi-cultural awareness with a festival that featured Hispanic, native American, Asian, and pioneer songs and dancing.

Washington 4-H is justly proud of its international involvement. This year they've sent 24 people to Japan, an IFYE (International 4-H Youth Exchange) to Switzerland, and 2 IFYE ambassadors to Europe. Eight families are hosting IFYE's from Norway and Switzerland.

Last summer 92 families hosted Japanese youth in the 13th year of the 4-H/Japan Exchange; 12 more hosted IFYE's from Australia, Taiwan, and the United Kingdom.

But Washington doesn't want to give the impression that you have to go abroad to have a cross cultural experience. There are many inter-cultural opportunities right here at home.

Yakima County 4-H has proved it with an 80-member club that presented its 3rd annual Cross-Cultural Community Festival this year.

Rich Cultural Diversity
Yakima County, in south central Washington, has a rich cultural diversity. One of the 4-H clubs, the Warriors, demonstrated their cultural awareness to wide acclaim in a multicultural community festival, first performed in 1983.

The event nicely combines the cultures of the Yakima population, featuring native American, Asian, Hispanic, and pioneer dancing, and African games, songs, and dances.

"It all began with a $300 4-H Community Pride grant from Chevron, USA, Incorporated, in May of 1982," says Chris Jackson, Yakima County 4-H agent. "This provided the seed money for our project and combined the coordinating skills of Charles Pattillo, 4-H aide, and Rick Cortez, Adams Elementary School principal, with volunteers to put on a festival.

Over 20 volunteers, including parents, work with the 9- to 12-year-olds to produce the cross cultural event. They make costumes, teach choreography, assist at rehearsal, and provide transportation for the young performers.

Other Activities Started
The Warriors Cultural Festival has attracted others to perform with them. The "Make 'Em and Create 'Em" 4-H Club added Hawaiian dances during their 1983 performance. Some volunteers have gone off to start cultural activities with other groups.

Volunteer Sonja Rodriquez and Esperanza Botello, a teen 4-H leader, started a Mexican embroidery and beadwork project in the "Chrystallettes" 4-H Club, in a nearby town.

The Warriors have been invited to appear at the 4-H Leader's Forum in Wenatchee this fall. An audience of about 350 4-H volunteer leaders from all over Washington State will view this close-to-home intercultural event. □

4-H And The Peace Corps— A Successful Partnership

Merni Fitzgerald
Staff Writer
Peace Corps
Washington, D.C.

4-H has been closely associated with the Peace Corps since the international development agency began in 1961.

In the early days, the 4-H Foundation provided training for Peace Corps volunteers. Shortly thereafter, in March 1962, 43 Peace Corps volunteers arrived in Brazil to help develop 4-H rural youth clubs.

The Peace Corps volunteers filled a great need in Brazil, due to the extreme shortage of Extension workers there at the time. The volunteers recruited and trained hundreds of new leaders and worked with clubs on exhibits, tours, judging events, and achievement days.

Based on the initial success of this Brazilian project, 4-H/Peace Corps initiated similar programs in Venezuela, Uruguay, Malaysia, and El Salvador. The Peace Corps is no longer in these five countries, but 4-H/Peace Corps programs continue in many of the 60 countries currently served.

These programs produce reciprocal benefits. Most Peace Corps volunteers who work in 4-H projects have had many years of experience in 4-H clubs in the United States. 4-H leaders and youth can aspire to Peace Corps service, thus providing motivation to learn and develop useful skills through participation in their local 4-H group.

Returned Peace Corps volunteers can share their international experiences with 4-H clubs here. The members can gain knowledge about other countries, and expand their 4-H international education programs.

Serving In Thailand

The Peace Corps benefits through its successful programs working with rural youth across the world. One of the most outstanding 4-H/Peace Corps programs is in Thailand, a country situated in the Indochinese Peninsula, bordered by Burma, Laos, Malaysia, and the South China Sea. An ancient and once powerful kingdom, Thailand, which means "land of the free," is a land of diversity. Ornate temples and palaces, magnificent flowers, and colorful festivals contrast with rice paddies, small farms, and villages.

Fifteen of the approximately 200 Peace Corps volunteers serving in Thailand work with 4-H groups. Each volunteer is assigned by the Thai government to a particular Thai province, where he or she will work with the area youth under the local 4-H Extension agents.

After settling into their new community, where they spend 2 years, the Peace Corps volunteers go out and assess the local programs. Sometimes they form new 4-H groups, sometimes they work with existing groups. Some volunteers work with the same groups during their whole tour of duty; other volunteers move from group to group, lending their skills where they are most needed.

All Peace Corps volunteers learn the local language of the country in which they serve, but it is especially important for the volunteers working in 4-H programs to become fluent in Thai. They work directly with the youth, so it is vital for them to be able to converse easily with the children.

Projects Differ

Thai 4-H meetings are similar to meetings here in the United States, but the projects are somewhat different, due to the difference in cultures. Although the Peace Corps volunteers build on the interest of the youth in planning their projects, sometimes they draw upon their own knowledge and enthusiasm to involve the club in an original idea of their own.

One volunteer in Thailand arranged for a plot of land to be given to the 4-H club by the community. The members planted sesame seeds on the plot and maintained, harvested, and sold the seeds. The marketing of their product was easy, since sesame seeds are a very popular cooking supplement in Thailand. The 4-H members earned much needed money and learned new agricultural skills.

Another volunteer helped the local 4-H youth introduce goats into their village. The people there are Moslem, and do not eat pork, so there was a need for an alternate protein source. The 4-H club filled this need, and the goats now provide meat and milk to the villagers.

Satisfying Work

Peace Corps volunteers working with 4-H in Thailand find their work very satisfying, especially the personal friendships they develop with the youth club members. They feel confident that the youths will continue the projects when the volunteers have returned to the United States.

Another indication of the degree of satisfaction is the very high extension rate of volunteers working in the Thailand 4-H program. One-third of the volunteers stay longer than their original 2-year commitment.

The Thai people have expressed their appreciation and support of the volunteers many times. According to Robert Charles, Peace Corps country director in Thailand, "The biggest impact we've had, short- or long-term, is that the Peace Corps volunteers become catalysts, bridging different groups of people and getting them to work together."

Productive Collaboration

The longstanding partnership between the Peace Corps and the 4-H Foundation has resulted in increased international understanding, successful 4-H progams in many countries across the globe, and innovative programmatic developments in the Peace Corps.

The Peace Corps will soon be celebrating one quarter of a century of overseas work helping people in developing countries help themselves through "people-to-people" assistance.

Hopefully, the Peace Corps and the 4-H Foundation will continue their productive collaboration for another 25 years. □

Since the Peace Corps began in 1961, 4-H has been a viable partner in 60 countries currently served by 4-H/Peace Corps programs. Left: 4-H Extension agent Robert Thompson promotes improved gardening techniques in the Amphur Pathumrat area of Cambodia. Above: Peter Langseth (right), a Peace Corps volunteer and an Extension agent, talks with a member of a 4-H Club on her chicken farm in Petchaburi Province, Cambodia. Below: Langseth visits a swine breeding project owned by a Donsai Village 4-H Club in the Amphur Kaoyoi district, Cambodia.

Wilderness Challenge Works Magic!

Mary Ann Johnson
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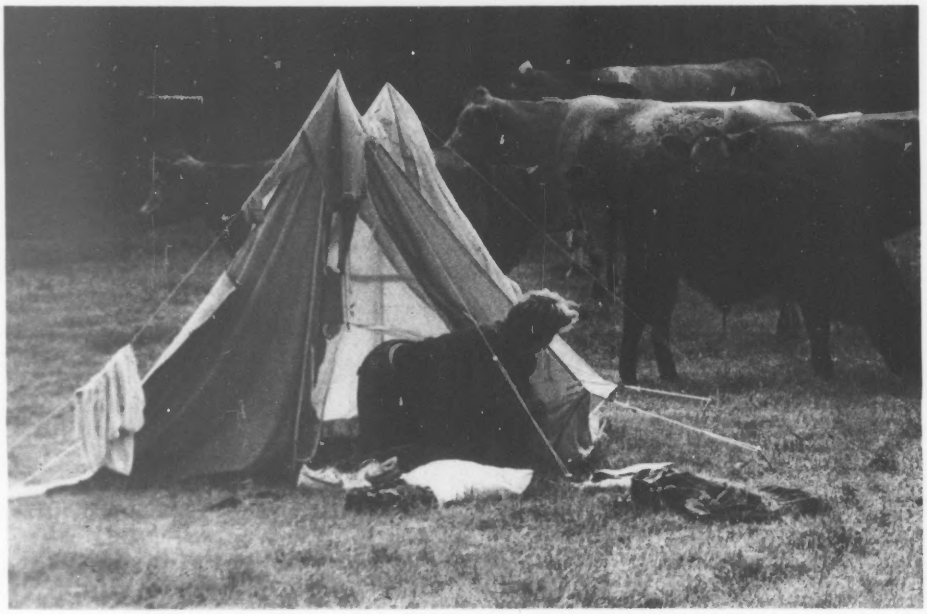

The 4-H Wilderness Challenge program currently involving nine Virginia communities and over 120 youngsters, is funded by the Virginia Department of Criminal Justice Services and aimed at reducing juvenile delinquency and producing socially responsible young adults. Above: Youngsters learn to master a canoe on the Rappahannock River. Below: "Guests" visit the campsite in the morning. Right: Pounding in tent pegs is always the first step in setting up camp.

4-H can work magic in youngsters' lives. Nowhere is this more evident than in the life of a 16-year-old youth named David. He had been expelled from school and had attended a correctional school when some adults who knew him suggested he join Virginia 4-H's Wilderness Challenge program.

David became involved in learning the skills it takes to live in the wilderness after help by volunteer leaders. Along with other youngsters, he began to prepare for wilderness outings.

David soon felt the excitement of long distance back-packing along the Appalachian Trail, the thrill of the underground world of caving, and the satisfaction of guiding a canoe over a scenic river.

Elected Club President

After his year-long adventures with the Wilderness Challenge group, David joined a 4-H club in his community and soon was elected president.

"The volunteer leaders and I were as surprised as he was when he was elected," says the Exension agent. "There was concern about his skills to take on the leadership role. But the

members had elected him and he was ready to try." David served as president for 6 months.

But his past problems had not been settled. Because the justice system works slowly, problems from the past still had to be resolved and he was again sent to a correctional school. "It was a case of the president of 4-H club in a correctional institution," says the agent. "Not the usual image."

But 4-H can work magic. "The Wilderness Challenge program is aimed at establishing the kind of caring environment that can effect enormous changes," says Franny Gryl, program coordinator. "We teach everyone to respect each other. The leaders are not authority figures, but caring group members themselves."

Started With Grant

The Virginia Wilderness Challenge program began in 1981 with a grant from the Virginia Department of Criminal Justice Services to provide outdoor adventure activities that would produce self-directing, socially responsible young adults and to help reduce the incidence of juvenile delinquency.

In 1982, the program included four pilot units with about 45 youngsters. In 1985, there were nine Virginia communities involved in Wilderness Challenge, with 12 groups composed of over 120 youngsters.

For David, the Wilderness Challenge program put him in contact with a very supportive group of individuals his own age. The club members wrote letters to him during the 6 months he was away, and, on at least one occasion, visited him.

With that kind of encouragement David was able to complete his stay in the correctional school successfully, including completing the school work, which is part of the program.

Extended Family

For David, and for other youngsters like him, 4-H functions as an extended family, meeting needs for acceptance, support, reassurance, structure, and personal growth that for some reason are not being met in the youth's natural home environment.

"The group becomes a mini-society," says Gryl, "in which different leadership roles emerge, and decisions are made and carried out. Every person is valued as an integral group member."

As the youngsters gain confidence in their roles in the Wilderness Challenge club, it is easier for them to see how they also have roles to play at school and in society at large.

David went back to school. The principal of his school, who knew him well through the troubles, commented that there was a difference. David's attitude changed for the better. He seemed much more open about learning. David himself is not sure he will stay in school. He has debated dropping out.

David is a teen leader in his county now. He comments that "sometimes the kids won't listen to me. Sometimes I have to yell."

Volunteer Leaders' Role

The key to the success of the Wilderness Challenge program is the volunteer leaders.

Along with the Extension agents who are involved, the volunteer leaders participate in a 9-day training session consisting of both outdoor living skills and human interaction skills. Gryl conducts the training in cooperation with several other resource people.

"The training seminar for volunteers costs approximately $2,000," says Gryl, "but we estimate that the volunteer contributions are worth close to $300,000 in time and energy given back to the Wilderness Challenge program."

The current program has about 70 leaders who participate in the outdoor activities and another 50 in support roles. Together they contribute over 48,000 hours a year.

Cost-Saving Program

Approximately 300 youngsters have been in Wilderness Challenge. Gryl notes that they can identify a minimum of 30 youngsters who have been diverted from state learning centers.

Just looking at the economics of the situation, she calculates that if each of the 12 Virginia clubs keeps one youngster out of a state correctional school for one year, the savings to the state would be $126,000. "There is no way to calculate lifetime benefits to the youngsters," she says, "or to society for that matter."

Nationally, 7 out of 10 juvenile offenders will become re-involved with the justice system. "We know from many national studies that one way to make a difference in their lives is to involve them with adult volunteers who really care," says Gryl.

"In David's case, we don't know what will happen," she remarks. "We do know that he has taken some very positive first steps toward straightening out his life."

"What greater investment can a society make than helping youth acquire the skills and self-image they need to become positive and self-directing members of their world," adds Gryl. □

4-H Alumna—Delegate To Japan

Stu Sutherland
Public Affairs Specialist
Extension Service, USDA

Representatives from five youth organizations went to Japan as the U.S. delegation to the International Youth Year (IYY) Conference in July 1985. Right to left are: Geri Kam, California, representing 4-H Extension Service, USDA; Shari Keyser, Pennsylvania, representing the Boys and Girls Clubs of America; Beth Corcoran, New York, representing the Police Athletic League; Aline Gioffre, Maine, representing the Multiple Sclerosis Collegiate Association; and Correll Jones, New York, representing the Vocational and Industrial Clubs of America.

Geri Kam, a 23-year-old 4-H alumna from California, with 4 years as a member and 5 years as a volunteer leader, represented the Cooperative Extension Service and USDA's nationwide 4-H program while in Japan. As a member of a 6-person American youth leaders delegation, Kam played a key role during the July 18 to August 2, 1985, Japanese IYY (International Youth Year) Celebration.

Kam's many earlier achievements well prepared her for her role as a youth delegate—and as a representative of the 4-H program with its 4.7 million young members. Four other youth (ages 20 to 30) were included in the U.S. delegation. They represented the Boys and Girls Clubs of America, the National Multiple Sclerosis Society, the Police Athletic League, and the Vocational and Industrial Clubs of America. Heading the delegation was Scott Sanders, Commissioner for Domestic Programs, USA IYY Commission, Department of State, Washington, D.C.

Why the IYY?
The United Nations designated 1985 as the International Youth Year to globally recognize the contributions of young people, to increase public awareness of the problems and aspirations of youth around the world, and to focus on three themes: participation, development, and peace.

Various nations, including Japan, held international youth gatherings in their countries to encourage exchanges of feelings and ideas concerning those three themes during the IYY period. Japanese officials contacted the U.S. Department of State and its U.S. Commission in Washington, and invited our country to join other United Nations countries in sending a youth delegation.

As a result, some 400 "youth delegates" from 45 countries converged on Japan in mid-July for the celebration.

Japan Phase One—Youth Conference
The first 9-day phase, known as the "International Youth Village Project," was conducted at Japan's Olympic Village. Delegates also visited the 1985 "Expo," the International Exposition of Science and Technology, in Tsukuba, Japan.

A Message For 1985
No gathering of this type would be complete, and have a lasting effect, without written documentation for later study. The overall composite delegates' view, as expressed in "Message for 1985," was prepared by a 7-member Drafting

Committee with membership from each of the seven continents represented. Six of the committee members were men who in their own countries were the national leaders of youth program activities.

Kam, the seventh member of the message-drafting committee, used her citizenship and organizational skills developed in 4-H to great advantage as she helped to "tone down" several statements in early drafting stages.

An Olympic Hostess
Fluent in both English and Spanish, and with a basic working knowledge of both written and oral French and Chinese (Mandarin), Kam had worked as a hostess/security officer for the Los Angeles Olympic Organizing Committee during the 1984 Games.

Also, a month before her departure for Japan, she received her Bachelor of Science degree in Physiology from the University of California-Davis. While on the campus, she was named an "Outstanding Student Leader" in 1984 and an "Outstanding Senior" in 1985. She plans to attend medical school and looks forward to a career as a specialist in neurology.

Earlier, in 1979, Kam had been the president of the Palos Verdes Peninsula 4-H Club, leading 110 4-H'ers in all their activities during that year. Her own background as a 4-H member was strong in many project areas.

A 4-H Volunteer Leader
Kam continued her 4-H relationship as a volunteer during her years as a university student. In 1983, she planned and directed the "You See UCD Days" as a college preview weekend for statewide 4-H'ers to visit the campus of the University of California-Davis.

Kam provided many insights as she reflected on her visit to Japan and the IYY conference. First, she felt an openness, warmth, and an optimism in the youth gathered for the international meeting. Similar concerns were expressed by youth from around the world: the problems of drug usage; the need to develop the skills of youth; and concerns about media influence.

Japan Phase Two—Person-To-Person
Before leaving Japan, during the second phase of the IYY Celebration, the U.S. delegation, along with delegations from Canada, Great Britain, and South Korea, visited rural areas of northern Japan. One day they visited a small town and stayed with Japanese families, thus collectively visiting a wide spectrum of people.

Coming Home
Upon arrival back in America, the U.S. delegation members visited the offices of seven U.S. Senators and six U.S. Representatives to Congress. The delegates briefed the people they visited on the

Geri Kam, a 4-H volunteer leader for 5 years, represented Extension and USDA's nationwide program at the International Youth Year (IYY) Conference in Japan. She was a member of a 7 member committee that drafted a composite viewpoint message for all attending youth.

IYY trip, the objectives of going, and highlights, and left copies of the two IYY conference-inspired messages prepared in Japan. They spoke of the need for Congressional support and programs to address youth issues, concerns, and leadership opportunities. They also described an idea for a new "network of youth" (an outgrowth of the Japanese meeting), for both U.S. and international communication.

When asked what she would say to all American 4-H members in the way of one important message related to her experiences in Japan, Kam answers, "Cultural understanding is possible, but you have to work at it. Break down some of the barriers, open some new doors, and start to build some bridges. The key to better understanding—be involved."

Looking Ahead
Back in California Kam addressed the California State 4-H Leadership Conference whose theme was: "4-H. . . A World of Understanding." Kam also addressed the 220 delegates from 30 countries at the XI InterAmerican-Ibero Rural Youth Conference, held October 5-12 in Washington, D.C. The U.S. delegation, by the way, gave the official closing remarks at the Japanese IYY Celebration. They now, through speaking engagements and other activities, hope to keep the spirit of the International Youth Year alive throughout this decade. □

Indiana 4-H And The Japanese Connection

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4-H/Youth
Purdue University,
Indiana

Imagine going deep-sea fishing and catching an octopus and eating it raw for dinner that night! That experience is even more remarkable if you're a 13-year-old 4-H member from land-locked Indiana who has hooked that octopus fishing in the Sea of Japan.

There are 13 other Indiana 4-H members with equally exciting stories to tell—all form a group of 4-H'ers who traveled to Japan for 1 month last summer as part of the 4-H/LABO Exchange Program. Each 4-H'er was assigned a host family with whom they spent the entire month. This was the second summer that Indiana has sent 4-H members to Japan.

Cultural Exchange Program
Founded in 1973, LABO is a Japanese youth organization formed to foster international friendship and cultural exchange through the study of the English language and American culture. For the past five summers, Indiana 4-H families have hosted 50 LABO members in their homes for 1 month. Several of the Indiana 4-H'ers who traveled to Japan had previously hosted a LABO youth.

When you ask Angie Myers, a freshman at Butler University, to recollect her most vivid image of rural Japan, she quickly answers: "Rice fields! We ate rice at practically every meal." Over one-half the tillable land in Japan is planted in rice. "The average Japanese eats 165 pounds of rice a year," she points out.

Most 4-H'ers had the opportunity to visit Japanese farms during their home-stays. Karl Endicott, a sophomore at Purdue University, said the trip helped him get a better grasp on international trade issues.

"Since Japanese farms are so small, it's not difficult to understand why Japan imports so much food from the United States," he says. The average farm in Japan is only about 3 acres.

Eating Sushi
Endicott also claims to like sushi—a popular Japanese food consisting of a slice of raw fish on a ball of vinegared rice. "Raw tuna and octopus

were my favorites," he says, "but it took time to get used to the way raw fish feels when you chew it."

Several 4-H'ers, including 13-year-old Matt Hoepfinger, from Evansville, spent three nights in Japanese farmhouses while they attended LABO camp. "It was a lot smaller than American homes. The farm was in the mountains so most of the fields were terraced," he says.

All the Indiana 4-H'ers agree that saying goodbye was difficult. "It's hard to describe what a privilege it is to become part of another family in another culture for 1 month," Myers remarks.

Several of the 4-H'ers who went to Japan made plans to host a Japanese brother or sister in their home this summer in Indiana.

In 1986, Indiana 4-H plans another visit to the Land of the Rising Sun. □

Thirteen Indian 4-H members traveled to Japan last summer and lived with host families as part of the 4-H/LABO Exchange Program. Japanese LABO members were impressed by the watermelons exhibited at the Indiana State Fair. In Japan, Indiana 4-H'ers were startled by the acreage devoted to rice plantings, sushi (raw fish), and the smallness of Japanese farms.

Tree Seed Exchange— A Forestry Idea

Reinee Hildebrandt
Extension Forestry Assistant
Iowa State University, Ames

Anytime a nationwide program such as the International Youth Year is developed, program planners hope it will be remembered for many years. People remember a program that will act as a reminder. Why not try something that might last up to 100 or more years? Why not try an international tree seed or tree seedling exchange?

An idea like this can be incorporated into county or state 4-H programs. It can be employed at any state-sponsored international camp or as a state-wide challenge with a certificate of recognition for achieving the project. In the counties, it can be introduced as a county-wide senior 4-H project, an activity for the county forestry project club, or as a county-wide challenge with a certificate of recognition for completing the project.

Planning Process
There are six steps to follow when planning an international tree seed exchange.

Procedures
STEP 1—The first step is to *select an exchange country* and make contact. Choose a tree that can *survive* in your geographic location. Potential sources for tree suggestions include: the forestry department in your local university, a large forestry corporation, or the Forest Service, USDA.

Request information from and provide to the exchange country's sponsor data on seasonal changes, longitude and latitude of tree's location, temperature extremes (highs and lows), and humidity or aridity of area where tree is grown.

Once the country is chosen, write to that country and find out which youth organizations might wish to participate in such an exchange.

Make sure your exchange country adheres to their rules and regulations concerning exporting and importing plant materials. Also, determine approximately how long it will take to obtain the tree seeds or seedlings.

STEP 2—The second step is the most important. You must *get appropriate and official approval for exchanging seeds.* Before any plants or plant parts can cross the United States border, they must be approved and inspected by the United States Department of Agriculture, Animal and Plant Health Inspection Service (APHIS).

Many individuals work through their State Agriculture Departments. The state entomologist acts as the local APHIS representative and provides legal clearance for the import and export of plant materials.

Individuals can also contact APHIS at the following address:

USDA APHIS, PPQ
Permit Unit
Federal Bldg.
Rm. 638
Hyattsville
Maryland 20782

When contacting either authority request PPQ Form 587, an application for approval. The completed form is then sent to the address provided on the form and takes from 10 to 15 working days for approval. On approval, information, shipping instructions, and labels will be sent to the applicant.

STEP 3—The third step is to *select a tree species to exchange* with the alternate host and determine the best time to harvest the seeds. Good references include: your local Extension Service or "Seeds of Woody Plants in the United States," Agriculture Handbook No. 450, USDA, Forest Service.

STEP 4—The fourth step is to *select an appropriate planting season.* The timing will depend on what you are exchanging. When exchanging seedlings, the program should be planned for late fall or early spring.

STEP 5—For seedling survival, you need to *select a site* to which *the seedlings can adapt.* Make sure the person providing the seeds/seedlings has provided information on the site requirements of the tree species which you recieve.

Specific information is necessary on type of soil, soil moisture, best location, and sunlight or shade to determine the appropriate planting site.

STEP 6—The sixth and final step is to ensure that the participants have *an agenda* plus an *information sheet* to explain the *seed/seedling care* prior to planting, proper planting techniques, and care and maintenance of the tree once it becomes established.

The most difficult challenge in this program will be the transporting of plant materials. An idea like this could make the International Youth Year a lasting memory. □

Teaching Forestry to Iowa Youth

Reinee Hildebrandt
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Iowa State University, Ames
and
Kim Coder
Extension Forester
University of Georgia, Athens

Over the years Forestry Extension at Iowa State University has gained expertise in developing learning units, displays, game ideas, and publications, for the specific purpose of teaching young people (ages 7 to 18) more about forestry and woodlot management.

Forest and woodlot management can provide numerous benefits to the landowner and the public. Yet often both the noneconomic and economic benefits of forest practice are overlooked. Woodlots can provide habitat for wildlife which in turn provides recreation to landowners and others. Trees can reduce the effects of soil erosion as well as provide economic benefits. The youth population is one key segment vitally important to natural resource use.

If youth can be well educated in natural resources, tomorrow holds a brighter future for forestry.

Concepts
Before programs and program materials can be developed, basic concepts of forestry are used to guide the development of the educational program or program segment.

The concepts are presented in stages. The initial introduction is through attention-getting questions or through the use of dramatization.

For the second stage, youth are provided with additional information.

The final stage is that of adapting the concept to the youths' world and providing practical insights about the concept.

Program Materials
Through the years, Forestry Extension has developed a number of youth materials that include:

- *A Tree Identification Quiz Board*—This electronic board is three feet by six inches in size and contains 30 tree species of both hardwoods and conifers. The student must match the name (given in both the common and scientific terms) with the correct species. This display works extremely well for 7th through 12th graders.

- *A Tree Name Unscramble Board*—This board is three feet by twenty inches in size and contains 12 common tree names. The students are given a piece of paper and asked to unscramble the words. This display is effective with 3rd through 8th graders.

- *Mazes and Word Finds*—A series of mazes and word finds have been developed for 4-H school enrichment programs. Age levels vary with the difficulty of the chosen maze or word find.

- *"Key to Iowa Trees" Publication*—This publication has been used to teach students how to identify trees and how to use a dicotymus key. The better results come from 8th through 12th grades and has had limited success with 4th graders.

- *Wood Block Set*—The wood block set consists of 70 different woods from around the world and is used to show how different woods have different characteristics.

- *Forest Benefits Word Scramble*—This activity consists of 10 words which have been developed into word segments or letters. Each different forest benefit is on a different color or size of laminated construction paper. It works well for youth between the 4th and 6th grades.

- *Winter Twig Display*—This three feet by three feet folding display contains 12 hardwood tree twigs on one side and 6 characteristics to look for on the other side. The 12 species of hardwood are common trees of Iowa.

- *NREAF*—A computerized Natural Resources Educational Aids File (NREAF) contains over 700 forestry-related entries and was designed to provide 4-H leaders and educators with a listing of potential instructional materials.

Programs For Schools
Forestry and forestry-related programs are provided as a public service to schools and organizations around the state of Iowa. When a program is requested, Extension specialists ask specific questions of the person requesting the program. It is especially important to ask whether the requesting group has any "special needs or interests" because of the wide range of experience related to natural resource and forestry materials.

Future Plans
Future plans for the forestry youth program include: activity idea sheets for educators, a slide/tape show depicting forestry as a multi-stage process, a set of forestry-related math problems for junior high and high school math courses (coupled with visits to schools), updated 4-H fair exhibits, and a woodland management instructional unit for vocational agriculture students.

For the last 15 years, Forestry Extension has been providing youth programs with a number of different approaches. With the many teaching philosophies presently being used today, Forestry Extension philosophy remains basically the same: "Students learn by doing and thinking about what they are doing." □

ACE—Frontiers For Better Understanding

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The opening session of the Frontiers '85 National Agricultural Communicators in Education (ACE) Conference in Fairbanks, Alaska, featured an address by Secretary of Agriculture John R. Block live via satellite from the USDA Teleconference Center in Washington, DC. Block discussed the Pacific Rim trade market with panel participants.

Photograph courtesy of Michael Chapman, Communications Specialist, Ministry of Agriculture and Food, University of Guelph, Ontario, Canada

Alaska hosted the Frontiers '85 National Agricultural Communicators in Education (ACE) Conference this summer in Fairbanks, with a conference program that highlighted three areas where our largest state is on the cutting edge of the new frontier—the Pacific Rim trade market, cross-cultural communications, and teleconferencing.

Secretary of Agriculture John R. Block addressed the opening session of the conference live via satellite from the USDA Teleconference Center in Washington, D.C. Block noted the importance of the Pacific Rim and discussed related topics with panel participants H. B. McEwen, deputy minister of agriculture, Alberta, Canada, and Hsing-Yin, secretary general, Council of Agriculture, Republic of China.

The third day of the conference focused on teleconferencing with particular emphasis on the LEARN ALASKA NETWORK. The LEARN ALASKA NETWORK is a statewide instructional telecommunications system encompassing three distinct yet interrelated networks to provide the maximum in teleconferencing capabilities within the State of Alaska and locations nationwide.

Of the approximately 250 communities in Alaska, only 15 percent are accessible by road or trail. The balance can only be reached by air or water. Because of this lack of a basic transportation network, the State of Alaska established the LEARN ALASKA NETWORK in 1980. The Network regularly provides teleconferencing between the State of Alaska, other U.S. states, Canada, Greenland, and Europe.

In addition to providing teleconferencing bilingually on an international basis, the Network also serves 14 basic language groups within Alaska.

Network Components
Major components currently active in the Network are:

1. —Satellite based 24-hours-a-day instructional television network downlinked to 250 low-power TV transmitters.

2. —One hundred twenty, two-wire dial-up audioconferencing bridging network accessible via any voice-grade transmission line in the world, and with 350 specially equipped audioconferencing sites within the state.

3. —Effective statewide computer network with three distinct applications: electronic mail service and computer data banks; teletext system utilizing the television vertical blanking interval to remote printers and monitors and a point to multi-point downloading of Apple II microprocessors; and computer conferencing via the audioconferencing bridging network.

All three major components of the LEARN ALASKA NETWORK have stand-alone functions and assignments related to instructional and administrative uses by educators, federal and state agencies, and private/public groups.

However, the Network's maximum utility is realized when all three components combine together to provide a high level of service in the form of teleconferencing point-to-point and multipoint. Two-way video conferences and one-way video/two-way audio conferences receive high priority time on the Network.

High Tech Usage
Charles S. Hickman, manager of the Network, cites Cooperative Extension Service in Alaska as one of the heaviest users of the instructional telecommunications system on the Network and also a high user of the audioconferencing capabilities within the system. Jim Smith, Extension editor at the University of Alaska in Fairbanks, reports that Cooperative Extension broadcasts 14 video programs to 200 audio sites throughout the state plus some cable outlets and 4 public TV stations during the past year.

Pat Barker, Extension home economist from Bethel, Alaska, a frequent user, and Betty Fleming, USDA teleconference coordinator, addressed the conference as well as several key Network producers and coordinators.

Several ACE members also visited the LEARN ALASKA NETWORK headquarters in Anchorage during a post-conference educational tour. □

Call For More Communication

Donald L. Esslinger
Extension Information Specialist, Publications
University of Missouri, Columbia

Ways to incorporate more effective communication into international development projects are the aim of joint efforts of the Association of U.S. University Directors of International Agricultural Programs (AUSUDIAP) and the Agricultural Communicators in Education (ACE).

Their first combined activity was a national conference in 1985 involving about 75 members of the two organizations. In speeches and workshop sessions they explored such topics as on-campus communications needs and mechanisms, putting a communicator on the team, teaching communication skills to foreign students, telling the development story to home constituencies, and telecommunications and support for communication abroad.

Communicating more about the development activities of the land-grant and other universities offers some direct benefits for the United States as well as the developing world. Expanded trade and humanitarian interests are often mentioned. On campus, an added aim is educational opportunities for faculties and students.

But Americans are asking the hard question today, "What's in it for us?" More and better communication can help tell the story and lead to reporting facts rather than rumors and enhance international understanding.

Need For A Communication Plan

At the ACE/AUSUDIAP meeting, participants generally agreed that universities should develop a communication plan for international agriculture that has university commitment and broad-based support.

They should also include international dimensions in courses and the teaching programs. One university administrator remarked that acceptance by state constituencies of their university's work abroad is better if the work is development and trade oriented.

The call for more and better communication by everyone in the development system is coming from a broad range of persons—project administrators, researchers, and communicators.

"Communications, however complex and frustrating it can be, is too important in development to be seen merely as a peripheral technical service within organizations," says Jim Evans, head of agricultural communications at the University of Illinois.

Recommendations

The two associations will combine efforts in the future as they pursue mutual interests and plan for a 1986 meeting. Their recommendations and ideas include the following:

- Continue joint work of ACE and AUSUDIAP and share ideas. Involve communicators from outside the United States.
- Build a resource list of successful communication methods and products available for use in international programs.
- Encourage more use of professional communicators as consultants, advisors, and planners of international programs.
- Build international perspectives into college courses and curricula.
- Gather and circulate information on degree and nondegree communication training being done.
- Urge the establishment of formal budget lines for communication involvement in international programs.
- Plan workshops to develop procedures and implementation plans for incorporating communication into development projects, to prescribe such activities in requests for proposals, and to add communication to existing projects to report impacts and carry out relevant research. □

4-H Farms The Sea

Robert J. Kent
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Sea farming in Long Island waters—particularly the harvesting of hard clams—is being given a boost by Suffolk County's 4-H sea farming project. To increase the number of harvestable clams seed clams are transferred from the hatcheries to protective nursery grounds. Members of the 4-H clam club use scientific sampling procedures to monitor clam growth during the growing season.

In Suffolk County, on Long Island, outside New York City, few young people have the opportunity to raise traditional farm crops. However, teenage youth there are learning about a new form of agriculture used in the United States, mariculture, or sea farming. In the process, they are helping local people work toward the resolution of an important marine conservation issue.

In recent years, supplies of many important commercial shellfish in Long Island waters have declined dramatically. One particularly hard hit species is the hard clam. Many watermen have lost their livelihood as a result of a combination of factors including over-harvest of shellfish, changing environmental conditions, and loss of harvesting grounds due to declining water quality.

Clam Project Implemented

To help, Suffolk County Extension began the 4-H sea farming project. Their goal was to teach youth about the problems facing baymen and to have them grow

some hard clams that could be used to help restock coastal waters.

Suffolk 4-H soon learned that starting a sea farming operation requires the support and cooperation of many people and agencies. They started small and formed an advisory committee to oversee the project.

The committee included Sea Grant faculty, Regional Sea Grant specialists, wildlife managers, watermen, and state shellfish managers. Working under the supervision of the committee, the 4-H clam club grew 1,200 clams.

Simple Process

The process is relatively simple. Small 5 to 6 millimeter seed clams are obtained from a hatchery. The small seed clams are then grown in protective nursery grounds, basically screened-in trays that keep predators away from the vulnerable small clams.

The young clams feed on plankton, which occur naturally in the water. By fall, just before the ice forms, the clams are removed from the nursery and "planted" in the bay.

Project Expands

The pilot program received ample publicity and support. 4-H hoped they could expand their efforts. The opportunity came when the president of the Riverhead Town Baymen's Association asked 4-H to help them restock clams in another locality.

Extension put together a proposal to Riverhead Town that would involve growing 18,000 clams with the help of baymen, students from the local high school, and the town. Riverhead readily agreed to fund the project.

Suffolk County decided to further expand the project to involve youth in many communities. Such a project would be too big to administer alone, so 4-H presented the idea to the Suffolk County Office For The Promotion of Education (SCOPE).

SCOPE has the established framework to offer educational programs through school districts countywide. SCOPE liked the sea farming idea and are now partners in the project. The first SCOPE-sponsored program began this spring.

Program's Success

It will take more than the efforts of Suffolk's 4-H program to reestablish the hard clam fishery to its former productive level. A variety of new management techniques will be needed, possibly including harvesting quotas and greater environmental protection.

Suffolk County measures the success of their 4-H sea farming program in several ways. The number of clams raised is an important factor. Equally important, however, is that they are introducing young people to the problems in the bay and getting them involved. Their latest project involves growing blue mussels in mesh tubing.

4-H began as a way to teach innovative agricultural techniques to young people. In Suffolk, they're using 4-H to introduce innovative sea farming to youth while developing tomorrow's leaders and, perhaps, future sea farmers. □

Apples And Agencies: Cooperation In Education

Linda Hawbaker
Extension Agent, Home Economics
and
JoAnne D. Leatherman
Extension Agent, 4-H and Youth
Frederick County Cooperative Extension Service
University of Maryland, College Park

In a time when "apple" usually refers to computers, Extension educators in Frederick County, Maryland, discovered an innovative way to use the natural apple that corrupted Adam and Eve.

Using resources of several agencies in the county, Extension is providing a multi-faceted educational program, featuring apples, for elementary, middle, and high school youth.

For the past 2 years, the Frederick County Board of Education, Maryland Apple Commission, Catoctin Mountain Orchard, and *Frederick News-Post* have cooperated with Frederick County Extension to reach over 2,800 students. Extension served as the catalyst to make it all happen.

Project's Beginning
Extension 4-H and Youth Agent, JoAnne Leatherman, and Extension Home Economist, Linda Hawbaker, worked with the Board of Education for initial approval of the project.

The plan was to use resources provided by the Apple Commission for an educational project in the schools that would focus on good nutrition, and to use apples as the focus, since the county is an apple-producing area.

An apple cooking contest for the general public has been a tradition in the county, but in 1982 the contest was moved into the school home economics departments as a pilot effort. This was considered a good move in terms of reaching a new audience; however, something more educational was needed to complement the contest.

Apple Lessons Developed
The first year of the project, the two Extension agents developed an educational packet consisting of four lessons, "Apples and Your Health," "Apple Varieties and Their Uses," "Apple Products," and "Drying Apples"; companion activities; and additional resources. The lessons were geared to middle and high school students, and were presented to the home economics teachers during their inservice training day before school started in the fall of 1983.

The culminating activity was the apple cooking contest, which took place in each school among competing groups within classes.

Grading The Apples
Teachers were encouraged to use judges from the administrative, teaching, or support staffs of their schools, as well as parents. All participating schools used a standard scorecard with each of the following components receiving 20 percent weight: flavor and appearance of finished product, originality, use of apples, and work habits of youth.

A local orchard provided the apples. Supplies, ribbons, judge appreciation gifts, certificates, and other items were obtained through a grant from the Maryland Apple Commission.

Newspaper coverage highlighted the entire program, including the winners from each participating school. Thousands of recipe booklets were printed and distributed through the schools and to the public.

Additional Lessons
Using evaluations from the pilot year, Extension has improved the program each successive year. For the second year, the agents added a fifth lesson, "How Apples Fit Into A Balanced Diet." Two additional lessons are planned for the coming year.

Extension also added an elementary school program to teach apple awareness. Using teen volunteers, agents provided a class and activities for first graders. Again, a local orchard supplied the apples. Newspaper coverage of the teen volunteers focused attention on their activities.

During the 2 years, the middle and high school programs reached 2,250 students; 79 percent of Frederick County schools participated. The elementary school program used six teenagers and eight schools on a pilot basis, reaching 632 students.

Teachers Build On Program
Teachers are building on the apple program and developing interdisciplinary teamwork. For example, the home economics teacher in one inner-city middle school involved all of the sixth grade teachers. She shared the packet of learning activities with the other teachers and asked each to develop an apple theme in their lesson plans during a 1-week unit coordinated with the home economics emphasis. A total team taught program resulted.

The home economics teacher held her Apple Fling emphasis, including an apple lesson and contest, after the other teachers completed their units. She reported that, at conference time, parents want to talk to the home economics teacher to relay thanks and praise.

Video Approach
In another innovative approach, one high school home economics teacher worked with the school librarian to videotape the cooking contest. The videotape enabled the students to see their mistakes right before their eyes, and it has served as a good promotional item for the contest.

Evaluations of the program have been outstanding, with teachers expressing gratitude for the resources and total programming. Students, too, have written letters of appreciation.

Future Plans
Extension plans to refine the elementary school program, making improvements as suggested by the teachers, and to expand it into more of the elementary school areas. More lessons will be developed for the middle and high school areas, and a local shopping mall has agreed to sponsor an all-county cook-off from the winners of the various school competitions. □

The Great Lakes Experience

Take 50 spirited teenagers, mix with sights of a historic lighthouse, sandy beaches, wooded dunes, wild wetlands, sounds of gull cries, lapping waves, and campfire songs and stories.

Stir with the gentle hands of experienced teachers. Bake in summer sunshine and moonlight on an island in Lake Michigan for a week until memories are set. Garnish with a sprinkle of love. Serve to anyone who relishes a Great Lakes experience. Keeps indefinitely.

Those who "tasted" the Michigan 4-H Great Lakes Resources Camp on Beaver Island will vouch for its flavor. Steve Kuznicki of Rogers City, a junior counselor at the 1985 camp, put it this way:

> *"Today we remember the times we share,*
> *But forever is the time I care.*
> *Tomorrow will come,*
> *slowly but sure.*
> *We will not forget the things that occurred."*

What occurred was the exposure of young people to wetlands, wildlife, and the Great Lakes on an island off the northwest coast of the state. What also happened was the opportunity to make new friends and develop 4-H and natural resource values in a unique setting.

Beaver Island

They came from all parts of Michigan's lower peninsula, and met at the dock in Charlevoix on a Saturday afternoon in July. They boarded the "Beaver Islander"—a diesel ferry which plies the channel between the lakeshore resort community and the island's only town of St. James.

Several weeks of anticipation after being chosen from among more than 100 applicants climaxed in the 2-hour journey from shore to shore. Off the boat, they loaded provisions onto a flatbed truck and rode a converted school bus to the lighthouse at the southwest tip of the island.

Boys settled into platform tents and girls into bunkhouses, then were redivided into five groups named for each of the Great Lakes—Superior, Michigan, Huron, Erie, and Ontario.

Abundance of Activities

Every day each group spent the morning learning about one of five areas. One day a group, led by Sea Grant 4-H Agent Joan Stuecken, would go walking through a marsh to an island in a wetland to sample water quality and examine wildlife, and to be rewarded by blueberries.

Next, the group might observe Extension Wildlife Specialist Glenn Dudderar treating a starving sea gull or offering other pointers about island creatures.

The following day the group would examine the island's flora with District Extension Horticulture Specialist Bob Tritten. After that, Michigan State University Entomologist Karen Strickler would share the secrets of the insect world through her "zoo."

Finally, Jack Judd or Pam Bigby of the Marine Advisory Service of the Michigan Sea Grant College Program would teach the group how the Great Lakes impact on the island environment and some human effects on the Great Lakes.

Afternoon and evening recreation options included hiking dunes, walking meadow or shoreline, climbing instruction, printing plant patterns on diazo paper, learning new songs and games, following a blindfold trail, swimming, seining for fish to feed the gulls, and playing volleyball.

Activity outdoors makes campers hungry, and generous servings of tasty food prepared by Vicki Cruson, followed by songs led by Thalia Johnson and Rosemary Thiebault, made mealtimes memorable, too. Special helpers like 4-H Agent Tim Lovell, Waterfront Director Eleanora Dudderar, and Nurse Shawn Smith made camp director Lowell Rothert's life much easier.

Accomplishments

The camp was really about young people and their natural resource education and values, their leadership and interpersonal skills, and their fun-loving approach. They were challenged to think about whether Great Lakes water should be shared with drier parts of the country. They observed how the force of the lakes could wipe out a structure on the shoreline.

They helped catch fish to feed the starving gulls and pondered whether to keep them or let them go. They learned to conserve their own resources and to find beauty in the wilds. They made new friends from other parts of the state, trusted, and shared themselves freely.

Older teens served as junior counselors. Some of them and the campers would like to come back to lead or to serve. Some may choose a natural resources career. Some thought seriously, perhaps for the first time, about how fragile the Great Lakes are and how precious people are.

They took time to enjoy a special place; they learned to love wetlands and wildlife and one another. They inspired this writer to compose a few verses of song—

> *"Cause they have learned to love the lake*
> *And they have learned to live from within*
> *And they will always remember*
> *And they will come back again."*

The 4-H Great Lakes Resources Camp at Beaver Island is operated by the Michigan Cooperative Extension Service with support from the Michigan Sea Grant College Program, a cooperative effort of The University of Michigan and Michigan State University in Great Lakes research, education, and Extension. The author was a guest at this year's camp. □

Carol Y. Swinehart
Extension Communication Specialist
Michigan Sea Grant
Michigan State University, East Lansing

4-H'ers Share Foreign Adventures

Dolores T. McGlasbon
Extension Communications Specialist
Kansas State University, Manhattan

Shauna Murphey, a Kansas International 4-H Youth Exchange delegate to Greece, and a senior at Kansas State University, demonstrates a Greek dance in a Greek costume during one of her 115 presentations given before Kansas school audiences. A new Kansas IFYE program encourages young adults to spend two months after their overseas stay sharing their experiences with the folks back home.

You've just returned from Greece, let's say, after several months' stay in the homes of families that have made you one of their own. You're brimming over with the urge to tell others about customs, lifestyles, and experiences you'll treasure a lifetime. But after you've told your family and friends, who else can you share your adventures with?

In the Kansas International 4-H Youth Exchange (IFYE), young adults go right on reporting their experiences in community after community, thanks to the cooperative effort of state 4-H Specialist Lois Redman, county agents, and the communities who host the IFYE delegates.

"In a land-locked state such as Kansas," Redman says, "I found people eager to know more about other countries. After all, we export our products and we should learn more about what the people and their countries are like that use our goods."

Changing Image

Using reporting guidelines she had developed as a 4-H specialist at Oregon State University, Redman set about changing the image of the IFYE program in Kansas when she relocated 7 seven years ago.

"Previously the program wasn't looked upon very favorably. Agents said kids went abroad but never did anything once they returned," Redman says. "Reporting IFYE experiences educates the non 4-H public as much as it strengthens the organization itself."

In today's program, young adults who become IFYE delegates know they must commit 2 additional months beyond their overseas stay to share their experiences with the folks back home. Most delegates say the time is well spent.

Reporting helped me re-enter American life gradually when I returned from Greece," says Carol Huneycutt, an IFYE delegate in 1981 and now a Riley County 4-H agent. Shauna Murphey, the 1984 delegate to Greece and now a senior at Kansas State University, agrees. "It was like reliving my experiences as I shared them with others."

Key Is Preparation

Redman takes great pains to ensure that Kansas delegates are well prepared for what's expected of them. During a series of four orientation meetings before going abroad, the 4-H'ers not only learn about the countries they will visit, but also reporting techniques they'll use when they return.

They are advised to keep accurate notes, to be observers as well as participants, and to take pictures highlighting their experiences. Color slides add interest to many of the talks they will give; black and white photographs will accompany stories they write for their hometown newspapers.

"Because you know you're going to be telling others about what you do, you analyze situations and try to find meanings behind them," says Murphey, who told of her stay with four Greek families in 115 presentations in the south central part of the state.

County Involvement

But the delegates' obligation is only one side of the reporting coin, Redman says. "It's just as important to work with county agents who make all arrangements for programs and host families."

Redman assembles information and study packets about the 4-H'er and the host country, which agents use to publicize the program as they work with civic organizations and schools.

"When IFYE's come here, they may make as many as four presentations a day," says Bob Davis, 4-H agent in Reno County. "Most of our programs are with schools," Davis continues. "It's been very successful and has given us a chance to work with both private and public schools."

Davis adds that teachers use the study packets to brief students on the country before an IFYE arrives so that questions are relevant.

"I found students were my best audiences," says Huneycutt. "But I also learned that I had to be flexible. You meet all levels of interest in an audience and you have to adapt your program to help them learn about the country."

For Extension Homemakers Units, Huneycutt usually sent Greek recipes to the members in advance of her program so foods indigenous to the country could be sampled. "I also found that people with Greek heritage or those planning trips abroad often enjoyed my programs," Huneycutt adds.

Efforts Recognized

Redman has been instrumental in strengthening the IFYE alumni association with several special annual activities that keep the group in contact with each other.

Redman's efforts have not gone unnoticed. Extension administrators and county boards are much more aware of the program and its benefits to mature young people, who are usually dedicated 4-H members. Her efforts were recognized in 1985 when Epsilon Sigma Phi gave her the international award at its national meeting in Denver.

"The reporting aspect of the IFYE has revitalized the program for Kansas," Redman says, "and brought international topics to the folks back home." □

Understanding Each Other

This past summer Michigan and the Dominican Republic participated in a unique 4-H international exchange.

Twelve young people from Santo Domingo spent a month with 12 Michigan host families. Afterwards, Michigan 4-H'ers went to Santo Domingo for a month to live with the families of their new Dominican Republic friends.

The exchange was made possible through the Michigan Partners of the Americas and a grant from the United States Information Agency.

"The purpose of the exchange is broad in scope," says Sam Varghese, Michigan State University (MSU) Cooperative Extension Service poultry specialist and past president of the Michigan Partners of the Americas. "The goals were to introduce the 4-H philosophy to the Dominican Republic through the participants; to teach them skills in breeding rabbits, poultry, and quail; and to improve the mutual understanding of the people of the two countries."

Sharing Acquired Knowledge

Sixteen-year-old Leopoldo Molina is excited about what he learned in Michigan and eager to share his knowledge and skills with the people of his village.

"We plan to organize 4-H rabbit and poultry programs in Santo Domingo," Molina explains. "The economic and educational systems in my country are in need of improvement. We will teach the people how to raise small animals for food and profit in hopes that we can make an impact on the quality of our life there."

Frederick Hartley, of the U.S. Information Agency in Washington, D.C., agrees that 4-H can help to improve the standard of living in developing countries.

"We agreed to fund this exchange because we believe in 4-H and what it can do for communities," Hartley says. "No other youth program compares with 4-H in its ability to foster ideals of citizenship and leadership and to provide training, education, and life skills for the modern world."

Educational Activities

While in Michigan, the Dominican Republic visitors participated in rabbit and poultry workshops, visited the Capitol in Lansing, and enjoyed various sites and attractions in and around the state.

"The young people learned about American family life, government, and agriculture firsthand," Varghese says.

In June, the Michigan and Dominican Republic group participated in a Coturnix, or Japanese quail, camp at Michigan State University. Participants learned how to build incubators and brooders, mix rations, dissect quail, and prepare recipes with quail and quail eggs.

"Coturnix are unique birds," Varghese explains. "They mature in 35 days, lay more than 300 eggs per year, and are an excellent source of protein. The birds are small, require little food and care, and are relatively easy to raise."

Molina says he plans to start quail projects in his school.

Memorable Experience

"This is an experience I will remember the rest of my life," Fred Essner of Kent County, Michigan, says. "Leopoldo and I learned a lot from each other—about life—about ourselves. We've both grown tremendously as a result of being involved in the program."

According to Hartley it's impossible to come out of an exchange program like this unaffected.

"These experiences broaden the young people's horizons and deeply influence what they become as adults," he says. □

Karen L. Varlesi
4-H Information Coordinator
Michigan State University, East Lansing

international exchange, Michigan 4-H'ers traveled to the Dominican Republic to live with the families of their new Dominican Republic friends who had just visited Michigan. Here, Leopoldo Molina (left), a Dominican Republic 4-H exchangee, explains the customs of his country to Fred Essner, Michigan 4-H'er, before their trip to the Dominican Republic.

A Run For The Money

Robert Rost
Extension Information Representative
Agricultural Communications
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The "Simnasho 4-H Mini-Marathon" is a fundraising road run established by the 4-H club at the Warm Springs Indian reservation in Oregon. Top left: Adult runners begin the 13.1 mile race that will help raise money for 4-H club summer activities. Bottom left: Young and determined participant sets out on a three mile run.

If there is ever a contest for creative fundraising, the 4-H club at Warm Springs Indian Reservation in Oregon will be in the running.

In 1979, a 4-H leader on the reservation came up with the idea to sponsor a mini-marathon road run as a way to generate money for 4-H summer activities. The idea was to capitalize on the widespread interest in running throughout Oregon. The run has been held every year since.

The race is called the "Simnasho 4-H Mini-Marathon." Simnasho is a nearby community. Participants have three races to choose from—the 13-mile main event; a six-mile run; and a three-mile run. With five age groups to compete in (participants range in age from 13 and under to 40 plus) runners can find the right group to run against. The entry fee is $8, and runners receive a souvenir of the event such as a specially designed T-shirt or towel.

Going Strong

"The 4-H Mini-Marathon has averaged 300 to 400 participants per year since it began," says Pennie Albrandt, 4-H youth agent in Jefferson County, site of part of the reservation.

"Organization of the event has improved each year and was better than ever in 1984. Initially, so many people were involved in the road run it was difficult to organize. But the marathon has survived and is not only going strong but has become a special tradition for the people at Warm Springs."

"This run is special," Albrandt says, "because it's the reservation and because it has brought people out there who otherwise wouldn't have gone."

Mollie Driscoll, a 4-H youth and home economics agent on the reservation since fall 1983, thinks that what the marathon means to the reservation is unique. She not only helped organize the event as an Extension agent but participated in it as a runner.

"As a participant I think the Simnasho Mini-Marathon has the potential to be one of the best races in Oregon," Driscoll says. "Oregon is one of the most run-minded states in the nation—numerous road races are held in the state annually, some attracting thousands of runners."

Holding a road run is not a small undertaking, Driscoll points out. Such matters must be decided as the course of the run, locations for water stations, registration procedures, medical support, race monitoring, and publicity.

A Learning Experience

Besides being an effective fundraising tool, the Simnasho Mini-Marathon has brought its organizers another benefit—those who helped put the marathon on came out of the experience with improved leadership skills.

"We had some confrontations as we organized the run, but everyone worked around the rough spots, and, as a result, emerged stronger—better at working together. The fact that the run is being held to benefit 4-H club members is a key," Driscoll says. "There is no way support for the run would be as strong as it is if it weren't for the 4-H program."

A Community Effort

Pat Smith, a resident of Warm Springs, and one of several organizers of the road race agrees. "There is a strong feeling that the race is a community effort," she says. "Many people get involved because the half-marathon isn't for one specific group at Warm Springs, but for all 4-H kids here." The tribes that comprise the Confederated Tribes of Warm Springs on the reservation are the Warm Spring, Wasco, and Paiute.

"Working on the marathon has helped us learn to work with everybody," Smith says. "Planning and then seeing something happen has been a big benefit. Maybe we did little more than break even in some years, but the marathon still happened."

"Businesses in nearby communities donated money for medals and for prizes raffled off after the race. And the race happened on time," Driscoll says. "It's really pretty amazing." □

Volunteers— Challenge And Discovery

Hundreds of college students are gaining leadership skills and thousands of youth are the beneficiaries in a unique 4-H program on the rural north coast of California.

For more than a decade, the program has brought together student volunteers at Humboldt State University, Aracta, with low-income youths from housing projects in the campus area. The youths' backgrounds vary; native American Indians are the largest ethnic group in the program.

Youth Educational Services, a campus-based experiential learning program at Humboldt State University, provides leaders for a variety of 4-H projects; youth involved are 4-H members who receive the benefits of informal out-of-school learning experiences.

Providing Leaders
Many of the youth come from single-parent families living at or below the poverty level. Developing inherent and continuing leadership within such communities has been a continuing problem. Using the student volunteers as 4-H leaders solves that problem. The students may receive academic credit in several different campus-based departments for their volunteer services. University students are responsible for program determination.

Programs under way include a food and nutrition education 4-H group which meets weekly at the community center of the housing project.

There also is a Saturday 4-H program on recreation skills at the center directed at basically the same clientele reached by the food and nutrition program. About a dozen student volunteer leaders are involved each academic quarter as 4-H leaders.

4-H Discovery provides outdoor adventure educational experiences to youth who might not normally have such experience because of handicaps or behavioral disorders.

4-H Challenge provides outdoor adventure educational experiences for youth who are labeled as pre-delinquent or first offenders by various juvenile justice agencies.

Both *Challenge* and *Discovery* have as their program goals the increase in participants' self esteem and an enhanced environmental awareness.

Volunteers
Challenge and *Discovery* involve more than a dozen student volunteers per quarter. Some university students only sign on for one quarter, but many return as continuing "volunteers" because of the psychological boost participation provides. Program directors usually come from the ranks of previous program volunteers and are paid a small work-study stipend to take full charge of the different groups of student volunteers.

Each year, total 4-H outreach programs involve more than 100 youths—well above 10 percent of the 4-H membership in the entire county, which has a population of 115,000. 4-H is providing an educational experience that is unavailable elsewhere in the community. □

Charles R. Hilgeman
Extension 4-H Youth Advisor
University of California, Humboldt County

A 4-H program in Humboldt County, California, enhances the leadership skills of student volunteers by bringing them together with low-income 4-H youth in the campus area. Top left: Young gardener gets a tip from a Humboldt State University volunteer. Top right: In a session called "4-H Nutrition For Kids" a young girl gleans some cooking tips from a volunteer 4-H leader.

Interamerican-Ibero Rural Youth Conference—Interchange For Action

Stu Sutherland
Public Information Specialist
Extension Service, USDA

International delegates mingle at opening ceremonies of the XI Interamerican-Ibero Rural Youth Conference in the patio of USDA's administration building. USDA was the primary sponsor of the conference attended by 225 delegates from 38 states and territories and 32 countries.

During October 1985, some 225 representatives from 38 states and territories and 32 countries and 7 provinces of Canada met for a week in Washington, D.C., at a meeting whose theme was "Interchange for Action." Held in various countries every 2 years since 1964, this year's meeting was sponsored by USDA, the Interamerican Institute for Cooperation on Agriculture, and the Ibero-American Rural Youth Advisory Council, and the National 4-H Council.

Communicating in English, Spanish, French, and Portuguese, the delegates came from countries in Central and South America, the Caribbean basin, Spain, and Canada; 4-H members attended from various states and U.S. Territories. There was even a delegation from distant Micronesia in the western Pacific Ocean and Egypt.

Delegates worked in groups on four major topics related to agriculture and rural development: (1) credit and resource management; (2) communications skills and strategies (technology transfer); (3) organizational development and networking; and, (4) professional staff development and training. Delegates prepared a written plan to take home and compiled individual country reports for the overall conference report.

Essential Programs

The written plans have a clear message: Foreign delegates want their governments to establish programs for rural youth which are an *essential* part of overall problem-solving policy. On the final day of the conference, delegates and representatives told their story en masse to 25 U.S. Senators on Capitol Hill.

Representation
Delegates were members of youth organizations (ages 17 to 24) and professional adult leaders of youth programs. Typical representation was one professional and two youth delegates from each country, state, or Canadian province. All American adult leaders were staff members of the Cooperative Extension Service from attending states. Many of the foreign delegates spent an additional week here with rural 4-H host families in the Mid-Atlantic area.

Delegates were given an opportunity to hear high-level officials of sponsoring organizations, and the Organization of American States. One day of the conference included tours to nearby states so delegates could visit successful models of agricultural and rural development, while other events closer to or held at the conference site of the National 4-H Center provided them with an expanded experience.

Travel expenses for most foreign delegates came from a grant provided by the W.K. Kellogg Foundation, while support for U.S. delegates originated from 10 USDA agencies and three private donors. The Toronto Dominion Bank sponsored the 13-member Canadian delegation. The lone delegate from Australia had already been in the United States for 5 months as a 4-H IFYE visitor. □

Nebraska Celebrates The International Youth Year

"How can we put International into our 1985 International Youth Year Celebration?" asked a 17-year-old 4-H IYY Committee member in Nebraska.

All on the committee agreed that Nebraska 4-H members would be enthusiastic about the "Greening of the World" tree planting project sponsored by the Omaha World Herald and the Nebraska Game and Parks Commission. The committee also agreed to support plans of Nebraska's Committee on Children and Youth and International Youth Committee. The 4-H teens insisted that the major focus should be international.

Completed IYY Plans
• The 94 paid and volunteer staff who attended the week-long statewide Camp Counselor Training in May were enthusiastic about the International Youth Year Celebration theme. While at camp, counselors were provided with ideas for international games, skits, flag and closing ceremonies, and workshops.

• Two special International Camps were held in July to allow Nebraska youth to meet youth from other nations. The Nebraska Committee for the Humanities and The Arts Council provided funds to support speakers and workshop personnel. The Nebraska International 4-H Youth Exchange (IFYE) Alumni Association and Host Family Association provided funds and staff to support the events. But the atmosphere and basic program came from the people involved.

• International guests proudly raised their flags as a part of the special International Camp flag ceremony. A French girl taught a workshop on sidewalk art. Campers enjoyed learning about American Indians from Anthropologist Peter Bleed who speaks several languages, including Japanese, Spanish, and German.

• The annual IFYE Host Family week-end was again held in September.

• A 20- by 30-foot booth was created for the 1985 Nebraska State Fair. The booth, centered in the display area, featured flags from 30 nations. There are several Nebraska communities with predominately Czechoslovakian, German, or Swedish populations. Residents of these communities plus youth with international experiences provided displays, slide shows, and talent during the State Fair.

• Sixty-two Nebraska youth traveled to other nations in 1984 as part of the IFYE program. Each contributed slides which were used in a slide tape presentation for camps, conferences, and schools during 1985. A discussion guide was developed for use in international workshops.

"Let's keep International as a focus for 4-H," recommend the 4-H IYY committee. "Let's make 'and my world' a real part of the 4-H pledge—today and in the future." □

John D. Orr
Extension 4-H Specialist
University of Nebraska, Lincoln

Travels Abroad With Southern 4-H'ers

Denice A.G. Gray
Extension Communications Assistant Specialist
University of Arkansas, Little Rock

Temperatures were steamy in the South as the airplane climbed higher on its sky-way path leading to the cooler climates of Western Europe.

On board were 26 teenagers and two adults who, over the next 2 weeks, would gain new insights about friendship and the commonality of all peoples.

This was the first Southern Regional 4-H International Travel Symposium. Sponsored by Southland Travel Service of Birmingham, Alabama, the symposium was 2 years in the planning before being implemented June 3–16.

The Southern Regional 4-H Development Committee worked with Southland in implementing a uniform selection process for 4-H members, at least 17 years old.

Two outstanding 4-H club members were selected from each participating state for the quality of their record book work and on the basis of an essay on the importance of foreign trade between the United States and Europe.

The states selected were those serviced by Southland's horticultural and farm tours of European countries: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

Backing By Southland

"Southland provided funding for the trip to support the youth of the South in a positive way by exposing them to world trade and to hopefully influence future collegiate studies," says Allen Montgomery, Southland Travel president.

For the 2-week International Travel Symposium, 4-H members met in Atlanta for departure to Holland where they met a 20-member 4-H contingent from Canada who were sponsored by Southland's sister company, Canadian International Holidays.

Common Interests

The Canadian and American 4-H groups quickly found common interests and formed familial bonds, something which Cecil and Margaret Mayfield found rewarding as chaperones.

Cecil Mayfield, Alabama state 4-H club leader, and his wife, Margaret, were selected by the Southern Regional 4-H Development Committee to accompany the United States group as tour hosts.

"The greatest thing happened," Cecil Mayfield enthusiastically relates. "These teenagers joined together as if they were a family and began to realize the commonality of all peoples,

Trip Highlights

One of the highlights of the trip was seeing a parade celebrating Queen Elizabeth II's reign over England. Lady Diana and Prince Charles were in the procession.

Besides touring farms in Germany, the North Americans also saw agriculture in action in Holland and England.

Other activities included a Rotterdam Harbor Cruise and wooden shoe production facility in Holland. The Zuider Zee area where the world's largest flower auction is held, was another point of interest. Stops were scheduled in West Germany at Cologne, Bonn, Heidelburg, and the Black Forest.

From Germany the travelers went to Lucerne and then to Paris for 2 days of sightseeing and educational tours. Three days were spent in England.

Lasting Impression

The symposium has also left a lasting impression on Cecil Mayfield, himself a former 4-H member. "Margaret and I thoroughly enjoyed spending 2 weeks with 26 dynamic young people and watching them grow tremendously as individuals," he says.

Addressing the trip from an administrator's point of view, Mayfield says the Southern Region directors and 4-H leaders accepted the symposium with open arms.

Southland's president is hopeful the Southern Regional 4-H International European Symposium can be continued. But whether it is or not, the experience of European travel has left its mark on 26 southern 4-H'ers. □

4-H'ers on the first Southern Regional 4-H International Travel Symposium, sponsored by the Southland Travel Service, Birmingham, Alabama, visit one of the many windmills in Holland on their two-week European trip.

Fight Against World Hunger Starts At Home

Jeanne Landkamer
Assistant Editor

Reprinted From
St. Croix Valley Press
Stillwater, Minnesota

Myth: The United States is so well off that there is no hunger here.

Myth: Large farms are always more efficient in food production.

Myth: There is hunger because there is not enough food to feed all the people in the world.

If the Minnesota 4-H'ers who participated in a weekend seminar on world hunger believed any of these things at the seminar's outset, by the time the weekend was over they knew differently.

"The seminar made me a lot more conscious of what I eat and how much water I use," says Sarah Boettcher, a student at Oakland Junior High and member of the Valley Venturers Club.

Approximately 35 4-H'ers from around Washington County, Minnesota, in the fall of 1983, gathered to learn about nutrition and world hunger. Through a variety of activities, the youth learned about healthy eating, world food distribution, customs of other countries, and how the problem of world hunger might be solved.

Increasing Awareness
"It was not our aim to threaten or overwhelm the kids with the problem of world hunger," says Theresa Heiland, co-organizer of the seminar with Liz Templin, Washington County Extension 4-H Agent. "Our goal was to provide an introduction to create an awareness first of what is healthy for yourself, then what is happening in Washington County, the United States, and finally other countries."

It is estimated that one out of every eight people on earth is hungry most of the time, and that in some countries, up to 40 percent of the population is malnourished. If the problem of world hunger is ever to be tackled successfully, experts say, two things will have to happen: Countries and their people must learn to cooperate with each other to a greater extent than is now the case, and they must become better educated about the problem and how it can be solved.

But worldwide cooperation doesn't happen magically. It comes about through individual change. "I believe that you have to become more self-sufficient in your own lifestyle before you can start looking at the worldwide problem," says Heiland.

With that in mind, the workshop was set up so the 4-H'ers would experience cooperation and self-sufficiency firsthand. They learned about nutrition and causes and possible solutions to hunger worldwide, and, in the process, were exposed to the lives of people worldwide.

Games And Activities
The seminar began with all the participants joining for what are known as "new games." New games are based on the idea of cooperation and an outcome where all players are winners instead of only an individual or team as victor.

From there, the 4-H'ers talked about nutrition and what makes a healthy diet with Karen Zeleznak, nutrition educator with Washington County. Representatives from the Valley Co-op talked about alternative snacks, growing food at home, and demonstrated how to grow bean sprouts.

After a lunch of Minnesota foods, Paul Thompson of Save the Children, an organization that supports community development around the world, introduced the 4-H'ers to the lifestyles of people in various cultures based on his extensive travels.

International Students
Late in the afternoon, international students from the University of Minnesota introduced themselves and their countries to the 4-H'ers.

For dinner, the 4-H'ers and the international students cooked up an international feast.

Seminar's Impact
On Sunday morning, the 4-H'ers participated in an interdenominational service and discussed their religious roots and what they would like the world to be like. After the service, they evaluated the weekend and discussed what they could do in their homes and schools about what they learned.

While many of the participants say they haven't changed their eating habits or lifestyles as a result of what they learned, they have become more aware of what they are eating and, in Sarah Boettcher's case, energy and resource consumption. "Did you know that in some countries a gallon of water can cost $20?" she asked. "It makes me see how much water we use when we don't even need to sometimes."

Following the seminar, Boettcher participated in a walk to raise money for organizations that combat the problem of world hunger. She also invited the international students to speak to her church and 4-H club.

The important thing about the weekend, according to Heiland, was to help the youth realize that not all people have access to the same resources, even within our state, and that despite our differences, people from around the world have the same basic needs.

A leader's guide for teaching world hunger and food supply issues to 4-H members has been developed by Heiland and Templin. For a copy, contact Liz Templin, Washington County Extension Agent-4-H, 3827 Lake Elmo Avenue No., Lake Elmo, Minnesota 55042; phone 612–430–2164. □

Cruising The World In Iowa

Janet Ann Obando
State 4-H International Program Assistant
and
Melva L. Berkland
4-H Communication Specialist
Iowa State University, Ames

After clearing customs to receive officially stamped program passports, checking baggage to learn cabin assignments, and passing immigration to receive name tags and continent assignment groups, 50 youths began a unique and exciting three-day international "cruise" at the Iowa 4-H Camping Center. This initial international "cruise" celebrated the 1985 International Youth Year.

The Iowa 4-H and Youth program and the Office of International Educational Services at Iowa State University cooperated to offer the camp. The 4-H team that directed the camp including Janet Obando, Nancy Allen, county 4-H and youth leader and 1967 IFYE to India, and Martha Kirpes, state 4-H camping aide and 1984 IFYE to India. The Office of International Educational Services helped recruit nine international students as counselors, provided an extensive collection of culture kits, identified other resources, and encouraged the project with enthusiastic support.

The international student counselors were key to the success of this unique camp. The students and 4-H staff met three times prior to camp to plan the schedule, share resources, and receive basic counselor training. The counselors represented the countries of India, Bangladesh, Singapore, Nigeria, Cameroon, and Ghana.

4-H'ers at the Iowa 4-H Camping Center get their "passports" stamped in "customs" during a unique three-day international "cruise." Iowa 4-H cooperated with the Office of International Services at Iowa State University to offer the camp.

The program evolved from the special skills and talents that each counselor brought. Additional resource persons from Columbia and Costa Rica charted the last day's visit to Latin America. The counselors eagerly helped plan the agenda Planners steered the "cruise" to a different continent each day.

Passports And Basic Phrases
Raising two universal flags—the United Nations and the 4-H flag—united campers at the beginning of each day. National anthems followed from the countries to be visited that day. As campers entered the lodge for breakfast their program-passports were stamped and identification-nametags officially checked. Following the meal, the captain-for-a-day called "all hands on deck," so counselors could orient campers to the country and culture they were about to visit. Campers learned what kind of weather to expect, a few cultural mores they should respect, and some basic survival words in the national language. Then all "dissembarked."

Native Foods And Crafts
Campers had a choice of making a craft, cooking a typical food, or learning a popular sport or game from that area of the world. During this three-day whirlwind "cruise," campers learned how to tie-dye in Africa, create beaded designs in India, write their names in sanskrit while docked in Singapore, and make woven wall-hangings similar to Columbian bambolines.

They learned to eat stir-fry with chopsticks, the importance of vegetables and spices to an Indian meal, and how delicious a ground-nut (peanut) stew is from Cameroon. Many campers tried their skills in cricket, soccer, volleyball, and typical children's games from around the world.

An Indian wedding ceremony provided one of the most colorful highlights of the "cruise." Counselors from India helped the campers perform the wedding around the evening campfire. Other special events on the "cruise" included a European Christmas party and a discussion of international career opportunities.

Campers contributed to the global "Greening of the World" objective for International Youth Year. They planted more than 110 trees at the Iowa 4-H Camping Center. This group project helped everyone to focus on the interrelated needs of our world "community."

During the debriefing session held at the close of the "cruise," 4-H'ers met in small groups to identify the significance of what they learned at camp. During report-back, they mentioned specific activities as well as some things they had learned about themselves. One group observed, "everybody is the same inside." Another group reported, "language need not be a barrier." Another group said, "We all need to learn how to get along with others."

Shared Cultures
Several weeks after camp, counselors shared their pictures and slides. They also received certificates of appreciation and group pictures to recognize each counselor. Counselors shared their culture with 50 Iowa youth; all made a special effort to become acquainted with each camper. Without a doubt, this international camping experience ranks as a significant event in the lives of both the campers and counselors. To document this development, a follow-up questionnaire was sent to all participants in early fall. □

Portrait Of A 4-H Forestry Donor

John B. Sharp
Professor
Department of Forestry, Wildlife, and Fisheries
University of Tennessee, Knoxville

In 1948, in Shelby County, Tennessee, a young 4-H'er named Steve Ragland met with E. B. Jenkins, an assistant county agent (now retired), to discuss enrollment in a 4-H club.

Ten-year-old Ragland, youngest of 6 children in a tenant farm family, discussed the possibility of a 4-H tree planting project with an Extension forester. The youth was encouraged to plant pine tree seedlings, despite the fact that the only land available on the Ragland farm was severely eroded.

Today, Steve Ragland is a major donor to Tennessee's 4-H forestry program. A founder of a cemetery-mortuary management firm that is one of the largest in the industry, he is co-owner and president of Management Innovators, Inc., a firm which owns and operates cemeteries and mortuaries in several major cities.

How do these accomplishments relate to the 4-H club program of Steve Ragland?

"Over a 20-year period I worked with a few thousand 4-H club members in Shelby County," says Jenkins. "I would say that Steve Ragland was one of about four 4-H club members during that period who were absolutely tops in every 4-H endeavor. Steve had great integrity, and a strong willingness to help younger 4-H club members in their growth and development. This involved such things as putting a record book together, starting a 4-H project, and participating in public speaking activities. Steve was always there and willing to help. He made a real contribution to the total program in the county, especially as a senior 4-H club member."

4-H Forestry Winner

Steve Ragland favored forestry more than any other 4-H club project. In November 1955, he became a national 4-H forestry winner at the National 4-H Club Congress in Chicago. But he gave almost as much time to several other projects including junior leadership, tractor maintenance, home grounds beautification, and farm safety.

When Ragland was a freshman in high school an accident occurred in the Ragland family.

His mother and father were both seriously injured and hospitalized. Ragland, age 15, had to drop out of school temporarily to manage the family farm.

"With the help of our neighbors, the Agricultural Extension Service, and the knowledge I had gained while working with my 4-H projects, I was able to carry on the farm work," he says. "After the crop was 'laid by' I went to my teachers' houses, made up the school work I had missed, and started back the next year with the same classmates. I think accepting responsibility for our farm greatly influenced my future."

Leader Of Pilgrimage

The 6th Annual United Nations Pilgrimage for Youth, sponsored by the Youth Committee of the Independent Order of Odd Fellows, was carried out in June 1955 with more than 200 selected teenagers and their leaders from nine southeastern states. No one who knew Steve Ragland was surprised to see him selected by acclimation as the pilgrimage chieftain for this outstanding journey.

Currently, Ragland is on the Board of Directors of the Southern Cemetery Association. Due to his expertise, he is continually invited to speak at numerous state, regional, and national conventions and has either chaired or participated as an instructor in various management schools and 4-H forestry seminars.

Since 1976, Steve Ragland has been a forestry 4-H donor for the trip award of the state championship 4-H forestry judging team. This donation funds a week's trip across the state for study of the wood-using industries. Ragland visits with the team and other 4-H club leaders in Memphis, Tennessee, at the awards banquet.

Returning The Favor

"For the many volunteer leaders and others who gave me so much assistance during a long and very productive 4-H club career, the time now comes when in some little way perhaps I can return that favor," Ragland says.

"With adequate prior notice I am available to help young people in various types of leadership and sales seminars. At this juncture in life helping 4-H'ers and other young people is my first priority. There is nothing more rewarding!" □

Steve Ragland of Shelby County, Tennessee, favored forestry more than any other 4-H club project and was a national 4-H forestry winner years before becoming a major 4-H forestry donor in the state. Here, he examines a loblolly pine stand on his farm in 1955.


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United States Department of Agriculture Winter 1985

Local Government

Local Government Extension Programs

James C. Barron
Extension State Leader
CRD, Washington State University, and Chairman, ECOP Subcommittee on Community Resource Development and Public Affairs

Cooperative Extension has taken pride in its strong base of support by county government and the involvement of clientele in program development. Part of the Extension mission is to improve community services and institutions and to increase the quality of life in rural America.

Local government and community organization education was one of three major program thrusts identified in a statement on program directions for the 1980s in community resource development. This program thrust was approved by the Extension Committee on Organization and Policy in 1983.

Extension in the 80's also lists as part of the Extension mission strengthening the capabilities of local governments to deal more effectively with public issues and local problems.

Expanding Role

The role and responsibility of local government has broadened in recent years and will continue to do so as twin pressures occur. The first is the demands of citizens for effective and efficient performance, and the second is a trend toward decentralization of government authority. Cooperative Extension, with its research and knowledge base within the land-grant university system, and the U.S. Department of Agriculture can provide a variety of educational programs supportive of local government. The programs described in this issue reflect both the diversity and the depth of programming possibilities.

Issues facing local government were highlighted at an international conference of the Organization for Economic Cooperation and Development in April 1984. Delegates from 14 European countries indicated that they are facing problems similar to those in the United States. Some general trends include:

- Population growth and redistribution;
- Increasing diversity of economic activities in rural areas, along with a closer linkage or dependence on national or international economic developments;
- Reexamination of the institutional structure and distribution of functions among different levels of government; and
- Increasing efforts to effectively mobilize local citizen resources for decisionmaking.

Essentials For A Changing Environment

There are three broad areas in which local government must be able to deal effectively with the rapidly changing environment in which they operate. The first area is in *obtaining needed information for decisionmaking.* In addition to statistical data, this includes information on government policies, citizen preferences, and research results on local government programs. It is not only a question of access to information, but also involves the ability of local governments to assimilate this information and use it for planning and decisionmaking.

The second area is *appropriate technology for local government.* The hardware includes all the tools, machines, and equipment to carry out programs, including the rapidly expanding computer choices. Of equal importance is the software to make the hardware work. Software means organizational forms, legal provisions, institutional structures, financial structures, knowledge and experience.

The third area is capacity, which means the *formal authority to carry out programs,* the *management skills* and *leadership* for effectiveness, and the *fiscal capacity* to fund itself. Cooperative Extension programs can provide direct educational assistance in information for decisionmaking, appropriate technology, management training, and leadership development.

Sorting Out The Swirl

We are living in an age where information and new technology swirl about us in great abundance. The challenge to Extension is to help sort out the more relevant and useful pieces that can contribute to improved local government performance.

A national Extension task force on local government education is just completing its work, which will recommend programs, staff training, target audiences, and continued materials development. In September 1985, a national CRD workshop will have local government as one of the topics for sharing of program successes. To the extent that Extension can provide educational assistance to improve the functioning of local government, it will create a solid foundation for economic and social development in local areas. □

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Rural Change And Development:

International Public Management Decisions

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Extension Service, and Economic Research Service, USDA
and
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The capacity of rural governments and local leadership to cope with rural change and development is not only an international concern but also an issue of special interest to the United States.

The United States Department of Agriculture (USDA) recognizes that if decentralization of federal programs is to be successful, efforts must be made to support state and local authorities in undertaking effective rural development policies. The Secretary of Agriculture and the Assistant Secretary for Science and Education, in the Food and Agricultural Sciences Joint Council 5-year plan of work, state that the "development of organizational and leadership skills to sustain the improvement of rural institutions and the quality of rural life" remains an important long-term USDA goal.

National-International Emphasis

To sustain this goal, the United States hosted an international meeting on Local Leadership and Rural Development in April 1984. The meeting was a third step in the work undertaken by the Organization for Economic Cooperation and Development (OECD) Technical Co-operation Committee (TECO) in the field of rural public management.* The first step (1981) was a symposium at the OECD headquarters in Paris, France. At that meeting, 20 member countries met to examine the changing requirements of rural governments and the issues raised by the dynamics of rural change. This symposium identified the fact that several OECD countries had initiated new approaches to the question of rural governance. The symposium recognized that many partners, from both the public and private sectors, now play an active role in the management of rural development efforts.

Meeting In Italy

Pursuing this theme the government of Italy hosted a meeting (1983) that focused on ways for promoting the development of rural entrepreneurial capacities. This meeting examined alternative government policy instruments and methods for strengthening both service networks and financial support mechanisms appropriate to develop private entrepreneurship in rural areas.

The U.S. meeting was convened to explore the area of shared governmental responsibility for rural public management. The meeting was an official OECD international meeting, hosted by the USDA Office of the Under Secretary for Small Community and Rural Development. The Extension Service, Economic Research Service, and the Office of Rural Development Policy, with the Virginia Cooperative Extension Service at Virginia Polytechnic Institute, provided the organizational support for the meeting.

Specifically, the meeting focused on the organizational and managerial weaknesses which need to be overcome to implement government policy and to allow the full exercise of local leadership to meet local requirements. Three broad issues of effective public management as they affect rural governments were considered: 1. Formal authority; 2. Decisionmaking ability; and 3. Program implementation.

Role of State, and Local Governments

In the keynote presentation, Missouri's Governor Bond urged the delegates "to recognize the increasing global economic interdependence" of

* *OECD is a group of twenty-four member countries representing advanced industrial democracies from Europe, North America, and Asia. The organization grew out of the Marshall Plan that helped Europe recover from the devastation of World War II.*

rural areas. Universal trends impacting OECD member countries include: changes in rural migration patterns, the scale of agriculture enterprises, and attitudes toward government. The "cumulative effects challenge local leaders to do more with less . . . have broader legal and financial authority . . . increase capacity to articulate policy . . . attract and manage human and financial resources." Also, an "ability . . . to acquire, process, and use information that is current, reliable, and sensitive to local concerns."

The Governor identified seven issues: 1) The states' role in rural development as allocators of benefits, catalysts in sorting intergovernmental affairs, initiators of creative efforts, and protectors of basic constitutional rights; 2) Larger farms driven by scientific breakthroughs; 3) State government support of basic and applied research to benefit rural areas; 4) Cooperation among governments; 5) Quality education, with adult education and information programs for rural citizens; 6) Impacts on rural family, community and church; 7) Communities replacing social and welfare functions of federal and state/governments.

Rural Government Capacity: Institutional Authority and Local Leadership

Rural government "capacity" consists of three major components: formal authority to carry out essential functions; adequate finances; and leadership to assure that governmental authority and resources are used wisely . . . according to an analysis presented by J. Norman Reid (U.S.) in the principal focus theme paper. Rural conditions (small population, low densities, and isolation) justify special policies for rural areas. There are four decentralization questions: 1) How authority is to be reallocated; 2) How to finance a decentralized system; 3) How to strengthen local leadership capacity; and, 4) How to restructure central institutions to function effectively?

Information For Decisionmaking

"The objective is not merely better information on rural areas, but better decisionmaking by rural leaders," argued Barry Wellar (Canada), second of the commissioned authors. "Is the information relationship among rural governments and other levels of government dependent, interdependent, or independent?" Rural governments must have the capacity to both utilize the information provided and to take full advantage of any information resources created. On the other hand, improved capacity without adequate information is in its own way wasted or excess capacity.

The information problem is compounded by three major developments: societal restructuring, devolution of responsibility, and rural revitalization. An appreciation for the origins and status of information is critical to understanding rural government decisionmaking problems and prospects.

Technology for Rural Governments

"Strong decentralization, devolution and local autonomy trends are logical reactions to the difficulty of managing increasingly complex public services and facilities on a highly centralized basis," said Nicolas Jequier (Switzerland), the third author. Jequier suggested that we are witnessing the beginning of a major new type of political system, the establishment of new forms of partnerships between central and local governments, and between the public and private sectors. These new partnerships raise issues concerning the sharing of power, social organization and institutional innovations. Local governments need a capacity to evaluate technological alternatives and interact successfully with private industry and central government authorities.

However, the appropriateness of technology depends on the social and cultural values which led to development and the economic priorities concerning diffusion.

Some of the most innovative technologies include organizational forms, institutional structures, legal provisions, managerial tools, financial structures, knowledge and experience. It is a combination of hardware and software that make for the most effective innovations.

Virginia Extension Partnerships

After introductory meetings in Washington, D.C., the Nation's Capital, the international delegates traveled to rural Virginia. To gain an understanding of how local governments can work on their own, and in cooperation with state and national governments, they visited two Virginia counties. The delegates spent a day in Hanover County, meeting with local government and business officials—a second day they toured Surry County.

The USDA Office of the Under Secretary for Small Community and Rural Development—with organizational support from Extension Service and other agencies—bosted an international meeting of the Organization for Economic Cooperation and Development (OECD) in Washington, D.C. in April, 1984. Participants explored shared governmental responsibility for rural public management.

Diversified Attractions

Major focus for these tours was how rural governments conduct economic development programs. In Hanover County, the delegates visited the Kings Dominion theme park, Bear Island Paper Company, and Hanover Industrial Air Park, examples of the county's diversified economic operations. A slide presentation highlighted the county's rural and suburban qualities: horseback riding to live entertainment in a 250-year-old tavern, activities that can be quickly traded for beaches, the Blue Ridge Mountains, or the Nation's Capital.

The group also learned firsthand about the county's planning process and the relationship among federal, state, and local governments. County Planning Director John Hodges said Hanover "is relatively well-off in terms of unemployment" and has done a lot without the assistance of federal funds. Assistant County Administrator John Fairburn said a "conscious decision" was made not to use federal assistance to build the county's airport. Only state and county money helped develop the $690,000 site.

Community Improvement Projects

A day later in Surry County, the delegates again looked at economic development concerns. Instead of concentrating on industrial activity, they focused on the interdependence between agricultural and rural development. The delegates learned about community improvement projects including human services programs conducted out of the new community center building, saw demonstrations of a refuse collection system, rural emergency medical treatment service, and volunteer fire department.

Officials of both counties stressed the crucial role of volunteers and that many local officials are, in fact, volunteers. Citizens volunteer to run for elected offices and others serve on advisory and planning committees. The message was that most—if not all—people involved in rural government are volunteering their services in an effort to make their communities better places to live. (The delegates further experienced this volunteer spirit when Extension Homemakers prepared and served a plantation lunch in historic Hanover Tavern.)

Role Of Land-Grant Universities

Another aspect of American intergovernmental cooperation that impressed many OECD delegates was the role of the land-grant university and Extension Service, USDA, in providing assistance, information, and expertise to local governments. "We really tried to show these visitors how the university and Extension Service provide a valuable partnership between business and local government," says Extension CRD Program Leader at Virginia Tech, J. Douglas McAlister.

Many delegates were impressed by the fact that rural governments get technical expertise from the university on how to solve local problems. English delegate, David Waymouth, praised the Extension Service as "a particularly inspired way" to get helpful information from the universities to local governments. "I wish our universities would realize the need to feed back that way," Waymouth says.

The visitors asked questions about the county budget, public hearings, cooperation with state and federal governments, the nearby Virginia Power Company nuclear plant and the Kepone pollution of the James River. They listened to explanations concerning county funtions and appreciated the "nuts and bolts" approach offered by the county officials.

"I'm not accustomed to such practical discussion of problems," says Maria Romana of Italy. In her role at the defense department in Rome, she says, she usually hears theoretical and general discussions. The practical approach, she says, "is better for the people."

A Challenge And Opportunity

Mitchell R. Geasler, Virginia Tech Vice Provost, and Director of the Virginia Cooperative Extension Service, says that he saw the OECD meeting as both a challenge and an opportunity: an opportunity not just to showcase our community development efforts, but also to acquaint the delegates with our commitment to rural and international development. "Our community development and Extension staff is committed to the goal of transferring campus-based knowledge and experience to people who need the knowledge. Whether that be in our state or in another part of the world," Geasler says.

"In many western industrialized nations, universities do not play a role in advising government leaders. The American system of conducting both basic and applied research, and using the findings to help local, state, and federal governments is a wholly new concept." □

Local Government Dollars And Sense

Theodore R. Alter
Extension Community Economics Specialist
The Pennsylvania State University
University Park

"In our county, the value of real property for tax purposes has not been updated in 20 years. Should we undertake a countywide revaluation of our real property tax base?"

County, municipal, and school officials along with business owners, farmers, homeowners, and other citizens from an area in rural north central Pennsylvania were debating this question. The debate, often heated, centered on several key issues:

- What is involved in carrying out a countywide re-evaluation of real property, how long will it take, how much will it cost, and can we afford it?

- Would a revaluation result in higher real property taxes? If so, for whom?

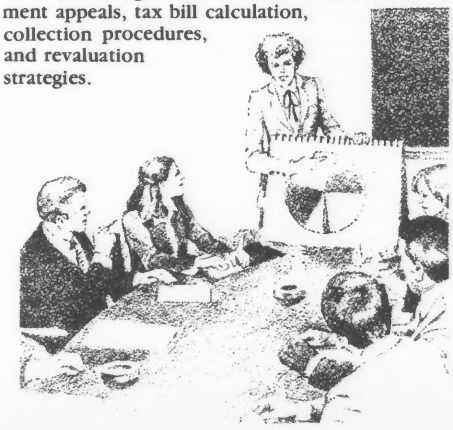
- Would a revaluation improve the fairness of the real property tax system? How would different taxpayers be affected?

- Do local governments need the greater financial flexibility that a revaluation would provide? Which local governments would benefit the most?

Programs On Finance Education
Penn State Extension community economics specialists help local government officials and other citizens in the state better understand these issues through a program called "Real Property Tax Assessment and Administration."

"Real Property Tax Assessment and Administration" involves 3 sessions (7-9 hours) of presentation, discussion, and workshop activities in a community setting.

Topics covered include the importance of real property tax revenues for local governments, assessment laws, real property valuation techniques, assessor qualifications and duties, assessment office organization and activities, assessment appeals, tax bill calculation, collection procedures, and revaluation strategies.



Basic Principles
Certain basic principles, teaching objectives, and operating procedures are common to development and delivery of all Pennsylvania Extension local government finance programs.

Eight procedures are important:

1. Identify a niche in the network of public and private sector providers.

2. Gain and maintain visibility.

3. Deliver programs at the local or county level, and coordinate these programs.

4. Rely on a sequence of several two to three hour workshops.

5. Work continually to update, expand, and improve available educational materials.

6. Evaluate programs regularly to determine participant knowledge gain and ideas.

7. Provide inservice education keyed to current and emerging issues and program offerings.

8. Conduct applied research keyed to important Pennsylvania local government finance issues.

Emphases
Identification of a programming niche helps community economics specialists to design and deliver programs that complement those of other providers as well as target audiences.

Gaining and maintaining visibility is critical for building program support. Visibility is generated through an active schedule of teaching, preparing, and distributing educational materials.

Most Extension programs need strong research support. Extension's community economics specialists do their own applied research, but also rely on research results from other universities as well as government agencies.

Results
Since 1977, approximately 500 officials and other citizens have participated in the local government finance education program.

Survey results of the course have indicated a "positive response," especially from real estate assessors and county commissioners. From 75 to 80 percent of the participants have indicated that they experienced an "increase in understanding and knowledge of the subject" after taking the program.

Pennsylvania Extension's local government finance education programs are designed to help participants manage their local government dollars more effectively. □

Oregon Tax Revolt: A Teachable Moment

Tom Gentle
Extension Communications Specialist
and
Bruce A. Weber
Extension Economist
Oregon State University, Corvallis

In Oregon, as one voter wryly observed before the November 1984 general election, nothing is certain except death and property tax limitations. Indeed, since California's Proposition 13 signaled the nationwide tax revolt in 1978, Oregonians have voted on no less than five Proposition 13-inspired tax limitation measures.

The Oregon State University Extension Community Development staff looked upon the tax measures as golden opportunities—those fabled "teachable moments"—when Oregonians would be receptive to educational programs about the state tax system.

The OSU Extension Community Development Program has conducted educational programs in local government finance for more than 20 years. Those efforts firmly established Extension's reputation for delivering accurate, objective information about local government issues—information that presented the facts and let prople make their own decisions based on them.

Tax Limitation Measures

The tax limitation measures did pose some special problems. It was necessary to reach as many Oregonians as possible in a timely manner, but reliable information on the ballot measures was not available until just 2 months before the election.

That meant materials had to be developed in September and distributed quickly, which required close cooperation between the Community Development specialist and the OSU Office of Agricultural Communications. It also meant relying heavily on publications and mass media rather than more personalized methods of reaching the public.

The 1978 ballot carried two tax measures, one a Proposition 13 look-alike and the other a measure proposed by the state legislature. Extension prepared circulars explaining each of the ballot measures and a publication that showed how major components of the existing system would change under each of the proposed ballot measures.

Statewide Distribution

More than 50,000 copies of these materials were distributed statewide through county Extension offices and to local and state decisionmakers with the cooperation of the League of Oregon Cities and the Association of Oregon Counties. In addition, the Agricultural Communications Office prepared news releases featuring the Community Development specialist for use by both print and electronic media.

Both tax measures went down to defeat. In 1980, another property tax measure came before the people. Once again, Extension prepared a circular describing the existing system and how it would change under the proposed limitation.

This measure, too, was defeated, partly because a new state-wide property tax relief program had substantially reduced property taxes.

In 1982, the economic situation in Oregon had changed dramatically. The recession precipitated a state fiscal crisis that led to a decline in property tax relief payments. The ensuing pressure for property tax relief resulted in another California-type tax limitation measure on the November 1982 ballot.

Once again, OSU Extension produced and distributed a circular showing how major elements of the existing tax system would be affected by the proposed tax measure. Moreover, the Community Development specialist saw an opportunity this time that had not been present before.

Impact Analysis and Dissemination

By the fall of 1982, California's Proposition 13 had been in effect for four years. In Oregon, people on both sides of the tax limitation issue were making claims about the success or failure of the California experience. In order to correct distortions on both sides, Extension published a report analyzing the impact of Proposition 13 in California and the implications for Oregon.

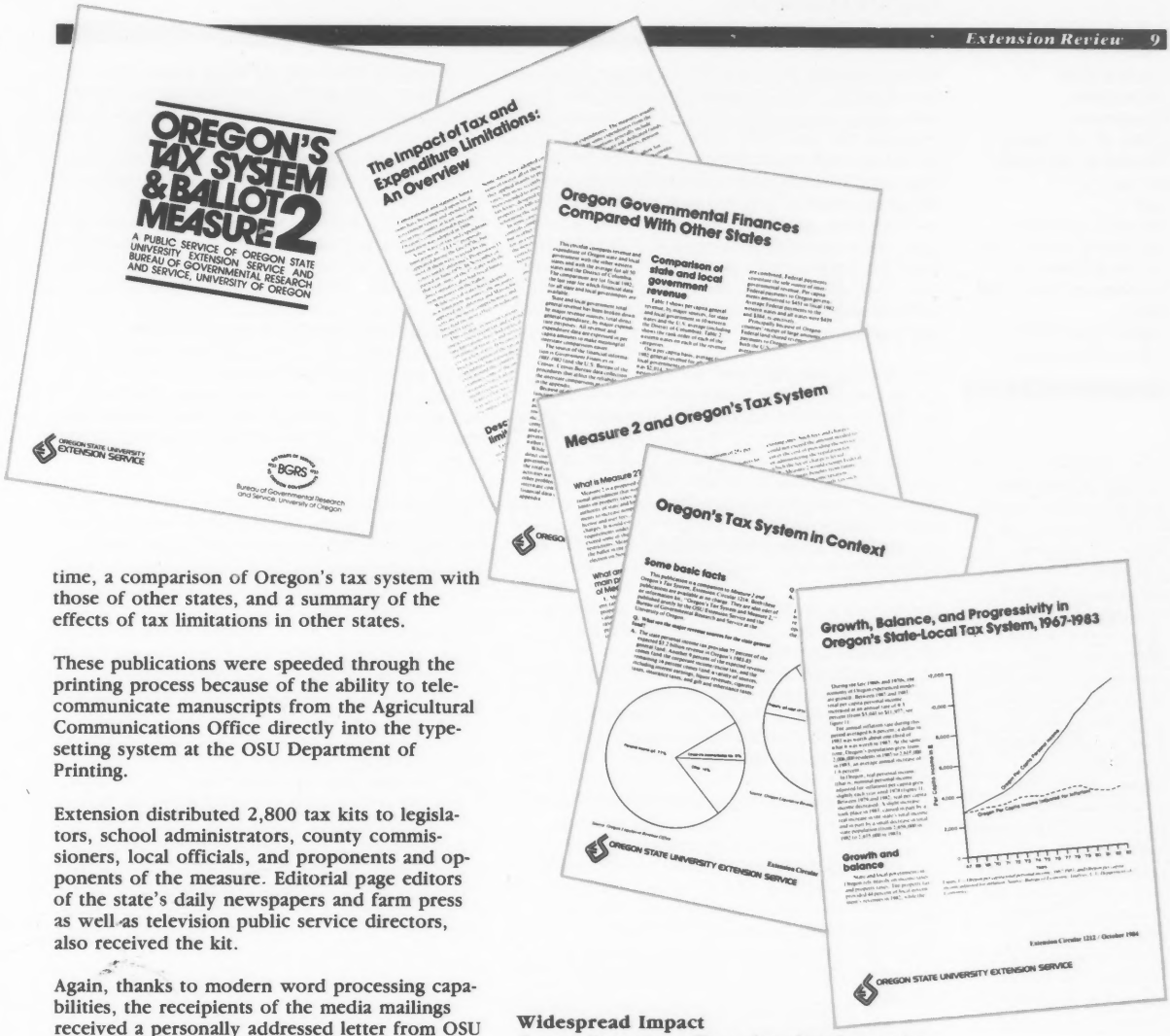
This report was mailed to the editorial page editors of newspapers throughout the state as well as to local officials and decisionmakers. More than 80,000 copies of the other publication were distributed to voters throughout the state.

Once again, the voters, this time by a margin of less than one percent, rejected the proposed tax limitation. Given the closeness of the defeat, it was no surprise when another tax limitation measure appeared on the November 1984 ballot. For Extension, the situation was the same as before. Reliable information about the ballot measure was not available until September, which meant a rapid response was absolutely required.

Tax Information Kit

Extension's response this time was much more ambitious. In September 1984, Extension teamed up with local government specialists at the University of Oregon's Bureau of Governmental Research and Service to produce a tax information kit.

The tax kit contained five short publications describing the ballot measure, a description of how Oregon's tax system had changed over



time, a comparison of Oregon's tax system with those of other states, and a summary of the effects of tax limitations in other states.

These publications were speeded through the printing process because of the ability to telecommunicate manuscripts from the Agricultural Communications Office directly into the typesetting system at the OSU Department of Printing.

Extension distributed 2,800 tax kits to legislators, school administrators, county commissioners, local officials, and proponents and opponents of the measure. Editorial page editors of the state's daily newspapers and farm press as well as television public service directors, also received the kit.

Again, thanks to modern word processing capabilities, the receipients of the media mailings received a personally addressed letter from OSU President Robert MacVicar describing the kit and its purposes.

Getting Out The Facts

In addition, two publications in the tax kit, a description of how the present tax system would change under the proposed tax measure, and a summary of the major points of the other publications in the kit, were produced and distributed in quantity. In all, more than 65,000 of these publications were distributed.

The Community Development specialist also took part in radio, television, and newspaper interviews in many areas of the state.

Widespread Impact

County Extension offices also played an active role in disseminating the information. Two counties reproduced the two mass distribution publications in their Extension newsletters. In populous Washington County, the Extension office distributed 11,000 copies of the two mass publications through local school districts and the county library system as well as through their more traditional methods.

For the fifth time since 1978, the voters of Oregon turned down the tax limitation measure—again by less than a one percent margin. OSU Extension did not campaign for or against the issue, but its materials did provide accurate, unbiased information that certainly helped many voters make an informed decision when they entered the voting both. □

When Local Officials Need Information

Richard Bubr
Information Coordinator
Office of Continuing Education and Public Service, CES
and
Harvey J. Schweitzer
Assistant Director, CES
Community Resource Development and Public Policy
University of Illinois at Urbana-Champaign

Left: Members of Community Information and Education Service (CIES) Lincoln Land District Advisory Committee are local community leaders and local officials. They meet to assist CIES staff at the University of Illinois to determine education program needs for local officials of central Illinois.

Right: Data from questionnaires completed by CIES program participants are entered into the Computer Aided Program Evaluation (CAPE) system so program planners will have participant reactions to aspects of the program format and content.

Frances Welsh, city clerk of Colchester, Illinois (population 1,747), explains that what she likes most about an ongoing series of information programs for municipal clerks is that "they're geared to small municipalities." "Most clerks come into this job without training to be a city clerk," she says. "You just sort of get the job and here you are. I've been here almost 12 years. I have grown with my job, but I'd feel sorry for anybody that would have to take it over now. There are so many more responsibilities and requirements than there were 12 years ago."

The information programs Welsh is attending are sponsored by the Community Information and Education Service (CIES), a cooperative project of the University of Illinois' Cooperative Extension Service and Office of Continuing Education and Public Service with five central Illinois community colleges. The colleges are Carl Sandburg College, Lake Land College, Lincoln Land Community College, Richland Community College, and Spoon River College.

The Project's purpose is to provide needed information and education programs for local officials and community leaders of central Illinois. Officials and leaders at the local level are constantly confronting changes that affect their public roles and their communities, but they often lack the information necessary to adequately respond to these changes.

As Canton Township Supervisor Maralee Overcash explains, "Changes in local government have created a need for information and education programs for local officials." Overcash is attending a series of CIES programs for township officials. "What I'm interested in is the laws that govern what I do," she says. "They've changed a lot just over the last 2 years. I've changed my whole office procedure."

According to Overcash, officials from small townships often don't have a chance to attend educational programs. "Smaller townships need the education, but they don't go to a lot of meetings," she explains. "They don't have the funds." CIES programs, however, are convenient and inexpensive. "These programs are cheap, only a minimal charge. This gives smaller townships a chance to get educated, which we are going to have to be—that's all there is to it. We need these programs," says Overcash.

Gearing Programs To Local Officials

When the CIES Project was first initiated in 1980, with a 4-year grant from the W. K. Kellogg Foundation of Battle Creek, Michigan, staff thought it was important that programs be geared to local officials rather than attempting to gear local officials to programs.

The central questions staff have asked throughout the last 4 years, and especially during the first year, are: What types of information do local government officials want and what is the best way to deliver that information? To answer these questions, CIES staff conducted a variety of activities.

For example, during the first year, the Cooperative Extension Service and Lincoln Land Community College sponsored a panel discussion for a group of local officials and agency and association representatives in Springfield. A panel of local officials identified the types of information and educational programs that they and their colleagues would find helpful. Agency and association representatives responded with a description of the programs and materials that their organizations had to offer. Gaps between training needs and training programs were then identified.

CIES staff also worked closely with officials on local advisory committees, conducted needs surveys of various types of officials, and used the Project's Computer Aided Program Evaluation (CAPE) system as a vehicle for collecting information on local official program preferences.

With the CAPE system, data from questionnaires completed by program participants are processed by a computer. The computer printout provides program planners with participant reactions to various aspects of the program format and content. Also helpful are participants' suggestions for program topics and formats recorded on the questionnaires. Data from all programs are compiled by the computer so that responses to individual programs can be compared with total responses to all programs.

According to evaluation information about 50 percent of officials participating in CIES programs are from small communities with populations less than 2,500. Many of these officials serve in their public roles on a part-time basis; few have had formal training for their positions.

Program Preferences

From various assessments, CIES staff determined the following generalizations about program preferences of local officials:

Specific program topics vary according to the office officials hold, but general topics that central Illinois officials want information on include—

- Financial management of local government programs, including information on budget planning and funding sources.
- Parliamentary procedures.
- Supervisory skills.
- Legislative updates and information on how to comply with new legislation.
- Personnel management, including information on developing job descriptions and personnel evaluations.
- Information on the interrelationships between local government decisions and economic development.
- Orientations for newly elected officials.

With respect to program format, officials prefer programs that focus sharply on specific, relevant topics and that bring together individuals with the same responsibilities and problems.

Presenters who are familiar with the specific problems of local government and who use materials designed for the particular audience are also preferred.

In addition, officials want programs offered at convenient times. For example, in rural areas, winter months are most convenient because many officials are engaged in agriculture during other seasons. Programs also should be offered close to home. These officials are busy individuals who do not have time to drive to larger cities, such as Chicago and Springfield, for programs.

> ***"Officials prefer programs that focus sharply on specific, relevant topics..."***

Finally, program information should be presented orally. Although state and federal agencies often provide stacks of printed information to local officials, participants do not have time to read the materials. They prefer discussions that allow for questions and answers among each other and with the presenters.

Based upon evaluation data, CIES program participants respond most favorably to programs that allow 50 to 60 percent of program time to presentations; 22 to 28 percent of the time for questions and answers; 10 to 13 percent of the time for breaks; and the remainder of time for announcements and other administrative details.

Involving Officials and Presenters

In developing programs, Project staff find it important to get both local officials and program presenters involved in the needs assessment and program planning process.

CIES uses a variety of program presenters from the university, state government, and associations; however, participants tend to find experienced local officials the most helpful.

Participants also continue to comment that just getting together with their colleagues is important. As City Clerk Welsh explains, "Sometimes I've felt like I'm kind of out here on my own. It's real helpful just to talk to other city clerks—to know that you have the same problems." □

Task Force For Rural Transportation

William R. Gillis
Extension Community Economics Specialist
and
James G. Beierlein
Extension Transportation Specialist
The Pennsylvania State University, University Park

A new Extension Service project is underway to help tackle the serious problem of deteriorating roads and bridges in rural areas. This new project was stimulated by a recent ECOP Transportation Task Force finding that there are few organized training approaches and educational materials to aid Extension educators in responding to the growing demand for help with rural transportation issues. In many states, Extension's commitment to facilitating solutions to rural transportation issues will become increasingly important for maintaining the future social and economic vitality of rural communities.

Transportation: Critical to Rural Vitality

Maintaining an efficient highway network is particularly important for agriculture. Farmers and agribusiness firms rely more heavily on the highway system for moving their products than do other sectors of the economy. At least one-third of farm inputs and raw agricultural commodities and nearly half of all manufactured food products are shipped by truck. This reliance on the highway network should increase since many rail lines that served rural areas are being abandoned.

Detours associated with inadequate roads and bridges are costly. A recent study by The Pennsylvania State University found that it costs an average of $1.08 per mile to haul milk from the farm to the processor. So a 10-mile detour could cost about $10.08 each trip. Since milk is normally picked up every other day, the added transportation cost can be high. Ultimately, such increased costs can lead to a rise in the number of bankruptcies of agricultural enterprises and to high prices for consumers.

The Economics Of Repair

Deficient roads and bridges can also add to costs of transporting nonagricultural products produced in rural areas, as well as making it less attractive to shop in the downtowns of rural communities. Rural taxpayers suffer too. The need to reroute school buses around unsafe bridges is increasingly common. In one rural midwestern community this practice costs school districts an extra $12,000 per year.

Improvement of deficient roads and bridges can reduce local taxes and transportation costs. These reductions can encourage potential employers to start or expand operations in rural areas, and can prevent existing business from failing.

Task Force Formed

The Agricultural Transportation Task Force was formed to: (1) identify the roads and bridges in the state that were most critical to agricultural transportation; and, (2) identify the obstructions on that network. The task force included representatives from a variety of federal, state, and local government and farm organizations. USDA's Office of Transportation was the principal facilitator for this effort.

The task group decided that the most effective way to identify essential rural roads and their obstructions was to draw on the local knowledge of farm and planning organizations in each county.

The Pennsylvania Cooperative Extension Service helped arrange a meeting between officials of The Pennsylvania Department of Transportation and the agricultural leadership in each of Pennsylvania's 67 counties. Leaders in each county were asked to identify the essential rural access roads, key highways, and the obstructions on this network.

This network of key rural roads was dubbed the "Agri-Access Network."

Identifying Obstructions

As a result of the meetings, the agricultural committee identified nearly 600 obstructions. Of these, 489 are bridge obstructions, 312 of them restricted with weight limits.

Before the study, 88 of the bridge obstructions were included in the state's major bridge improvement program. As a direct result of the Agricultural Transportation Task Force's efforts, $58 million of the $130 million approved in the latest update of the state's road and bridge improvement program was allocated to repair 49 bridges on the Agri-Access Network.

The study also generated information on the primary agricultural activities in each county. Agricultural representatives identified over 2,400 generator locations of heavy truck loads such as dairies, processing plants, feed mills, and fertilizer plants. This information helps define the relationships between agricultural activities and the road and bridge network.

The Agri-Access Network Study has produced other benefits in addition to the improvements in the rural transportation system. One benefit is the formation of a responsive communication network. The study clearly showed the merit of good working relationships among agricultural interest groups and local, federal, and state governments in solving common transportation problems together. The communication links established in each county will, we hope, continue and provide for improved understanding between the transportation and agricultural sectors.

Transportation Education

The ECOP Transportation Task Force found significant and growing demand for rural transportation education programs, but learned that Extension specialists and agents have few organized educational programs with which to respond. Most States do not have Extension transportation specialists. Most do have CRD specialists, and area, or county agents who can carry out such programs. To assist them, the task force recently made available a 3-ring binder of materials on transportation subjects.

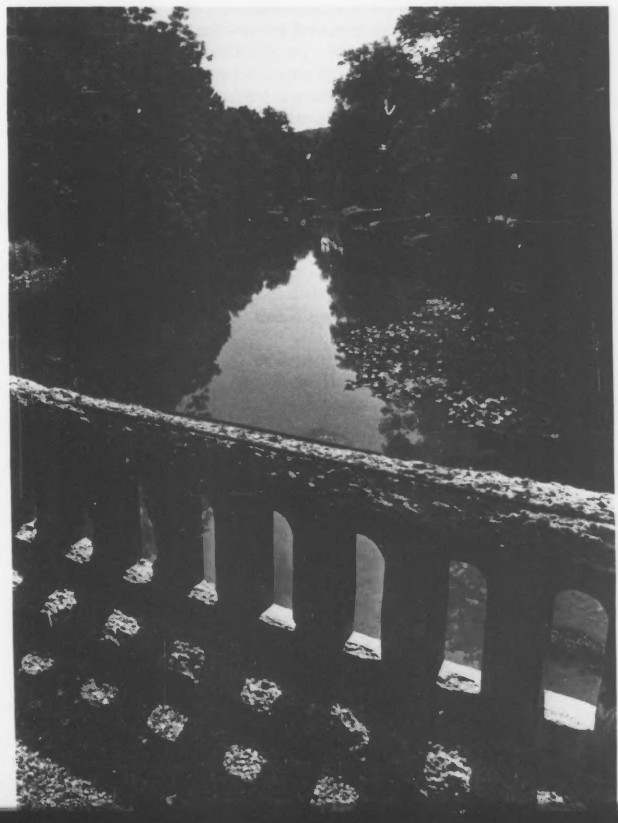
The approach developed for the Pennsylvania Agri-Access Program can serve as a basis for a training plan and educational materials. A 30-minute videotape and a bulletin describing the Pennsylvania Agri-Access program are available to interested Extension workers.

These materials can be used as a starting point for discussions with farm organizations, and state and local agencies interested in improving rural transportation. You can obtain these materials from USDA's Office of Transportation or the Pennsylvania Cooperative Extension Service.

New Project Underway

A new cooperative project between The Pennsylvania State Extension Service and Extension Service-USDA is underway to develop additional materials for educational programs on rural transportation problems. The authors, Extension Specialists at The Pennsylvania State University, are the project leaders. Members of the advisory committee are Donald L. Nelson, USDA-Extension; Wesley Kriebel and Ruth McWilliams, USDA Office of Transportation; Theodore Alter, Pennsylvania State Extension; and Theodore Wallin, College of Business, Syracuse University.

A workshop, to be held late in the spring of 1985, will focus on transportation issues in the Northeast, and it is designed to produce ideas and support materials for developing Extension education programs. The 1½-day session should interest specialists and agents interested in rural transportation issues. □



Computers For Communities—A Pathway For Programs

Sue H. Jones
Editor
Computer Bits and Bytes
Southern Rural Development Center
Mississippi State University

Extension specialists are finding that computerized programs for local government officials are good "door openers" for allowing the introduction of other Extension community development programs.

Texas

Texas county officials have shown great interest in a "Computers in Local Government" workshop that permits CRD specialists to subtly introduce other programs and decision aids.

"In most of these workshops, we are staying with the basics—what is a computer, how do we use one, how would we select one," says Mike Woods, community services specialist with the Texas Agricultural Extension Service.

When local officials begin to see the potential for computer use in government, the door opens a little wider for introducing computerized programs in community service budgeting. These budgeting programs can help local officials determine the cost of providing community services.

Oklahoma

Then the door swings even wider for local governments to consider the benefits of software programs that can predict the impact of growth or decline in a community. Computerized impact assessment/economic analysis models can estimate the impact of economic growth resulting from establishment of a new industry in a community. These models provide projections of such economic information as employment, income, city and county population, community service requirements, and revenue by source.

One central figure in the development of computerized programs to help local government officials is Oklahoma Extension Economist Gerald Doeksen. He and his Oklahoma State University colleagues were among the first to develop computer programs to help local officials plan and budget community services.

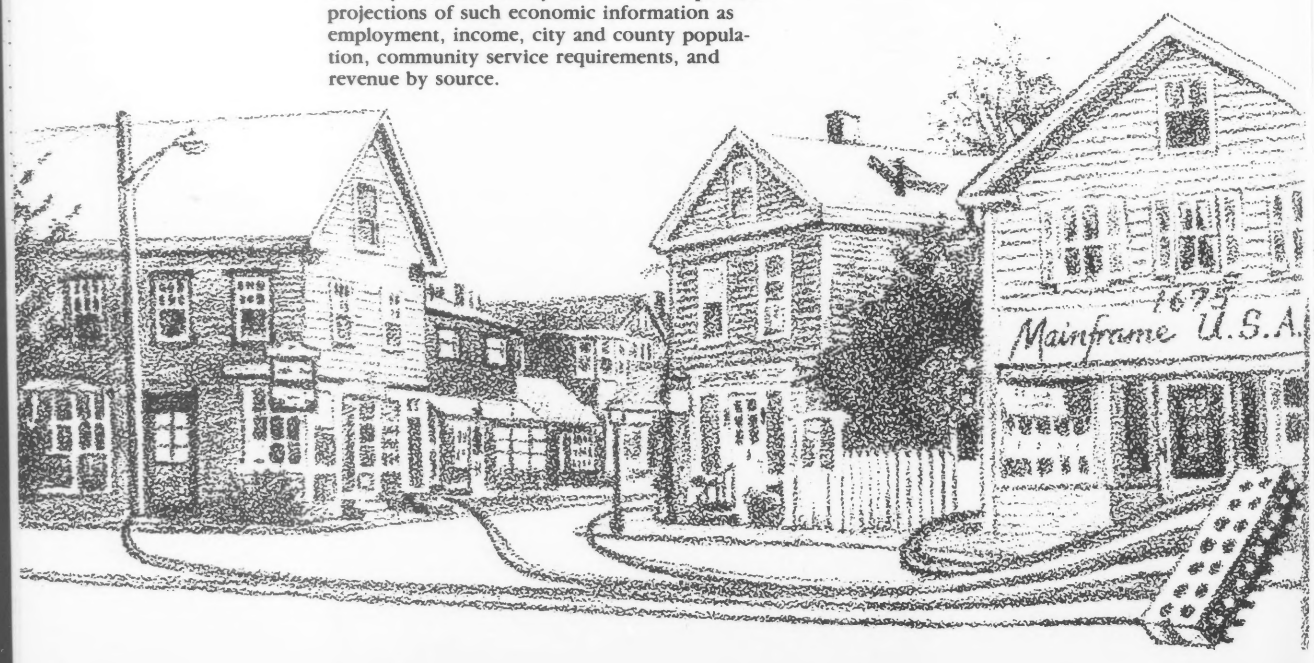
Doeksen's computerized model to quickly analyze community health care options earned him the 1984 Outstanding Rural Health Research Award of the American Rural Health Association.

Money Games

"Town leaders can play 'what if' games with the computer," Doeksen says. "What if the town constructs a health clinic and charges X amount of rent to the physician? Will the town break even? What if the rent is raised by X amount?"

"The exciting thing about this program is that it permits local officials to project revenues and estimate expenditures while varying assumptions about service delivery," he says.

More than 300 Okllahoma towns have used the local decisions software to plan for emergency medical services, fire protection, health clinics, water and sewer systems, rental apartments, solid waste collection and disposal systems, and transportation services for handicapped and elderly residents.



Like Texas, other Extension Services have obtained the programs from Oklahoma and revised them for local use. Other examples of a wide variety of Extension computer programming in local government management include the following:

Wisconsin
University of Wisconsin Community Development Specialist Dennis Domack and Economist Glen Pulver cooperated to develop a computerized file of available industrial properties in the small towns of Dane County, Wisconsin. Using an IBM XT microcomputer and database software, county Extension specialists can tell business owners wanting to locate or expand everything there is to know about 20 of the 22 communities in the county.

By calling or visiting the county Extension office, business owners can compare their needs with a detailed description of the community's demographic characteristics, industrial parks, industrial sites, and buildings.

Iowa
The Iowa State University Cooperative Extension Service has developed a computerized survey that will quickly and accurately summarize the views of state citizens concerning important community issues.

"Local leaders want to know citizens views on spending precious public dollars, bringing new industry or shops to town, expanding public facilities and so on," says Extension Specialist David Hammond. "And they need the information now, not the next fiscal year."

Towns pay only 25 to 50 cents per questionnaire in exchange for Extension's survey design.

Arkansas
Municipal pools are usually money-losing operations, but a new computer program developed by the Arkansas Cooperative Extension Service may help turn the financial tide for local governments.

A 1982 survey by Extension Specialist Mike Hedges revealed that most of the community pools in Arkansas were constructed with little thought to long-range operations and maintenance.

Motivated by this information, Hedges and Area Community Development Agent Jerome Warner developed a computer program that provides a cost/benefit analysis to help communities determine the exact cost to the city and the amount of customer charges necessary to keep the swimming pool operation out of the red.

Using a $22,000 grant from the Arkansas Department of Parks and Tourism, Hedges is updating an earlier inventory and using the information to help local officials develop master plans for recreation and park facilities.

Michigan
Extension at Michigan State University has developed computer software to support a financial management system for local governments and public agencies.

After unsuccessful attempts to convert existing software, the Agricultural Economics Department obtained a grant from the regional rural development center at Iowa State University to finance most of the development costs of specially designed software.

Programs are available for Radio Shack (TRS-DOS and TRS-Xenix) CP/M-80 machines and MS/DOS for IMB, PC, Columbia, Corona, and some other PC compatibles.

South Carolina
A 1981 Kellogg Grant opened the way for South Carolina Cooperative Extension Service personnel to apply the use of micromputers to the problems of rural government. Three areas of computer programming include the following:

Utility Billing System
The Clemson Utility Billing System can be used for billing water, sewer, gas, electric, garbage and cable television services. This billing system is designed for maximum of 1800 users per floppy diskette or 4600 users with a hard disk. Some significant features of the system are: (1) all records stay current for customer inquiry; (2) users can be listed by account number, alphabetically and by type of service; (3) account information can be easily maintained; (4) daily totals of gallons used, number of users by category and total paid by category can be retrieved; and (6) late charges can be assessed at the time the municipality sets.

Local Government Personnel Policy
Many of South Carolina's small municipalities and counties have no formal personnel policy. The Extension Service has developed a model personnel policy and placed it on microcomputer. The personnel policy can be adapted to the unique desires and circumstances of each community.

Business License Ordinance
A model Business License Ordinance has been developed and placed on the micro. The model ordinance is a broad spectrum policy that covers virtually every situation a town might encounter when issuing business licenses. □

Florida Outreach: On-Site Cable

Judy Yates
County Extension Director
Pinellas County
Largo, Florida

To enhance outreach and improve on information delivery to its clientele, Pinellas County Cooperative Extension, in association with the Institute of Food and Agricultural Sciences (IFAS) of the University of Florida, has initiated what is possibly the only on-site, in-house cable television production capability for an Extension county staff in the Nation.

"Extension Cords," the Pinellas County CES cable production, features 30-minute programs dealing with such as agriculture/horticulture, home economics, marine science, and 4-H youth activities.

Seventy years ago, Extension agents of Pinellas County disseminated Extension information through demonstration projects, public meetings, and horse-and-buggy visits to rural families. Today, with multiple audiences, subject matter, and methodologies, Extension is designed to modify its programs in response to new knowledge and changes in clientele needs. Without discarding traditional methods, Extension education is taking advantage of new technologies as they emerge and become accessible to target audiences.

Traditionally, Extension has reached out to people through direct contact—either through

one-to-one interaction or between Extension personnel and group audiences. However, the limitations of direct contact as well as four current factors—more information, more media, diverse audiences, and less money—make television an increasingly attractive means for Extension to get information to its clientele.

From Tele-Text To Possibility

For Pinellas County Extension, a new communications approach was signaled in December 1983 when a cable channel went on the air designated solely for the use of county government.

Pinellas County Government Access (PCGA) channel's only programming was a 24-hour tele-text crawl—a repeated 15-minute block of news items relating to county government activities. Pinellas County Extension leadership envisioned the unlimited possibilities this media offered: a chance to provide educational video programs, all free of commercials, which could be shown at the times, lengths, and frequencies of its own choosing.

Extension staff received funding from IFAS of the University of Florida, and Pinellas County to secure personnel and equipment to produce educational programs.

A Channel Pioneer

In mid-December, the first Extension program—"Extension Cords"—was aired on PCGA's cable channel. It was also the first video program ever on that media. And because "Extension Cords" drew an impressive audience, PCGA began to piggyback their programs to follow it. Eventually, "Extension Cords" became sandwiched between additional PCGA programs.

Three unique features of the Pinellas County Extension video project are that programs are operated totally

The Extension staff of Pinellas County, Florida, videotapes another 30-minute educational program of "Extension Cords." Pinellas County Cooperative Extension may possess the only in-house on-site cable TV production capability for an Extension county staff in the nation.

within the limits of one county Extension office; each entire 30-minute program is dedicated to one topic to ensure an in-depth approach; all programs are aired on a government access cable channel.

Singular County Capability
Also, to our knowledge, no other such capability exists solely for use by and for one county's staff in a Cooperative Extension office anywhere else in the Nation.

A similar television production operation has been in existence in Suffolk County, New York, for approximately 4 years. However, the Suffolk County video program is a multi-county operation, and aired on channels controlled by entities other than the local government.

Most Extension offices that have been involved with television program development and production usually depend on costly outside facilities which can often impose severe time restraints. These outside facilities might include independent production companies, cable TV company facilities, network affiliates fulfilling public service obligations, and, in some cases land-grant universities, if so equipped.

"Cords" Reaches Out
Through access to a cable TV channel that has been designated solely for use by the county government, this Extension office proposes to "reach out" to the public. For this reason, the program is called "Extension Cords."

Program subjects vary, but all are designed to enhance the quality of life of the county's residents. Each of the eight Extension agents on the staff is responsible for developing programs which are in turn produced by the staff TV producer/Director. Other staff members are also involved in the video productions. Each week there is one 30-minute program and it is shown three times each day (at 10:30 a.m., 12:30 p.m. and 5:30 p.m.), 5 days a week (Monday through Friday). Evening and weekend programs are planned for the future.

Fast-Growing County
The rate of growth in Pinellas County is faster than the entire state average—nearly 20,000 new arrivals settle in the county each year. Of the total number of households in Pinellas County (319,626), it is estimated that 138,500 households or 43 percent are currently subscribing to the services of one of the three local cable television companies. Each of those residences will be able to receive the "Extension Cords" program by 1985.

More than 80 percent of the county's residents are "transplants" from other parts of the Nation, mostly the Midwest and colder climes of the Northeast. Extension programs are designated to assist persons in their adaptation to living in Florida in the hope that newcomers will become more aware of the differences in their previous area of residence and living conditions in Florida.

The Pinellas County Cooperative Extension Service currently reaches approximately 250,000 persons annually by way of workshops, classes, phone calls, walk-in visitors, and newsletters, bulletin mail-outs or correspondence. Through cable TV, an "Extension Cords" program can theoretically reach a potential audience of the more than 180,000 persons (2.5 per household) currently wired into the cable network shown. Obviously, this is an unrealistic expectation.

With the inclusion of additional cable companies interconnected with the County Government Access Channel in 1985, the estimated potential audience for an "Extension Cords" program increases to more than 340,000 persons.

Future Plans
Although "Extension Cords" is currently aired only on Pinellas County Government Access, future plans are to make these programs available to public broadcast and other non-cable television stations, increasing the *potential* viewing audience to that of several million persons. □

Is $1.2 Billion Being Effectively Managed?

Diane K. McLaughlin
Extension Community Economics Associate
The Pennsylvania State University, University Park

Township and borough governments in Pennsylvania spent $1.2 billion in 1980. (All local governments in Pennsylvania spent $3.9 billion in 1980.) How effectively that money was spent affects the welfare of the 8.4 million Pennsylvanians living in townships and boroughs. The services this money pays for include streets and highways, sewer systems, water systems, police, garbage collection, health and building requirements and codes, fire protection, and emergency management systems.

Township and borough governments must prepare an annual operating budget and monitor how the money received from taxes, user fees, and other sources is actually used. Through the Community Development program, The Pennsylvania Cooperative Extension Service takes an active role in providing knowledge and training in management techniques to local elected and appointed officials. These techniques can be used to evaluate and improve the effectiveness of money management systems and procedures.

Educational Programs
Currently, Extension programming in local government financial management is targeted to smaller township and boroughs. These townships and boroughs frequently have limited resources and cannot afford to hire full-time professionals who specialize in financial management.

In fact, many townships have no full-time office staff, but rely solely on elected officials or part-time secretaries to handle all money management and bookkeeping activities.

Smaller local governments are currently experiencing difficult budgeting and financial management decisions as they face population changes and the effects of plant closings or, in some areas, rapid growth. These local governments need help with budgeting and financial management activities.

Present Organization
Under the existing structure of Extension in Pennsylvania, local government financial management programs are usually organized by community development area agents in conjunction with, or with the approval of, the county Extension director.

These agents contact potential clientele groups in the county or multi-county region they serve to discuss possible topics for educational programming. These contacts are often with county associations of township or borough governments. Once a program topic is chosen, the area agent or a county agent arranges publicity releases and meeting locations. The speaker for the program may be an Extension specialist, the area agent, or a locally recognized expert.

Area agents perform a vital function for Extension programming in local government financial management in the state.

Financial Management
The financial management programs deals with budgeting, cash flow analysis, using the budget for financial control, auditing, bookkeeping, community service alternatives, and programs on revenue and expenditure structure. The main focus of these programs is to help officials understand and learn to use techniques that will enhance financial management.

Large Potential Audience
This teaching orientation permits Cooperative Extension to work with many more municipalities than would a service-oriented program.

Programs include not only lecture and presentation time, but also reserve a large amount of time for workshop experiences.

Followup
Sessions are held on back-to-back evenings or on the same evening for 2 consecutive weeks. Program evaluation occurs after each teaching session to assess knowledge gained and a followup evaluation is conducted.

Evaluation
The evaluation following each teaching session involves a modified pre/post design, where participants are asked to self-rate their knowledge of certain learning objectives before and as a result of the program. Participants are also asked to give an overall assessment of the program.

Program Participants
Municipalities are often represented by only one individual at Extension programs. One supervisor, council member, or the secretary attends. A problem in trying to encourage changes in financial management practices is that one official, alone, may not be able to institute a change.

Progress To Date
During fiscal year 1984, more than 925 local-elected or appointed officials representing 407 municipalities participated in local government financial management Extension programs. Over half of the participants completing evaluations indicated that they had learned from the programs on financial management, and on average the programs were rated very good.

In many states, almost 1,000 participants representing over 400 local governments would be a lot of contacts and lot of municipalities exposed to recognized financial management practices. In Pennsylvania, however, many more local governments remain to be contacted and included in financial management programming. We can't yet say that all $1.2 billion handled by all the townships and boroughs is being effectively managed, but we are working on it. □

> ***"The main focus of these programs is to help officials... learn techniques that will enhance financial management."***

Turning Garbage To Gold!

Samuel R. Fowler
Community Resource Development (CRD) Economist
Alabama Cooperative Extension Service
Auburn University, Alabama

Most people who use computers are familiar with the expression "garbage in, garbage out." In Alabama, we've coined a similar expression—"garbage in, money out,"—as a slogan for some of the work we're doing with local governments in solid waste management.

Solid Waste Management
Computer-assisted economic analyses are only part of a more comprehensive Extension educational program. The program's objective is to improve the quality and economic efficiency of garbage collection and disposal services provided by local governments in both rural and urban areas.

In 1971, Alabama passed its first solid waste management law, which placed responsibility on both counties and municipalities to provide a means of collecting and disposing of garbage. For the first time, many local governments had to decide how to provide this service. Extension agricultural economists assisted local officials with budget development and other information to help them in their decisions.

Financing—A Dilemma
Unfortunately, many local governments (especially those in rural counties) selected methods which did not generate revenues (user fees) and thus had to be financed from general fund tax monies. During the 1970's the costs of operating these systems increased much more rapidly than did tax revenues. As a result, solid waste management became a major expense for many local governments.

Educational Need
A 1982 visit with the Alabama Department of Environmental Management (ADEM) confirmed the need for a broad-based educational program in solid waste management.

ADEM officials agreed to provide certain types of expertise (primarily on environmental and legal issues) and helped identify other people throughout the state who had experience and expertise in different areas of solid waste management. Extension brought these people together.

Form Association
As a result, a statewide association of solid waste managers was formed and incorporated as a non-profit educational organization and later became affiliated with the international Governmental Refuse Collection and Disposal Association (GRCDA), Inc., as the Alabama Chapter of GRCDA. During its initial year, the organization had 130 members representing 36 counties, 29 cities, and 21 private firms (private garbage collectors, equipment dealers, etc.). During the 1983-84 fiscal year, this new organization, along with Extension and ADEM, cosponsored two statewide educational seminars. More than 200 attended.

The first seminar included presentations on how to determine the real costs of providing solid waste services.

Producing Energy
The second seminar featured waste-to-energy facilities. This seminar included a tour of a new facility in Tuscaloosa. As a result of these statewide seminars, several local governments requested individual assistance through county Extension offices to solve specific problems.

One County's Problem Solved
Clarke County is a good example. The problem in Clarke was poor participation in the garbage collection program.

With educational assistance from Extension, Clarke County launched a well-organized public awareness campaign. The result was a dramatic increase in participation.

Today, more than 90 percent of the rural residents use the service. The county no longer has to subsidize the solid waste department. There has also been a significant decrease in illegal dumping, which was creating financial and environmental problems for the county.

Value of Program
This overall Extension educational program uses no really new methods or technical skills. Extension's technical involvement has basically been to teach local government officials many of the same economic principals and values of recordkeeping that we have taught farmers and other clientele in the past. The program also uses the abilities of county Extension staffs to gain support for changes necessary to improve the quality and economic efficiency of solid waste collection and disposal systems. □

Small Business—
Staying Alive In Rural America

Sue H. Jones
Extension Editor
Computer Bits and Bytes
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Beating the bushes for new industry may be one approach to economic development, but the Nation's rural development centers have an equal interest in keeping small business alive and well in rural America.

"We're developing materials that will pave the road for providing small business operators with badly needed management skills," says William W. Linder, director of the Southern Rural Development Center at Mississippi State University (MSU).

The four regional rural development centers provide support staff to the community development efforts of land-grant university Extension Services and experiment stations throughout the country. In addition to the Southern Center at MSU, other regional centers are located at Iowa State University, Oregon State University, and Cornell University.

Regional Efforts

The regional centers are combining efforts to develop and publish national programming materials that will be used by Extension community development specialists to assist independently owned firms in rural and small communities.

"Extension has always been committed to improving the quality of life in rural areas," Linder says. "Small businesses that are independently owned and operated provide employment and income as well as shopping and recreational opportunities that contribute to quality of life."

Linder says that close to 50 percent of all small businesses fail within a year and the primary reason is the low level of management skills among most small firm operators.

"Business people in rural areas aren't always comfortable or familiar with university business schools or state and federal agency programs," he says. "But these same people *are* familiar with their county Cooperative Extension Service offices. Extension has both the capability and the credibility to meet the needs of these small businesses."

Program Materials Available

The national small business programming materials will be available in late spring and distributed to Extension community development units at every land-grant university. Other agencies or individuals will also be able to purchase the materials from the rural development centers.

The format for the materials will be a large three-ring notebook that will include 10 topics essential to good business management.

The topics include customer relations, developing a business plan, forecasting profits and cash flow, time management, visual merchandising, computer use in business, financing a business, analyzing your market, personnel management, and starting a new business.

Assignment: Small Business

"Almost all of this material has been developed by Dennis Fisher at Texas A&M University," Linder says. "Fisher is one of a small number of Extension specialists with specific assignments in the area of small business."

"When Fisher goes into a county, he works with the county agent and perhaps the chamber of commerce or the retail merchants group," Linder says. "He may do an economic analysis of the area or conduct an opinion survey.

"Fisher can take a group of merchants in a town and conduct a 2-hour workshop or a 2-day workshop on almost any topic that will benefit them at the moment," says Linder.

"Many of these small business owners have never had training in visual merchandising or personnel management. They don't know how to forecast their profit and cash flow, he says.

The Southern Rural Development Center has worked with Fisher to make his workshop materials available to other Extension specialists throughout the Nation.

For further information about the national programming materials in small business management, contact the Southern Rural Development Center, Box 5406, Mississippi State, MS, (601) 325-3207. □

Photograph Courtesy of the National Trust for Historic Preservation

Fiscal Trends—The Massachusetts Experience

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Associate Professor and Extension Economist
and
Catherine L. Flynn
Public Finance Extension Specialist
University of Massachusetts, Amherst

A new fiscal trend analysis service is helping Massachusetts towns assess and improve their financial situation. So far, analyses developed for 21 communities have identified a potential $4.8 million annually in additional revenues plus $3.3 million in cost-savings.

Initiated in February 1983, the Fiscal Trends in Massachusetts Communities Extension Program is a variation of the financial and management analysis service offered to farmers through Extension farm management programs. In the Fiscal Trends Program, communities provide the necessary data and, for a fee, a state Extension specialist prepares the analyses.

Conference Sparks Idea
The idea for the program originated when, in May 1981, several Massachusetts Extension specialists attended a local government conference sponsored by the Regional Rural Development Centers and held in Kansas City.

One session focused on the work of the International City Management Association (ICMA). With funding from the National Science Foundation (NSF), ICMA developed a method to describe the financial condition of a local unit of government. Called "Fiscal Trend Monitoring," the method relies on a town's own data and is based on the perception that what is important is what happens over time within the community rather than any particular comparison with other communities.

Measuring Financial Stress
The method is built on 10 year's work by researchers on how to measure financial stress in a community. ICMA developed 36 separate indicators that integrate fiscal, demographic, and economic data. When tracked over time at least 5 years, these indicators provide a meaningful set of trend analyses that describe the financial strengths and weaknesses of a community.

Following the conference, the Extension specialists invested $40 in ICMA's do-it-yourself manuals. At that point, they didn't know how they were going to use the materials, much less turn them into an Extension program. First, they had to learn a lot more about financial accounting in Massachusetts communities. Just as important, they had to find a way to take an already well-researched and designed program and do something with it that would make it widely used in the state. It was good material, but no Massachusetts community had yet used it.

Developing A Program
The specialists worked with two case towns at different times to see if they could make ICMA's fiscal trend analysis work in a real community and if the method was suitable to a small community, since Extension was primarily interested in serving volunteer-led rural towns.

Constructing the fiscal trends was not an easy task, especially in the first case town. Their financial records were in poor shape—some were actually stored in brown paper bags and shoe boxes.

Adapting The Indicators
Eventually the specialists realized that an adaptation of ICMA's indicators was necessary since some of the revenue sources ICMA had used in constructing certain indicators were not available to Massachusetts communities. Also, data for other indicators did not exist in most town accounting records or were difficult to obtain.

Based on their evaluation and experiences, Extension specialists determined they could adapt ICMA's methodology to provide a fiscal trend analysis service geared to Massachusetts communities. Data for the analyses would be supplied primarily by existing town accounting reports required by the state. The first community to use the service was Sandwich, located on Cape Cod.

Extension sent the town their report in April 1983. In time, Extension contacted over 1,700 local officials throughout the state about the available service.

Reports can too easily sit on the shelf. So, to help communities use the analyses, a workshop is included as part of the service.

After a group of communities—as many as 10—each receive their 85-page analysis and have a chance to review it, Extension brings several members of each community together for an all-day workshop. The morning is spent analyzing and interpreting the trends, while the afternoon is devoted to developing local policies in response to the analysis.

Educating Communities
Some of the program's educational aspects are carried out through promotional efforts. Extension staff distributed an economic and

demographic "snapshot" presenting six major community trends for each of the 351 Massachusetts communities.

Local officials used the information for a variety of purposes. Extension specialists also give presentations about the program to professional and municipal associations across the state. These presentations have contributed to an increased understanding of the need for better information about the financial condition of a community.

In working with communities, specialists observe that some officials are well aware of the problems suggested in the analyses.

Communicating The Problems

These officials use the report as an educational tool to communicate what the problems are to citizens and policymakers. Therefore, the graphs must be clear and persuasive. If there is a trend that merits concern, the word "Warning" is printed in red at the top of the graph. Supporting data in both actual and inflation-adjusted dollars is listed at the bottom of the graphs so citizens can undersand that even when the town budget seems to be going up, it may have shrunk in terms of actual purchasing power.

Beneficial Service

The analysis service has proved beneficial to Massachusetts communities. Towns that have used the service now have a better understanding of their financial situation and what's needed for improvement. Part of the program's success can be attributed to Extension's providing information geared specifically to the needs of Massachusetts communities. □

A Better Climate For Industry

George W. Morse
Extension Community Resource Economist
The Ohio State University, Columbus

Local economic development efforts in Ohio are shifting away from the traditional approach of attracting firms from outside the community. The Ohio Cooperative Extension Service is helping communities to create a better climate for the retention and expansion of their existing firms. These efforts include a variety of programs which help solve local problems, aid the adoption of profitable new technology, and facilitate the capture of new markets.

For example, some communities sponsor or cosponsor business workshops, labor-training programs, area-wide labor/management committees, and export seminars. Other communities are using industry visitation teams to identify local problems and to assist firms in using state and federal programs. This industry visitation program has been the starting point for several Ohio agents becoming involved in economic development for the first time.

Industry Visitation Programs
The purpose of industrial visitation programs, typically operated by chambers of commerce or similar local groups, is to help expand their communities' existing firms.

Specific objectives for local firms include demonstrating a pro-business attitude, resolving conflicts with local units of government, sharing with existing firms information on state and federal development programs, collecting data, and providing an early warning system for plant closures or reductions in workforce.

The most visible component of the program are visits to local firms by teams of volunteers. During the visit, the team expresses the community's appreciation for the firm's contribution to the local economy and explores the firm's concerns in local issues.

Information on state or federal programs is provided to the firm with an offer to find additional technical assistance. Data is also collected on the firm's employment, markets, expansion plans, major products, and adoption of new technology.

But a successful visitation program depends on adequate preparation and followup. Preparation for the visits includes a review of the outlook for the industry being visited.

For this purpose, *U.S. Industrial Outlook* serves Ohio Extension well. This prepares team members to look for specific information that would be useful in early warning of plant closures or in planning management workshops. The second major concern before visiting is understanding of the public programs that can assist the firm.

Need For Awareness
While visitation teams do not attempt to answer detailed questions on these programs, they need to be familiar enough with them to outline their potential so they can assist accurately.

Economic Impacts of Visitation
Local programs help firms solve local concerns with ideas about expansion space, zoning variances, and community services. The programs also help firms to arrange financing through industrial revenue bonds or to tap state and federal programs.

When Ohio Extension surveyed visitation program directors they discovered that 648 jobs were added to the state's economy as a result of the program. This is a modest beginning but it reflects only 31 visitation programs of which two-thirds had been in operation only 3 years or less. Since time and cash costs of the program are also very slow, the benefit/cost ratio was very high. Expressed as jobs gained per hour of visitation program, the average benefit per cost ratio was 4.9 jobs per hour.

Extension's Role
Based on the experience of the existing programs Extension prepared a slide set to help other communities become familiar with the concept and the organization for a successful program.

Initially, when only a handful of district and county staff became involved, the primary delivery method was the mail out the slides, use newsletters, and make presentations at statewide conferences.

The primary educational goals of the Extension program were to: (1) make communities aware of the retention and expansion concept; (2) help local leaders understand the requirements and potentials of visitation teams; (3) teach local teams how to use the *U.S. Industrial Outlook* and *County Business Patterns* in preparation for the visits; and (4) provide information on state/federal development programs.

Since 1982, when 10 Ohio communities had visitation programs, the number of visitation programs has tripled.

Benefits And Costs

Sam Crawford, the district community development specialist who initiated Ohio's work on retention and expansion in 1981, says, "The industry visitation program is a good place to start an Extension program because the local economy must be understood before designing other development programs. During this get-acquainted period, the visitation program may itself solve problems or help a few firms use state and federal programs."

Eric Norland, the Medina County Extension agent who helped start a local visitation program, comments: "The visitation program is an excellent way to pull together local economic development leaders that had separate and sometimes competing programs into a unified approach."

Joe Beiler, Mercer County Extension agent, points out that, "The visitation program can fit a niche not being covered by any of the competing educational or professional groups. It appeals to some agents because they don't need to invest heavily in economic theory or data to explore local interest."

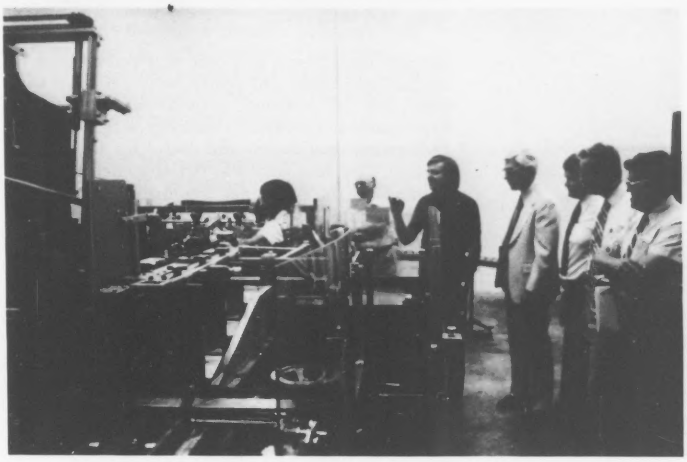
A Foundation For Planning

Ohio state specialists see not only the immediate results, but also the foundation for local economic strategic planning. The industrial visitation programs are establishing ongoing economic development groups that stay more active than traditional groups. Since the group is composed of volunteers, the time horizon is longer than elected officials who must stand for re-election.

In the process of collecting data on their local economy, several groups have started to ask questions that require more sophisticated analysis.

For example, both "shift-share" and "input-output" can be used to help them decide which firms to visit first.

Ohio's county and district agents (28 agents came to a day-long workshop on visitation teams in November) have shown a growing interest in industry visitation and believe that such programs may even grow faster than they have in the past 2-½ years. □



Industry visitation programs have been a starting point for Ohio CES to help communities create a better climate to retain and expand existing firms.

Computerizing With Confidence

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For nearly a decade, local government staffs in Michigan have been computerizing with a little more confidence, thanks in part to Extension.

Early Efforts
Michigan Extension first became involved in local government computerization in the mid-seventies. Several counties had computerized their records in some form by this time. Many, however, were having difficulties due to lack of experience, unrealistic expectations, and unfulfilled promises from computer vendors.

Local governments turned to Extension for help. Extension had provided public policy programs in Michigan for over 10 years. So, many counties were accustomed to receiving Extension assistance with government organization, planning, and budgeting.

Initially Extension's response was remedial in nature; specialists and agents were called in to help after the computer system failed to fulfill expectations. Extension's strategy was to make the system operational and useful for the county. The first step was helping clients understand the problems. Extension specialists devised various strategies to tackle the problems.

Choosing The Right Computer
As Extension staff learned more about computerization and automated data processing (ADP), they began to get involved in the computer acquisition process *before* problems developed.

Since 1981, Extension has assisted nearly one-half of Michigan's 83 county governments through a training program designed to help counties just starting in the acquisition process or making plans to revamp their ADP systems. This program helps local governments "plan a systematic approach to assessing computer needs," according to Lynn Harvey, district Extension agent in public policy.

Both Lynn Harvey and Alvin House, Extension specialist in public policy, work individually with county boards of commissioners or computer acquisition committees, leading them through the acquisition process. At the outset they work with various county department heads and county boards to assess their individual needs and to determine how those needs can best be met. Once the county has a fairly accurate picture of its overall computer goals and needs, a Request for Proposal is developed with Extension's assistance.

Harvey and House work through the final stages of the acquisition, helping county officials choose the system that best fits their circumstances and monitoring the project until final contracts are written and signed. Michigan's public policy specialists are instrumental in setting up intergovernmental contracts between government staffs to allow the sharing of large computer systems.

Developing Microcomputer Software
By 1980 it was clear to public policy specialists that microcomputers could bring about a revolutionary change in the management of local government.

Hoping to prove the microcomputer's usefulness to local governments, Michigan Extension staff obtained a grant in 1981 from the North Central Regional Center for Rural Development at Iowa State to develop and install a microcomputer system in a Michigan county. After 2 years of extensive programming and financial management consulting, Extension and the test county had developed a completely operational financial management system. The study proved that microcomputers can be and are feasible tools for county government.

Educational Programs For Townships
As microcomputers became the new "craze," hundreds of townships developed a curiosity about these powerful yet affordable computers. Extension responded by developing educational workshops aimed specifically at township officials.

The workshops introduce participants to microcomputers and their uses, and include information on how to evaluate the township's needs, how to approach vendors, and how to select a system. During the second half of training, participants learn at the computer keyboard. Extension staff lead township officials through sample programs on different types of microcomputers. The workshops help reduce the anxiety many officials experience over using computers.

Solving Paperwork
According to Allegan County Extension Director George Mansell, "Demands on local government officials require that numerous repetitive paperwork and recordkeeping functions be performed, which are perfect applications for computers."

The workshop exercises incorporate computer applications with specific township functions. The examples demonstrated are township applications currently used by a government staff or specially developed for the workshops. The workshops are led by Extension staff along with township officials who already use computers to perform some of their office duties.

While not every local government in Michigan is computerized, many are successfully on their way, thanks to Extension's help. □

Nevada Computerizes The Budget

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Like many western states, Nevada experienced rapid economic and population growth in the 1970's which has continued through the 1980's. Not only have the urban areas of Nevada experienced rapid growth, but the isolated rural communities also have grown rapidly. Metropolitan areas with large and sophisticated planning staffs can develop plans to meet the expanded community services demands of a larger population.

However, rural communities, especially in isolated areas of Nevada, do not have planning staffs or adequate information to meet increases in rural population.

In response to this need, Extension in Nevada used the community service budgets developed at Oklahoma State University. Substantial work has been done by Gerald Doeksen and James Nelson at Oklahoma State University in the development of community service budgets. From the Great Plains Project, Doeksen and Nelson developed standardized community service budgets which could be used for a variety of community service scenarios; that is, the effects of different interest rates or user charges on the net returns of a proposed system.

Rational Decisions

In order for rural decisionmakers to make rational decisions about the provision of community services—such as water, sewer, and emergency services—it is imperative that decisionmakers have accurate information on the costs and possible revenues resulting from the provision of alternative levels of these services. One mechanism for viewing these costs and revenues is a community service budget.

The initial community service budgets developed by Doeksen and Nelson were a pencil and pad approach. However, after following the same procedures repeatedly, Doeksen and Nelson developed computer step-by-step procedures (algorithms) which could easily develop numerous community service budgets for various scenarios.

With the success of the Oklahoma State University community service budget computer algorithms, other community development specialists requested copies of these computer programs. The transferability of these budgets is based on the transferability of the methodology, data, other parameters, and software.

Transfer of Methodology

At first glance, the methodology for community service budgets appears complex. However, the procedures or methodology for preparing community service budgets is usually simple and the methodology of these community service budgets is transferable. Transferring data between regions is more complex than it appears. For example, estimating demands for physician services, national data is used to develop physician demands by age and sex category. However, the costs of constructing and operating a health care facility can have regional differences. Estimated construction costs per square foot in Oklahoma would be quite different from costs in Nevada. In addition, the type of construction and building regulations may differ substantially.

Therefore, community development specialists would be prudent to check cost and construction data in these computerized budgets for possible regional differences.

Nevada Extension used microcomputers and spreadsheet software to transfer budgets. This circumvented the difficulties in transferring community service budget algorithms between computers and saved on the need for costly and time-consuming reprogramming.

Advantage of Microcomputers

One of the major advantages of microcomputers is that they are designed to be more "user friendly."

With electronic spreadsheets, even if the program itself cannot be transferred between microcomputers, the program's logic and formulas can be readily reproduced. Only data and relationships need be transferred, not necessarily program logic and flow, or the effort going into the largely cosmetic features for a question-answer/user prompted program.

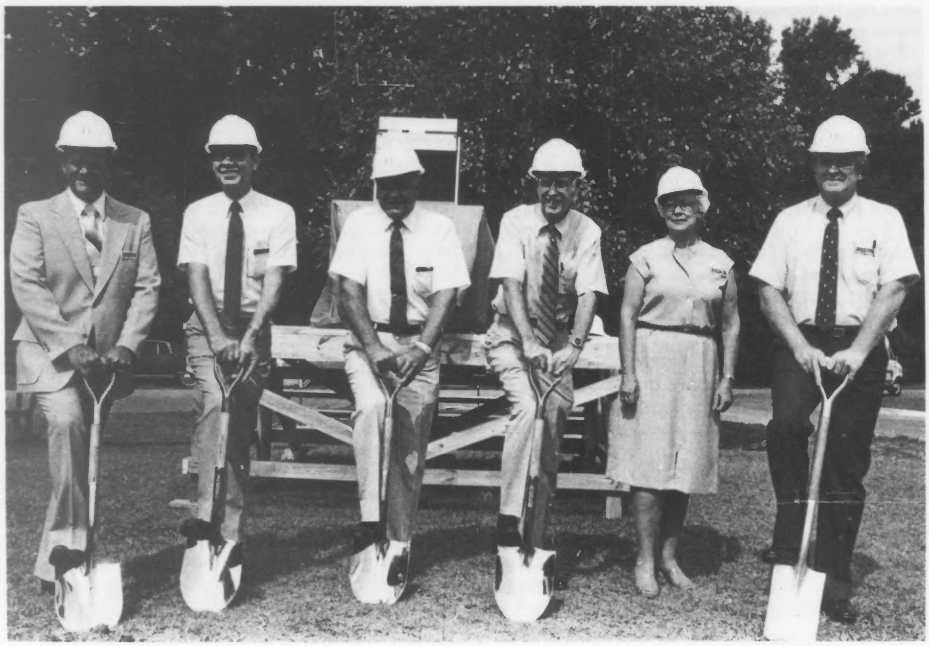
Additionally, using the latest developed spreadsheet programs such as LOTUS, graphics capabilities are included which can be a very useful educational tool. Because of the relative ease of using microcomputers and the ability of different microcomputers to use similar software packages such as LOTUS, transferring these community service programs between microcomputers becomes a somewhat easier task.

Educating Decisionmakers

The success in Nevada in developing spreadsheet software of these community service budgets is that different microcomputers can use our standard templet for the Apple II, Osborne or Compaq. With the spreadsheet program, "what if" games can be used to educate decisionmakers as to the consequences of particular policies for a specific community service. Additionally, if departments or agencies have a portable microcomputer such as a Compaq, which uses the LOTUS spreadsheet software, educational meetings can be held at the rural decisionmaker's office where readily available data for the community can be obtained. □

Why Not Run For Public Office, Mom?

Janice R. Christensen
Extension Senior News Editor
North Carolina State University, Raleigh



For officers of the North Carolina Extension Homemakers Association, community involvement "comes with the territory." Isabelle Fletcher, 1973 president of the North Carolina Extension Homemakers Association, and county commissioner, Lenoir County, directs the ground-breaking ceremony for the new health department her efforts helped build.

Past presidents of the North Carolina Extension Homemakers Association don't rest on their laurels. They get involved in leadership roles in other organizations and their communities.

Take a look, for instance, at Isabelle Fletcher, 1973 president of the North Carolina Extension Homemakers Association. Today, Fletcher is both county commissioner in her home county of Lenoir and chair of the County Industrial Commission.

She was the first woman appointed to the Tobacco Stabilization Board, and serves on the Advisory Council of the dean of agriculture, School of Agriculture and Life Sciences, North Carolina State University.

Fletcher got involved in local politics in the early 1970s when the county seat of Kingston was about to build a new airport in the community where the Fletcher farm was located.

Entry Into The Arena

That area of the county had never had a commissioner, but felt they might do well to have their voices heard. The inevitable occurred in a corridor outside the meeting room when son Tave asked, "Why don't you run, Mom?" Fletcher had good name recognition thanks to her Extension Homemarkers activities. "My name was in the local paper so often it almost made me cringe," she confesses, "but I felt it was good for the Extension Homemakers organization to get recognition."

Later, when she did decide to enter politics, name recognition was a definite plus.

Fletcher, a county commissioner since 1978, has served as chair of the County Commissioners for two years. Her efforts helped the building of the new courthouse annex, the new county Extension office, property for a new health department, and the purchase of the old post office which will be renovated and used as the headquarters for the Chamber of Commerce and the Industrial Development Commission.

Fletcher has just become chair of the County Industrial Commission after serving as a member for several years. Future development for Lenoir County is always in her thoughts. Fletcher discusses taxes and capital improvements, "pork barrel" funds, county educational goals, and the changing picture of agriculture with equal ease.

Politically she doesn't plan to go beyond the boundaries of Lenoir County. At least, not for now. There are still things left to be done, the commissioner believes. Another past

EH president, Mae Troublefield, has been Register of Deeds in Sampson County for several years.

Behind the Scenes
Two other EH presidents, Juanita Hudson, 1972, and Helen Bess, 1981, prefer to work behind the scenes. Both women have frequently testified before the North Carolina General Assembly on issues of concern to "Tar-heel" families. Hudson recently appeared before a legislative committee on water quality, which has considered a ban on phosphate detergents. The research she has done on water quality makes her a valuable consultant to a former U. S. Senator from North Carolina.

Bess started a "Court Watchers" program in her home county of Gaston to make sure equal punishment was meted out for similar offenses. The state EH citizenship committee adopted "Court Watchers" as a project, and the National Extension Homemakers Council has also latched onto the idea.

Organ Donor Project
Now, Bess is heading up a county- and state-wide "gift of life" effort, encouraging people to become organ donors. Until her work, no organization in the state had taken on organ donations as a project.

At their January 1984 board meeting, the Extension Homemakers organization set three goals: to educate the public on the need for organ donors, to promote the distribution of uniform donor cards, and to lobby before the General Assembly for passage of a bill to enhance procurement of corneas for transplantation.

A cornea bill had been presented to the General Assembly in 1983. It had passed the Senate, but did not get out of the House Committee.

Bill Passed
Between sessions, Extension Homemakers contacted their representatives. The bill was passed in the 1984 short session. Bess has been assured that had it not been for the work of Extension Homemakers, the cornea bill would again have died in committee.

Bess made a presentation at the National Extension Homemakers Council, and hopes to see the project adopted nation-wide.

Rewrites Script
Ruth Cherry has rewritten the script. She was a county commissioner first, and now is ready to step into the presidency of the North Carolina Extension Homemakers Association. Cherry, who became an Extension Homemaker at 18, credits her local Extension Home Economist Eugenia Van Landingham, with helping her to develop her leadership talents.

Van Landingham encouraged her to take Farm Bureau and Extension leadership roles at the local, county, district, and state levels. At the same time, the county commissioners asked Cherry to fill a six-year term on the Edgecombe Library Board of Trustees.

Cherry noted that most library funding came from the county commissioners and that every time the library board asked for funding they'd hear, "We just don't have the money!"

She decided to run for commissioner and find out where all the money goes. Again, Van Landingham encouraged her, knowing Cherry would be running against seven men, including two incumbents.

Following an all-out effort, Cherry was the top vote getter. When re-election time rolled around she was unopposed. The third time she ran, she was the top vote getter, but had to participate in a run-off where she was defeated.

Accomplishments
Cherry feels good about her eight years as a commissioner, citing among her major accomplishments a new county administration building, and improvements in the social services and health department.

She says she hasn't testified before committees, preferring to do her discussing one-on-one. She furrows her brow, and adds, "I'm getting ready to do some one-on-one with our legislators concerning the tax situation."

Legislative Day
During the time she was a county commissioner, the North Carolina Extension Homemakers Association tapped Cherry to become chair of the state citizenship plan-of-work committee. Under her leadership, the organization sponsored a legislative day in Raleigh.

More than 700 women came to a morning workshop and then headed for the General Assembly to visit their representatives. Even the Governor called to say he would like to come by and greet the group.

From this successful chairmanship, Cherry was asked to take the vice-presidential office that lead to association president, a post she will hold in 1985.

Cherry doesn't rule out possible political service in the future, nor does she rule out additional agricultural leadership position. Eugenia Van Landingham taught her never to close a door on opportunity. □

Michigan—A Rebirth Of Resources

Jan L. Tableman
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Cooperative Extension Service
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Boating and sport fishing on the Great Lakes. Hiking in verdant forests. Michigan offers abundant natural resources. Extension at Michigan State University is helping state and local leaders to effectively develop, operate, and maintain them.

The decline of the automobile industry during the last decade taught Michigan a hard lesson—depending on one major industry to sustain the state's economic health was a tragic mistake.

State and local leaders have begun to revitalize established industries and develop new sources of business; they recognize that they can and *should* be using Michigan's abundant natural resources more effectively. More and more of those leaders are turning to the Cooperative Extension Service at Michigan State University (MSU) to accomplish that aim.

During the past six years the Cooperative Extension Service at MSU has initiated projects to help state and local governments develop their natural resources in three major areas: parks and recreation resources, fisheries, and wildlife and forestry. Two projects began as Extension's response to individual county programs and became formalized as other counties requested similar services. The third project is the result of a mandate from two Michigan governors.

"Task Force Review"

In 1978, Extension specialists from MSU's Department of Parks and Recreation Resources developed a "task force" approach to help counties deliver services to residents and guests. Rather than addressing single issues as they arise, the County Park and Recreation Review and Assessment Program, or Task Force Review, encourages Extension specialists, county Extension directors, and county leaders from both the public and private sectors to join forces and meet the challenge of effectively managing *all* the county's park, recreation, and tourism resources.

This review requires two to three MSU Extension specialists to receive a short, but comprehensive briefing from local officials on the county's resources and problems. The group then tours the county's parks and other public and private facilities by bus. Later, at an evening meeting, other individuals participate in the review; some counties even open this meeting to the public.

Task Force Recommendations
The final report of the Task Force provides an overview of the county's recreational services, and general observations. The report also offers specific recommendations for the design, development, operation and maintenance of the county's park, recreation, and tourism resources. Finally, the report addresses policy and administrative issues.

An important advantage of the Task Force Review process is the credibility of the final report and local support which is established for its recommendations. The report is more than just a document from MSU—it reflects the observations and concerns of local leaders.

Extension specialists have already reviewed the park and recreation resources in 33 of Michigan's 83 counties, and they plan to continue conducting five to six reviews each year until all the requests have been met.

Resource: Sport Fishing
Sport fishing on the Great Lakes has developed over the past 15 years into one of Michigan's major recreational activities and tourist attractions. Unfortunately, many small communities fail to recognize the potential income they could realize from their fishery resources. They tend to respond only to problems associated with sport fishing.

In an effort to help local leaders in Alsona County take advantage of this natural resource, an MSU Extension specialist in fisheries and wildlife economics and a graduate student worked together and developed a procedure for analyzing the economics of sport fishing in each of Michigan's counties. Using surveys and other raw data, the sport fishing analysts estimate the number of days per year that resident and nonresident anglers spend fishing in a county, and the annual expenditures of nonresident anglers.

Interviews and Projections
They also interview officials from various divisions in the state's Department of Natural Resources (DNR), local harbor commissions, and the city councils to determine any past governmental actions or future plans that relate to the development of the area's sport fishing.

Finally, they determine how local residents and business owners feel sport fishing effects them and the county's economy.

The final report contains a summary of the raw data and recommendations for realizing the economic potential of a county's fishery resources. After each county is surveyed, Extension sends the report to the county commissioners, other local decisionmakers, and the Land Resources Division of the DNR. During the past four years Extension specialists have surveyed 12 counties. Recommendations have included: maintaining angler access, installing a fishing pier, developing sport fishing events, and marketing a community as a recreational playground for the entire family.

Forestry Leaders
Commercial woodlands cover over half the land area of Michigan and add $4 billion to the state's economy. Many feel this tremendous natural resource has an even greater economic potential.

Currently, Michigan's forestry industry lacks a mechanism to bring the various industry interests together to move it forward cohesively. Simply put, Michigan forestry needs leaders—people who have a vision of what the forest industry can do and the expertise to work with industry representatives and government officials to make that vision a reality.

The Leadership Dynamics Program in forestry is one way to meet this critical need for more forestry leaders in the State. MSU Extension has developed a program which will give personnel from all segments of the forestry industry the skills to gain public acceptance of forestry as a renewable resource critical to the state's economy, attract new wood-based industries to Michigan, and have a positive impact on forestry-related legislation.

In January 1985, approximately 30 individuals with experience in forestry or wood-based industries and demonstrated leadership potential, began the 30-month Leadership Dynamics Program. They will attend four to six seminars each year at selected locations throughout the state, as well as travel to Washington, D.C. and Europe. Seminar topics include the political, environmental, economic, and social dimensions of decisionmaking, public problem analysis, strategies for action, resource links, conflict management, and more. The training also emphasizes "active learning" which requires participants to apply their new skills to actual problems.

Many years from now, travelers through Michigan will witness the long-range benefits of this program as they admire healthy and diverse forest areas and a thriving forest industry serving as multiplicity of needs. □

Future Issues

Production schedules and focus of future issues of Extension Review are listed below:

- *SUMMER 1985, "Linkages With Other Agencies—Public and Private," article deadline May 1.*
- *FALL 1985, "4-H and International Programs"—an issue that commemorates International Youth Year, 1985—article deadline August 1.*
- *WINTER 1986, "Leadership Development," article deadline November 1.*

Plans are being firmed for your next copy of ***Extension Review*** *to be bulk-shipped for distribution through your State Publications Distribution Officer.*

PAL Participants Make A Difference

Carolyn Bigwood
Writer-Editor
Extension Service,
USDA

Michigan citizens enrolled in an Extension Public Affairs Leadership Project now know they can make a difference in public policy decisions that affect them and their families.

The Project—called PAL—focuses on increasing participants' understanding of government and how it works at all levels, and on examining policies that affect Michigan families. Special emphasis is on topics including education, health care, transportation, social services, land use, employment, and taxation.

Working in county teams of Extension home economists and volunteers, PAL members learn how to take an active role in their community and state government, and then teach what they learned to others.

Initiated in January 1984 as a leadership development and public affairs training program, the 2-year Family Living Education project combines a staff in-service education function for Extension home economists with a leadership project for clientele.

The 75 project participants were selected based on their demonstrated interest and involvement in the community and their willingness to expand Extension's public affairs education. PAL members include 20 CES home economists from six regions in the state and 55 volunteers representing more than 45 organizations.

Members Learn Together

Formal educational sessions, held every 2 to 3 months, bring group members together for several days to explore specific topics. Participants learn directly from government and agency personnel who work with family-related issues. In addition, PAL members interact with elected officials at the federal, state, and local levels.

The first session, held at Michigan State University in February 1984, offered a historical perspective on Michigan's government. The meeting also provided an overview of current public policy issues affecting Michigan families. Participants were asked to examine the implications of these issues for their communities.

Visits To Legislators

Other sessions focused on legislative committees, lobbying, the role of the press, political parties, budget implications, citizen involvement, communication strategies, and other topics. Sessions feature guest speakers and panel discussions, and offer educational activities for PAL members including a visit to the state capitol and small group meetings with state legislative staff. At one session, approximately 22 state legislators attended a dinner arranged for them and PAL participants.

According to Beth Moore, Extension specialist in public affairs at Michigan State and PAL Project coordinator, "enthusiasm of the PAL participants is exceptional." In a letter to Moore, Cheboygan County participant Beverly Sangster wrote, ". . .The PAL

project is so exciting and the work you have put forth toward its success has paid handsome dividends to its participants. I look forward to each of our get-togethers—the knowledge that is offered and shared enhances each of our communities. . . ."

Another volunteer member, Carol Schweihofer from St. Clair County, wrote Moore, "I just wanted you to know how glad I am to be able to participate in the PAL Project. . .This 2nd session was such a learning experience. . .most of all it has stimulated me to become more aware of public affairs and the political process. . . ."

Implemention

Moore says participants are concerned with implementing what they learn. Many are finding ways to do so. Schweihofer taught lessons on the 1984 statewide ballot proposal issues to the Michigan Association of Extension Homemakers (MAEH). Other PAL volunteers in approximately 8 counties assisted with presentations to explain the ballot proposals.

Through workshops, special programs, and other activities, PAL members are transferring their knowledge of public affairs and government to others—one of the Project's primary objectives. For example, at a statewide leadership conference for the MAEH, three PAL volunteers led workshops for about 85 people. The volunteers, all homemakers and farmers, were Feather Thompson, Barry County; Gloria Crandall, Calhoun County; and Dorothy Wood, Sanilac County. The workshops they conducted were "Conflict in the Political Arena" (adapted from a PAL session) and "Networking." Each included materials for participants to use in teaching the courses to others.

Participants also are developing ways to spark more interest in public policy participation at the local level. One PAL team organized and presented a program on PAL at a MAEH rally. The PAL team consisted of Pam Kail, Extension home economist for Cheboygan and Otsego Counties; Beverly Sangster, teacher, and Gale Johnson, homemaker and farmer, both from Cheboygan County; and Ann Smith, county commissioner for Emmet County.

Leadership Potential

At the rally, the team talked to the group about women growing to their full potential of leadership and likened this development to a caterpillar emerging from a cocoon as a butterfly. "Spread Your Wings" was the program theme. The team encouraged other northern Michigan women to get involved in local politics and told them their ideas can have an impact.

PAL participants are "spreading their wings," some taking on leadership responsibilities in local government. One member, Marie Porter of Leelanau County, ran successfully for county commissioner. She credits PAL for her increased confidence and for the support she needed to run for office.

Networking

The PAL Project is providing learning experiences for Extension home economists in public affairs—an area in which many staff members think they need more training. The Project also involves volunteers in a special way. About half of PAL volunteers are members of the MAEH. In addition, participants represent organizations outside Extension, ranging from commodity groups to volunteer service organizations to professional clubs.

"We have volunteers who belong to organizations that may not have had a great deal to do with Extension in the past," says Moore. "This extends Extension's networking possibilities." Through networking, PAL participants strengthen their linkages with other groups in the community to provide a concerted educational campaign on important public issues.

The PAL Project primarily focuses on state and local government structure and policies; however, participants also examine the role of the federal government and how it interacts with the other levels. PAL members are planning a 5-day visit to Washington, D.C., early in 1985 to learn firsthand about leadership at the national level and to examine important issues and policies that affect families nationwide. While there, they will meet with legislators and federal agency representatives.

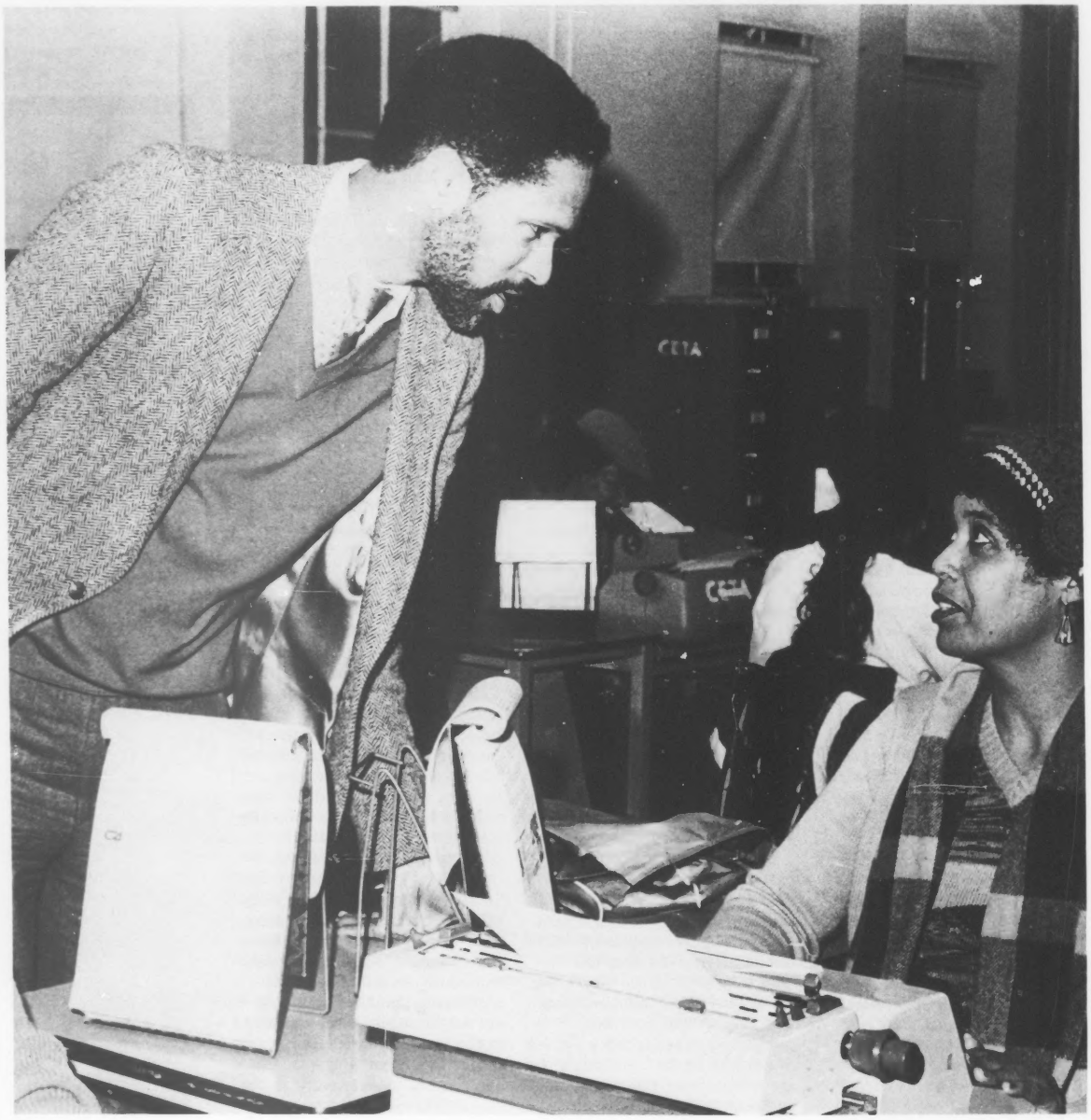
Ongoing Commitment

Michigan's PAL Project is part of an ongoing commitment by Extension to leadership development and public affairs training. The pilot Project will continue through 1985. A new project series may be started if funding is secured. Presently, Michigan Extension is partially funding PAL. In addition, volunteer participants each pay a $150 fee to help cover costs of the eight formal sessions.

So far PAL is proving successful. Participants are increasing their understanding of public policy issues, acquiring leadership skills, building their self-confidence, and becoming involved in public affairs issues in their communities. As a result, they now know they can make a difference.

For more information on PAL, contact Beth Moore, who contributed materials for this article, or Margo Smith, Extension FLE Assistant, both at 310 Natural Resources Building, Michigan State University, East Lansing, MI 48824, Phone (517) 355-3414. □

Skills For The World Of Work



Maurice W. Dorsey
Extension Agent,
Ward Chair
University of The
District of Columbia

Recently, a District of Columbia public school consultant made a telephone call to the local Extension office seeking to provide personal development skills that would help teenagers get and keep jobs. The teenagers did not have high school diplomas but had taken special classes in typing and shorthand.

District of Columbia Extension took quick action, designing an 8-week series of workshops on "Personal Development for the World Of Work."

District of Columbia Extension offered an 8-week series of workshops so that teenagers could acquire the personal development skills they need for jobs. The workshops were so successful four additional workshops were requested.

The workshop sessions included sessions on Dress and Grooming for Men, Dress and Grooming for Women, Preparation for the Job Interview, Personal Habits and Attitudes on the Job, Stress on the Job, Managing the Money You Have Earned, Communications Skills, and Personal Goal Setting.

Activities included wardrobe exhibits, budget development, impromptu speeches, role playing, job interviews, stress management, and setting personal goal priorities.

More Workshops Requested

The students were so responsive to the series they requested four additional workshops on the topics of Sexual Harassment on the Job, Roles in Acting Positions, Asking for Promotions, and Interview Role Playing.

The workshops culminated with an awards luncheon, organized by faculty and community leaders, honoring all students with special recognition for perfect attendance, and outstanding speed and accuracy in fulfilling assignments. Several students were placed in jobs prior to their graduation.

The workshops are a prime example of Cooperative Extension working together with local leaders and citizens to bridge the gap in community needs. □

4-H: Tomorrow's Leaders Today

Judy Rabin
Corporate Communications Writer
National 4-H Council
Chevy Chase, Maryland

Taking advantage of the citizen and leadership training offered by the National 4-H Center, more than 5,000 teenage 4-H'ers participated in Citizensbip-Washington Focus—a chance to visit government agencies and historic and cultural sites in Washington, D.C. A new program component is a pilot computer project in which 4-H'ers experiment with a soil erosion problem as it relates to public policy.

From coast to coast young people are learning the dynamics of our legislative processes through a host of 4-H programs on local and state government. Program activities range from having a group of 4-H'ers visit the county seat and meet with county officials, to coordinating conferences in state capitals where youngsters role play as legislators, lobbyists, and reporters.

All these programs have the same goal—shaping the citizens and politicians of tomorrow. Through participating in these government-related programs, 4-H youth have become interested and involved in the political process. Additionally, having knowledge of government operations enables youngsters to carry out community service projects and better understand how decisions are made through the governmental processes.

Getting to know local and state politicians through 4-H government experiences gives youngsters a heightened awareness of the citizenship and leadership skills necessary to become active members in their communities.

Mock Legislative Sessions

Florida State 4-H Legislature provides an opportunity for 14- to 18-year-olds to have a "learn-by-doing" experience in state government. Delegates participate in model legislative sessions complete with legislators, lobbyists, floor debates, informal lobbying, and roll-call votes. Real-life settings are provided by the Florida House of Representatives and House Committee rooms in Tallahassee. Government officials assist the youngsters by providing guidance and information.

"The experience the 4-H'ers have at Legislature gives them a working knowledge of government. Because of the research they are required to do, they also learn how to gather information. Just the experience of speaking in front of a group of people at Legislature has helped them a great deal," says Tanga Teasley, Extension 4-H coordinator in Osceola County, Florida.

Eric Deitemeyer and Nancy Lucas, two 4-H'ers from the Winners Circle 4-H Club in Osceola County who attended Legislature, are working on a community service project that relates directly to their county government.

The project involves developing a playground and picnic area in a subdivision of land originally put aside by the county for this purpose but never developed. "The two youth have used the skills they learned in Tallahassee for this project," says Teasley. The youngsters successfully presented their case before the county board of commissioners and recreation committee prior to beginning the project.

Sacramento Focus is another example of a simulated state legislature for 4-H'ers. This 4-day program gives youth an overview of California state government in action. 4-H'ers are exposed to the legislative and judicial processes. In addition, they study California geography, history, heritage, cultures, and industries by visiting businesses, industries, agencies, and their state legislators.

Citizenship-Washington Focus

Sacramento Focus and many other state and local citizenship programs have been inspired by the citizenship and leadership training conducted at the National 4-H Center throughout the year. Each summer, more than 5,000 teenage 4-H members participate in Citizenship-Washington Focus, a unique educational experience.

In the week-long sessions, young people visit Capitol Hill, government agencies, and historic and cultural sites in the nation's capital. They actively debate contemporary issues and participate in simulated town council and senate hearings with focus on developing skills to help them relate their experiences to their own local communities.

Training for teens continues throughout the year through Citizenship-Washington Focus. 4-H, schools, and other youth groups take advantage of the programs offered through the National 4-H Council to strengthen youth's understanding of the governmental process and their rich American heritage.

Testing 4-H'ers' Knowledge

Arkansas 4-H Legislature was held for the first time in 1984 in Little Rock. The program's major goal is to help young people increase their knowledge of the state's legislative process. 4-H'ers take an exam on state government prior to attending the conference and again after the conference ends to determine how much they've learned. According to Extension staff involved in the program, the youngsters' final test results showed an "amazing" increase in knowledge and understanding of the state legislature and political process.

During this first conference, counselors and professionals taught youth about legislative procedures. 4-H'ers then chose a role to play: legislator, lobbyist, reporter, or governor. The youth also conducted debates and wrote legislation based on the procedures of the Arkansas General Assembly.

"The Arkansas Legislature fills in the gaps by preparing the youngsters for learning about government on the national level. It also teaches and tests their knowledge of the system," says Pam Bryan of the University of Arkansas Extension office.

Nebraska 4-H Conference emphasizes personal identity and the establishment of relationships with others. Last year's 4-day conference, held at the University of Nebraska in Lincoln, began with discussions on topics including "Discovering Ourselves in the World," "Discovering Group Meetings," and "Discovering Ourselves"; and provided a series of human relationship workshops. "The youngsters learned skills in how to develop new friendships and gained an understanding of how to testify 'for' or 'against' a legislative bill," says Kenneth G. Schmidt, 4-H Extension specialist.

Learning About The Electoral Process

The News Election Service (NES) in Minnesota is a vehicle for 4-H junior leaders to learn about the electoral process. NES gathers returns in races of national significance in the presidential primary elections and in general elections.

Results of returns are calculated by computer and distributed by wire to the member companies for use in their news election reporting activities. NES is an association of the five major U.S. news-gathering companies—ABC News, The Associated Press, CBS News, NBC News, and United Press International.

In approximately 50 selected counties in Minnesota, junior 4-H leaders act as "reporter" at each of the precincts. The reporter's duty is to call the NES headquarters in Chicago with election results for that precinct as soon as the information becomes available. These results are then fed into computers and become part of the information reported on television.

As a result of this program 4-H'ers become more aware of the election process. And they get to actively participate. The 4-H'ers are awarded a sum of money (about $5) for each precinct that participates. The money usually goes to the county organization for use in citizenship activities or scholarships.

Exploring Citizenship

The Honorary County Official Programs in Lexington, Kentucky, involve more than 900 junior high youth. These programs stress local government processes, such as voting, campaigning, and responsible citizenship. Two junior high schools use "Exploring Citizenship — My Government" (Unit VI) as their study guide. This manual is part of the seven-part "4-H Citizenship Series" available through the National 4-H Council.

Students conduct campaigns and elect 4-H'ers to observe the operation of each of the six county government offices. The 4-H'ers visit the county offices for a day then report their experiences back to their classes. The presentations are videotaped so all students in the school benefit.

Through Kentucky's program, 4-H'ers and other students have increased their knowledge of government, and the community has become more aware of 4-H.

The New York State Local Government Intern Program involves high school students in the political process at the local level. Through New York's program, selected high school students each represent and act as a partner to a local representative for a 6-month period. The experience helps students gain a better understanding and perspective of local government operations and issues.

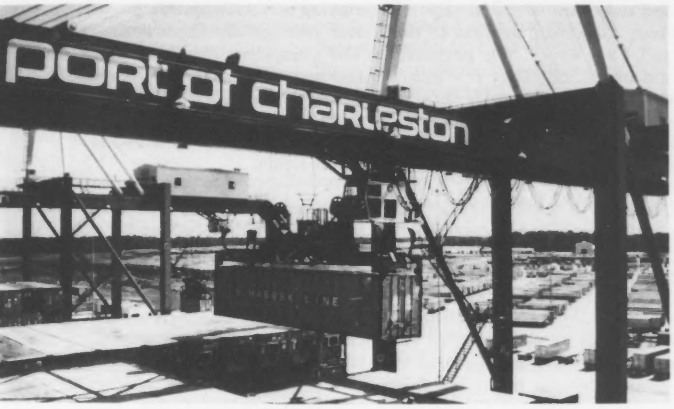
According to Ken Balling of 4-H Extension at Cornell University, "There is definitely an increase in awareness of citizenship in the young adult. Many of the students have become very active participants in government during and after their internship involvement."

Currently 20 New York counties have instituted the program. About 400 high school juniors and seniors are involved.

Becoming Responsible Citizens

These are only a few examples of 4-H citizenship in action taking place throughout the United States. Each of the 5,000 4-H members who attend Citizenship-Washington Focus during the summer at the National 4-H Center develop a plan for back-home implementation. As these youth have learned, responsible citizenship is an exciting challenge. Many 4-H'ers have accepted the challenge, increasing their participation in local government and community service activities, and achieving positive results. □

Discovering The Port Of Charleston



The maritime world of "the harbormaster," "the container ship," and "breakbulk cargo" is now familiar to a group of Charleston, South Carolina, high school students, thanks to the cooperative efforts of Extension and a club dedicated to uplifting the merchant marine.

The Propeller Club of Charleston, boosters of the maritime industry, has instituted a program of increased contact between local high school students and port-related industries, aided by marine Extension specialists from the Sea Grant Marine Extension Program of Clemson University.

"The program allows youth to experience what a port does firsthand," says Tom Sweeney, Extension coordinator for the Sea Grant Marine Extension Program and member of the Propeller Club. "It's an educational experience that offers students a chance to consider the port and its allied industries as future employment possiblities.

Learning Experience For Winners

A project involving high school students became a vehicle for selecting student interns who would experience the day-to-day working of the port, and show them a number of potential careers.

The program involved the Harold Harding Essay Contest that the Propeller Club sponsors nationally. All 47 Charleston students who entered the essay contest were invited to tour a Maersk containership, one of the cargo ships of the Maersk Line.

The four top essay finishers were then invited to participate in a 3-day summer intern program that allowed them to view an export and import movement. The students accompanied an export movement through its entire cycle: a shipment of paper products moved from the Westvaco paper plant, to a freight forwarder (Southern Overseas), then on through the shipping agents (Maersk) to the terminal for loading (Columbus Street).

On the import movement, the four interns rode a tugboat (White Stack Towing) to meet a containership coming to the Wando Terminal. To wind things up, the interns toured and had discussions with staff of U.S. Customs, the State Port Authority, the U.S. Coast Guard, and the Massey Coal Terminal. Industry staff were enthusiastic about leading the tours and discussion groups.

Adopt-A-Ship Program

The Propeller Club of Charleston also conducts an Adopt-A-Ship correspondence program involving 12 students in grades 5 through 8. As a maritime education, youngsters choose a United States vessel and then correspond with merchant marine officers aboard it.

The mariners answer the youngsters questions about nautical matters such as the ship's cargo, destination, and the holding capacity of its containers.

The Student Port, a college-level Propeller Club at the College of Charleston, permits student members to interact with port operations and personnel. And, at the same time, the students draw fresh academic insights into the intricate world of the shipping industry.

Future Plans

This year, the program involving the essay contest may expand to include more students, notes Peter Cotter, president of the Propeller Club. "We plan a series of afternoons during the school year," Cotter says, "instead of the 3-day program after the school year ends."

"As for the Student Port program," he says, "in the future we plan a college-level intern program, but much more intensive than at present and with full college credit."

The Propeller Club of Charleston has made large strides toward integrating young students into ongoing port and industry functions.

"The Propeller Club hopes the long-term results will include students finding careers in the maritime trades who otherwise might not have considered them," Cotter states. "The Propeller Club of Charleston believes in the promise of youth and hopes to incorporate this promise into the Port of Charleston's potential for the future." □

Thomas E. Sweeney
Marine Extension Specialist and Project Coordinator
Sea Grant Marine Extension Program
Clemson University, South Carolina

Photographs courtesy of ***Port News,*** *a publication of the Port of Charleston.*

What's The Way For Pend Oreille?

Janet D. Kiser
County Extension
Agent and Chair
Pend Oreille
County Cooperative
Extension
Washington State
University, Pullman

In 1980, when a firm named Toypack, Inc., announced plans for the possible construction of a 550-ton-a-day pulp mill in Pend Oreille County, Washington, residents and county commissioners were faced with some complex and controversial questions.

Construction and operation of the mill would help alleviate an unemployment rate over 20 percent but what would it do to the clean, rural nature of the county?

On the other hand, comments Pend Oreille County Extension Agent Janet Kiser, the Citizens for Clean Water and Air were concerned about site selection and pollution of the air and river. "Their opposition to the mill," she says, "was persistent and organized. They felt that the mill would destroy the satisfying rural lifestyle. They felt they spoke for the 'people' of Pend Oreille County."

Did the "people" of Pend Oreille reject or welcome the mill? The county Rural Development Committee (RDC) decided that answering the question was an appropriate project for its membership, given the heavy controversy surrounding the mill.

For the previous 2 years, the RDC had successfully sponsored educational programs on agricultural, economic, or public policy issues of interest to county residents. Continuing its neutral role as educator, the RDC directed its chair, Janet Kiser, to coordinate a survey of resident opinions regarding the pulp mill issue.

Form Representative Group
A Steering Committee of 21 individuals representing various interests in the county was formed. It included two members of the Kalispel Indian tribe whose reservation is located in Pend Oreille.

The Committee's job was to define the audience, develop questions, and coordinate collection and analysis of data. Membership represented county government, agriculture and forestry, health services, library services, education, environmental concerns, land use planning, and economic development interests.

Having a representative group was strategically important. The group lent credibility to the survey, created a wide base of support throughout the county, and insured a well-rounded approach to thinking about issues.

Endorsement by key community groups also broadened input and provided support for the survey. Sponsors were county commissioners, the Port District, three city councils, the Kalispel Tribal Council, the county planning commission, and Hospital District No. 1.

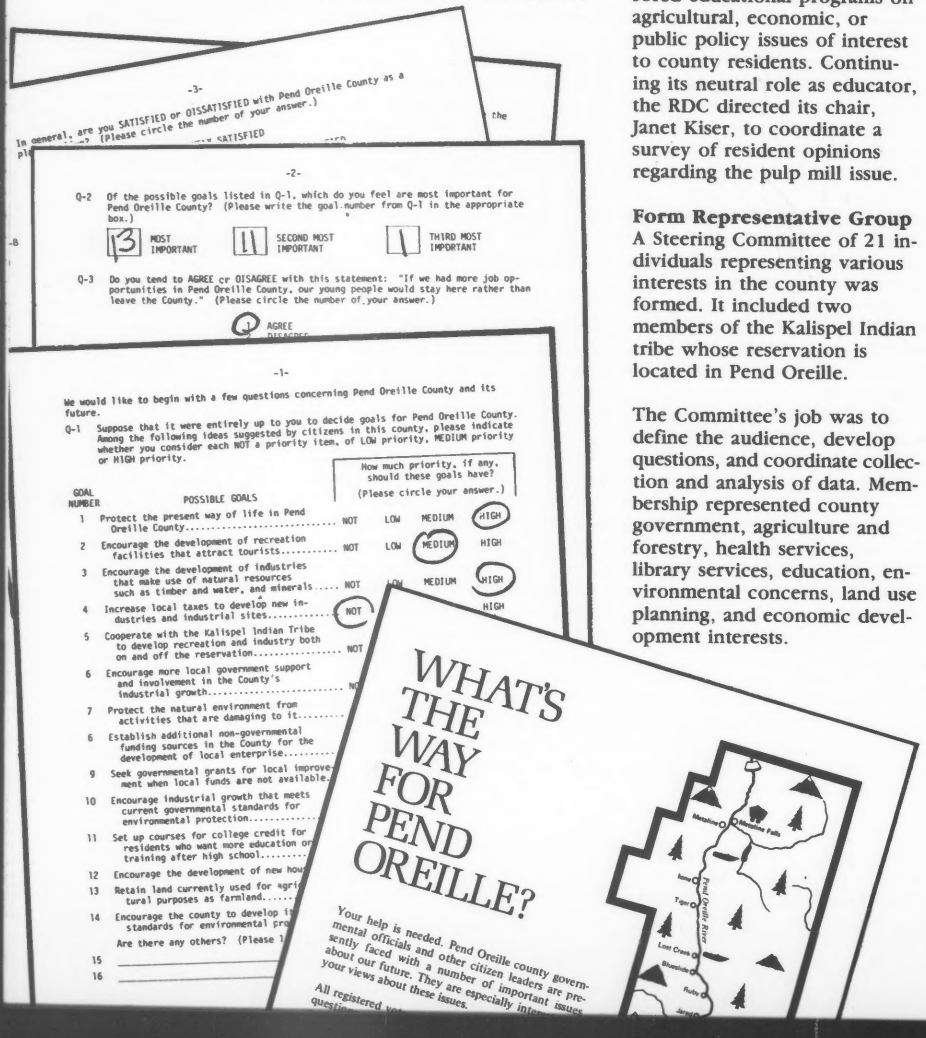
Survey Subject Areas
The survey contained only two questions on the pulp mill issue. Major subject areas of its 42 questions were: goals for the county; evaluation of lifestyle; need for industrial development; land use planning; evaluation of public services; perceptions of county problems; housing needs; cultural/recreational needs; evaluation of medical/hospital care; and demographic data. A Committee member suggested the cover design and title: "What's the Way for Pend Oreille?"

Includes All County Voters
All 4,300 registered voters in Pend Oreille County were surveyed, making this the largest survey of its type in Washington state.

The "Total Design Method" for mail surveys was used as the basis for developing, distributing, and collecting the questionnaires. This approach to mail surveys was developed by Don Dillman, Extension sociologist, Rural Sociology, Washington State University.

Dillman's tested procedures resulted in an impressive 60 percent return of completed surveys.

Emergency funds of $3,800 were solicited to print the survey, buy stamps, and keypunch data. Money came from



such diverse sources as the Lions Club, Tri-County Economic Development District, the Soil Conservation District, the county prosecutor and other individuals, as well as several of the original sponsors.

Twelve volunteers coordinated the multiple mail-outs. An additional 50 volunteers helped to code the data from the 2,482 returned and completed questionnaires.

Findings Reported
Preliminary results were distributed in 1982. The *Newport Miner,* the county newspaper, published a 5-week series of articles on the findings.

An early summary was sent to all sponsoring bodies and all interested respondents. In 1984, the formal report was completed and a slide program has been developed to accompany the formal presentation of results to sponsors and other community organizations.

The respondents were a large portion of Pend Oreille's adult population. They equally represented both newcomers and established residents; low, middle, and higher incomes; and the younger, middle-aged, and retired populations. Although not a true random sample, the exceptionally large size of the respondent group provided a good picture of overall public opinion on countywide issues.

"The findings provide a good working tool for anyone who wants to locate here." says former Port District Commissioner John McLaughlin. "It goes beyond mere demographics. I think it reflects the mood of the people."

"It's a real light-in-the-dark for a lot of political, social, and economic issues in the county," adds County Agricultural Agent Mark Mellbye. "Otherwise," he says, "people are just shooting from the hip."

The 1982 preliminary analysis provided data for grants funded in 1984 in excess of $630,000. The survey data clearly served to strengthen the statements of need expressed in the grants proposals. Projects included park development, city street improvement, and a new county library building.

Industrial Development
Following preferences identified by survey results, the Port District in 1984 selected a site for an industrial development park.

Mobilizing the Port's energies in this direction was the top priority of respondents among seven possible economic development activities among seven possible economic development activities on the Port's agenda. Funded by a tax levy, the park's site is along the rail line and is designated for industry, as respondents requested.

Originally designed to identify opinions on the pulp mill, survey results showed ambivalence and concern rather than a clear-cut vote on its construction. Rather, jobs versus lifestyle emerged as an outstanding issue. Survey results showed the depth of feeling for rural life in the county.

Respondents gave the green light to economic development, but also provided qualifications for such development. Survey results suggested caution in forging ahead without a plan or with too little respect for the importance of environmental concerns.

Surprisingly, ag land preservation was one of the major goals identified for the county by the respondents. Kiser feels that this preference to maintain land currently used for agricultural purposes as farmland is further evidence of a desire to preserve the "country" feeling of the county. "Ag land preservation is an issue to explore," Kiser adds. "It will be the topic of an educational program the ag agent and I develop to go along with presentation of these survey results."

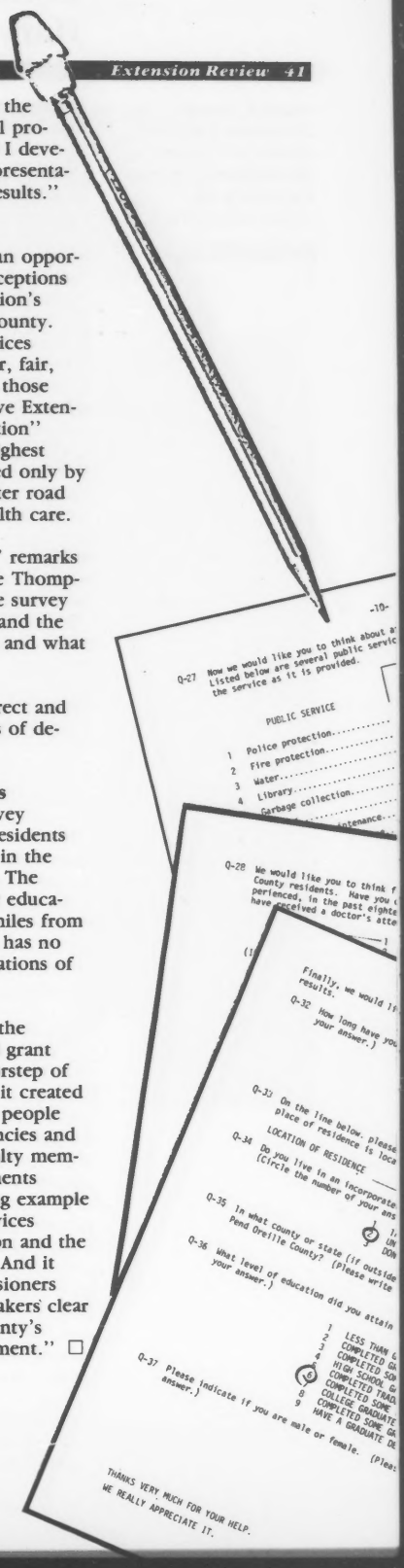
High Ranking
The survey provided an opportunity to evaluate perceptions of Cooperative Extension's programming in the county. Among 18 public services listed and ranked poor, fair, good, or excellent by those surveyed, "Cooperative Extension's informal education" received the fourth highest rating. It was exceeded only by electrical power, winter road maintenance, and health care.

"As a public official," remarks County Assessor Steve Thompson, "I found that the survey helped me to understand the people who live here and what their needs are.

It will help us to correct and improve our methods of delivering services."

Mobilized Residents
The need for the survey mobilized to action residents who were interested in the future of the county. The county has no higher education facilities, is 50 miles from an urban center, and has no radio or television stations of its own.

The project brought the resources of the land grant university to the doorstep of Pend Oreille. "I feel it created an awareness among people here of the competencies and dependability of faculty members at WSU," comments Kiser. "It was a living example of the variety of services Cooperative Extension and the university can offer. And it gave county commissioners and other decisionmakers clear direction for the county's growth and development." □



Connecticut Concern: Timber Harvesting Regulations

Carol E. Youell
Extension Resource, Conservation and Development Forester
University of Connecticut, Storrs

Local regulation of timber harvesting activities is presently the most critical, complex, and controversial issue facing Connecticut forestry.

There is a dramatic rise in the number of municipalities which are enacting regulations or ordinances governing forestry activities and timber harvesting in particular. Connecticut has no state law which directly regulates forestry practices on its entire 1.5 million acres of privately owned forest land.

There are only 25 municipalities out of a possible 169 which have enacted such regulations. These regulations differ in their provisions, soundness, administration, and enforcement. Many are conflicting and some are written without professional forestry input which often leads to an impractical and overly restrictive approach for woods workers.

Environmental Concerns

Citizen complaints over logging are forcing local governments to "do something" about what goes on in the woods. The concerns of town officials include noise, increased truck traffic on town roads, the aesthetics of the operation, the cutting practices used, and erosion and water quality deterioration. The environmental concern most often addressed in regulations is soil erosion and sedimentation as it effects water quality. Planning and zoning commissions are authorized to regulate erosion and sedimentation, and this is perhaps the only clear legal avenue currently available to those towns interested in regulating forestry activities.

In all probability, some of the factors triggering public concern and reaction over timber harvesting include the recent increase in logging activity statewide, and its visual impact. Logging has accelerated during the last growth in size and value of the standing timber resource, and the improved markets for sawtimber, fuelwood, and other products.

Attempts to Resolve Issues

The clamor for regulations did not evolve overnight and neither has potential solutions. Interest in regulations emerged after passage of water quality legislation at the state and federal level during the mid-1970s. In response to concern over the impact of timber harvesting activities on water quality, the Wood Producers' Association of Connecticut developed their own booklet addressing forest practice standards and guidelines. It was widely distributed within the industry in an effort to work toward voluntary self-regulation.

Best management practices (BMP's) were further spelled out in the state's program of voluntary compliance for controlling erosion and sediment associated with forestry activities.

Unfortunately, due to lack of funding, the state guidelines were not printed and distributed until 1982, and a comprehensive educational program to promote implementation of the guidelines was never undertaken.

Local interest in controlling timber harvesting greatly accelerated in the 1980s promoting the statewide Resource Conservation and Development (RC&D) Forestry Subcommittee to form "Forestry Advisory Teams." These interdisciplinary teams were formed in order to assist town officials and commissions (such as planning, zoning, conservation, and inland wetlands) with timber harvesting issues. The goals were to avoid land use conflicts through education and technical assistance, and secondly to promote forest management and utilization.

Cooperative Efforts

One team was established per county and each was composed of at least one forester, one soils specialist, and a land use planner. A host of agencies and organizations cooperated in the voluntary effort, including the Environmental Protection Agency, the Cooperative Extension Service, the Soil Conservation Service, and private forestry interests.

The teams generally favored a nonregulatory approach to timber harvesting. However, they were willing to provide technical input for regulations from the standpoint of erosion and sediment control, if that were the course of action decided upon by the town.

An outstanding example of the team approach occurred in the town of Haddam where the Planning and Zoning Commission requested team assistance in revising its existing timber harvesting regulations. The Forestry Advisory Team (composed of some 12 professionals) initially tried to dissuade the town from regulating. When that failed, team members took the opportunity to develop what some envisioned as "model" regulations for other Connecticut towns.

In the end, the team suggested a three-step regulatory approach based on the volume of timber harvested. Over the course of a year, the Commission reviewed, revised, and in 1983 eventually adopted regulations based on the team's recommendations.

Forestry: Viable Land Use

Perhaps the most significant aspect of this entire process was the recognition of the need to address forestry as a viable land use in the town. The local Extension agent is now working with the town to try and incorporate a model chapter on forest land use in the town's Plan of Development.

There have been a number of other actions taken by the forestry community to deal with the issue of local regulations: training sessions for foresters and loggers on the subject of erosion and sediment control; an industry-wide meeting and survey of the Wood Producers' Association and a "Regional Timber Harvesting Regulation Symposium" to examine the experiences of other northeastern states.

In addition, a bill submitted to the 1984 state legislature on model state guidelines for towns interested in regulating harvesting activities was not successful. None of the above actions led to a clear consensus on the issue or an overall agreement as to the best approach to take.

RC&D Forestry Study

It became clear to the RC&D Forestry Subcommittee that more action and direction was needed. The Subcommittee decided to focus on investigating the issue in depth to foster a resolution.

An on-going study is evaluating the current status of existing municipal forestry regulations in Connecticut, and is attempting to address three basic questions:

1. What are the "problems" associated with timber harvesting operations in Connecticut as perceived by various groups?

2. Is there a "need" for some type of control over harvesting activities on private land, and why?

3. In order to bring about sound forest management, which of the regulatory and nonregulatory alternatives appear most feasible from the standpoint of support?

For example, those appearing suitable might include: information and education programs for the timber industry and landowners, voluntary

harvesting guidelines, individual town regulations, uniform state regulations, or town regulations which must conform to state (model) guidelines. Other possibilities include: registration or licensing of foresters and loggers, and amending Public Act 490 (forest land classification tax law) to require active management.

The study includes: a background report on the issue, a survey of tree farmers in the state, a survey of foresters and primary wood processors (loggers, sawmills) operating in the state, a survey of municipalities, and an analysis of existing local regulations.

Surveys

Three recent surveys were in the form of mail questionnaires, and the participants were provided postage paid return envelopes. The three surveys varied somewhat in content, but all addressed the questions essential to the overall study.

The response rate was generally very good. Fifty-six percent of Connecticut's tree farmers responded. Responses included sixty percent of Connecticut's foresters; 15 percent of the primary wood processors; and a whopping 81 percent of the state's municipalities. The municipal questionnaires were mailed to the chief elected official in each town, and were filled out by that person or the town planner or engineer, or by a member of a town commission. The chief elected official made the decision as to whom should respond to the survey.

The highest ranking problems common to all groups were: poor cutting practices; aesthetics of the operation; and soil erosion and sedimentation. The problems of poor cutting practices and aesthetics (or lack thereof) were rated higher by foresters and primary processors. Perhaps the quality of logging jobs should be more closely investigated in Connecticut. Timber theft was also rated high by foresters and primary processors, as well as tree farmers.

Controls Needed

Foresters and primary processors indicated the strongerst need for some type of control over harvesting. The most common reasons given were: to protect the long-term productivity of forest and water resources; to protect private landowner interests and make landowners more aware of their responsibilities; and to control "those few bad operators and thereby make timber harvesting more acceptable in the state."

The need for control is not as clearly identified among tree farmers and municipalities given the relatively high percentage of "undecided" responses. Those municipalities that responded "yes" to control cited erosion and sedimentation, water quality damage, wildlife habitat damage, neighborhood disturbance, aesthetic problems, and poor cutting practices, as the major reasons why control is needed.

Information and education programs are most heavily favored by all groups to bring about sound management. Tree farmers overwhelmingly supported voluntary harvesting guidelines as opposed to any regulatory approach. Foresters and primary processors identified uniform state regulations as the regulatory approach they would most likely support.

In addition, they strongly supported financial incentives, and registration or licensing of loggers and foresters. Municipalities leaned toward town regulations that follow state guidelines, and the registration or licensing of loggers.

Regulation of forestry activities solely at the town level is least favored by foresters and primary processors, as well as tree farmers.

Impacts

The RC&D Forestry Subcommittee must take the next step in the decision-making process: evaluate these and other study results, and recommend a course of action to resolve the issue! If the present piece-meal adoption of controls continues, there may well be 169 different sets of rules with which foresters, loggers, and wood producers must comply. Undoubtedly, this will impact forestry jobs, incomes, operating efficiency, the price of forest products, and landowners' profits. Landowners may be reluctant to undertake a harvest, and towns may lose much of the value of the resource. In the end, the amount of active management being conducted on private land may suffer. □

Kids Care Fair

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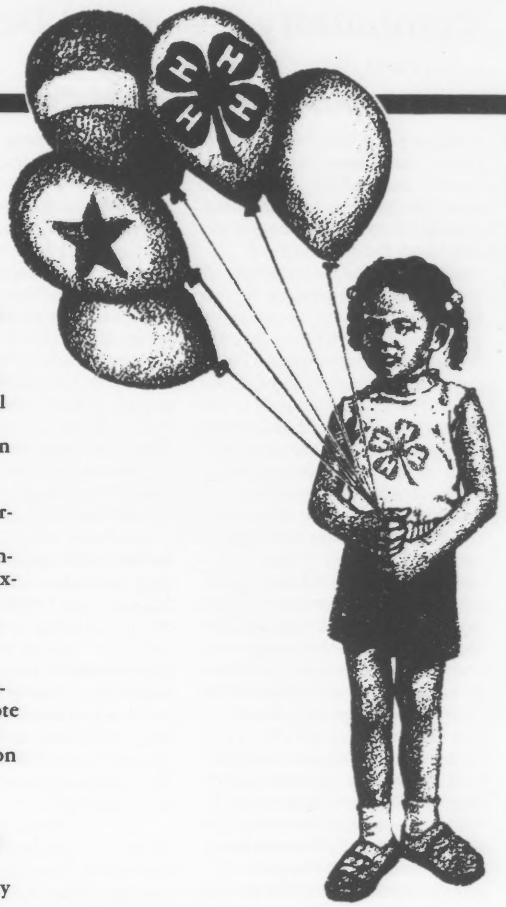

At a 1-day fair in Norristown, Pennsylvania, low-income youth found out that there are many people in their community who care. And, with help from Extension, parents and social service personnel discovered the numerous programs available to assist low-income families.

Results of a recent survey by Extension in this medium-sized city showed that low-income families often were not aware of available services—from day care assistance to low-cost menu planning. In addition, personnel in social service agencies knew little about the educational services offered by other organizations in the city.

Montgomery County Extension provided leadership in forming a family education network composed of representatives from agencies concerned with family and parenting education. Extension's goal was to make agency personnel aware of all local programs and to reduce the overlap of services.

Once the network was established, agency personnel decided an event was needed to promote parenting concepts, give visibility to available programs, and provide recreation and education to low-income youth.

Fair Organized

The county Extension home economist agreed to coordinate a special 1-day fair if agency representatives would help conduct the activity and assist with publicity. An expanded Food and Nutrition Education Program aide came up with the theme: "Kids Care Fair."

Officials of a parochial school located in a low-income housing area agreed to provide their facilities for the event. The police department cooperated by closing the street in front of the school to reduce the risk of accidents. Local businesses donated food, drinks, and contest prizes.

Several hundred low-income and minority youths, many accompanied by their parents, enthusiastically participated in activities conducted by more than 40 agency representatives.

Recreational events consisted of break-dancing; a watermelon seed-spitting contest; games for various age groups; and a "stop, drop, and roll" session offered under the guidance of the local fire department.

Educational activities included storytelling for young children, first aid and 4-H club demonstrations, and information sharing on summer reading programs and how to transplant and grow tomato seedlings. Each participant received a tomato seedling for planting at home.

Postive Results

One agency representative reported distributing 80 applications for a camp for low-income youth. He was especially pleased since none of the youth had prior knowledge of the camping program. Thirty-eight youngsters showed interest in receiving more information about joining 4-H.

The library's special events coordinator was so pleased with the fair's success that she quickly obtained permission to stage a similar "Kids Care Fair" on the library grounds.

The 1-day fair was extremely valuable to agency representatives. Personnel got to know each other; friendships were formed. This interaction is proving extremely worthwhile in planning current and future social service programs.

With the formation of the network and resulting 1-day educational and recreational event, a hard-to-reach audience responded enthusiastically and numerous agencies easily interacted with clientele. □

Community and Rural Development

...Toward Better Decisionmaking

Betty Wells
Extension Sociologist
and
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Ames

A major program direction for those with Extension community and rural development is to "improve decisionmaking related to government operations and the provision of essential public and private community services and facilities."

Primary audiences for such programs are not limited to elected city councils and county supervisory boards. Most localities have numerous elected and appointed governing boards for libraries, hospitals, and water districts. Local advisory councils—many patterned after Extension councils—make valuable contributions to community decisionmaking. These support boards provide leadership training for community volunteers, some of whom aspire to future elective positions.

Extension sociologists at Iowa State University play an important role by providing state-of-the-art management tools to aid these local decisionmakers. Many members of support groups need this assistance because they have limited skill in policy development. If their organizations face declining resources, they experience a frustration that results in crisis management.

> ***"Many decision-making problems may be attributed to a poorly understood mission..."***

Improving Local Decisions
The Extension sociology unit at Iowa State University developed a two-part programming strategy in an effort to improve local decisions.

First, they incorporated long-range planning concepts into teaching materials in a variety of workshops aimed at elected officials and representatives of support committees and councils.

Second, Extension sociologists served as planning facilitators for individual councils or boards.

Borrowing From Business
Extension sociologists are employing strategic planning models familiar to many businesses.

The use of strategic planning for public decisionmaking bodies in Iowa originated at a series of statewide workshops for county supervisors but attended by other support groups. A major workshop objective of the Extension sociology unit was to sensitize participants to the benefits of proactive, long-range, information-based planning.

Rather, than employing planning strategies, workshop participants described reactive decisionmaking behaviors.

Overwhelmed By Data
Ironically, some participants were overwhelmed by too much data and, as a consequence, were not using any. Such lack of planning was widespread.

Workshop presentations vary from all-day conferences to shorter 2-hour sessions. The longer sessions have been the most successful.

Planning Models
Extension employs a number of planning models in this educational program: step-wise models, hierarchical models, and systems models.

All share essential components—preparing to plan; planning; and integration of planning into operating procedures.

Preparing to plan involves analyzing the environmental content by: (1) internal monitoring; (2) community monitoring; and (3) societal monitoring. Internal monitoring involves self examination. A number of diagnostic instruments are employed as well as an analysis of internal records. Community monitoring consists of needs assessment. The sociology unit often analyzes the pros and cons of various needs assessment strategies.

Societal monitoring addresses external forces over which groups have little control. Participants may write scenarios (under various assumptions) and project past trends into the future.

Process And Product
The sequence generally established is: (1) mission, (2) goals, (3) objectives, and (4) action steps.

The process of arriving at this document is equally valuable. The mission, sometimes obvious, is too often taken for granted. Councils too seldom ask: "Why do we exist?" Many decisionmaking problems may be attributed to a poorly understood mission or one for which there is no group consensus. In groups where a mission statement exists, it was probably written by past members.

Setting goals requires decisionmakers to sort out personal and collective goals. Workshop leaders often refer to the ancient proverb: "If you don't know where you're going, it doesn't matter what road you take." Prioritizing these goals is the next step.

There is not necessarily a correct ranking, supporting a corollary to the ancient proverb: "Even if you know where you are going, there may be several roads to get you there."

Integration of Planning
Planning is successful if it is incorporated into standard operating procedures. A plan should be routinely evaluated and updated.

To help, the Extension sociology unit is developing a resource manual which audiences may use alone or with Extension assistance. The aim is to provide a framework from which participants may build upon initial efforts. □

...To Produce Involved Leaders

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Rural areas are changing fast, and complex problems have accompanied this rapid transition. The problems of clean water, economic development, appropriate land use, and adequate community services require astute public solutions.

In fact, they require knowledgeable and organizationally skilled public decisionmaking. Extension is aware that today's rural communities critically need leaders, and in response to that need is providing primary direction and coordination to rural leadership program development.

Extension, by contributing staff, operating costs, and educational materials, is helping participants in these leadership programs become important resources for their individual community and state.

Funding

Funding for rural leadership programs of this type began in the mid-1960s when Russell G. Mawby, 1983 Seaman A. Knapp Memorial Lecturer, chair of the board of W.K. Kellogg Foundation, and a former Michigan State University 4-H specialist, saw the need for community leadership.

Now, with help from the W. K. Kellogg Foundation, leadership programs in various curriculum designs are underway in 27 states. And, through other funding sources, such programs are being planned in several other states and a Canadian province.

Generally, these programs have been partnerships between the public and private sectors with funding for the programs coming from individual participants, sponsoring organizations, private contributors, and land-grant institutions.

Strengthening Leadership Skills

Participants for these programs have been recruited and selected from either the agricultural sector of our rural population or from "the rural population." Both groups share a characteristic in common—a commitment to involve themselves in public decisionmaking.

Participants assume new responsibilities and develop new skills—skills that are applicable to issues and problems facing their communities.

Most programs are structured so that participants increase their skills in group dynamics, problem analysis and assessment of alternative solutions, organizational function, and effective community decisionmaking.

The programs seek to strengthen leadership skills and increase understanding of public issues. Emphasis is on increased understanding of government's role—at local, state, national, and international levels—in helping to resolve public issues.

Feedback

Indications are that these leadership programs are effective in developing rural leaders who gets results. A 1979 study of the four original Kellogg-funded rural leadership programs in California, Michigan, Montana, and Pennsylvania found that program participants reported positive changes in leadership self-images and greater involvement in roles requiring leadership skills. And, as a result of these educational programs, participants reported greater effectiveness in their leadership activities. Recent feedback from programs in other states shows similar responses.

Benefits To Local Government

Although none of these programs have been consciously designed to increase participation in local government such involvement has occurred frequently. Participants have and do campaign successfully for elected political offices or have been appointed to them.

Participants are serving or have served as selectmen, township supervisors, county commissioners, and state legislators. Many participants move from one level of government to other levels. This movement makes it difficult to give an accurate number of participants in each category of local government across the 27 states with rural leadership programs.

Pennsylvania is a good example of program participants assuming leadership roles in different levels of government. An informal tally reveals that six participants currently serve as state legislators, two as chairs of county commissions, several as township supervisors, borough and town council members, and one has executive director of the State Association of Township Supervisors. One believes that a survey of other statewide or regional leadership programs will yield similar numbers.

Program Growth

As the impact of the original W. K. Kellogg sponsored programs is maximized formal leadership participants are helping develop and teach programs and recruit and select new participants.

Cooperative Extension has had and continues to have a significant role in the initial and subsequent leadership programs. Because participants become important resources at every level of government, this educational leadership program deserves continuing national support and active participation. □

> ***"Participants... develop new skills that are applicable to issues and problems facing their communities."***

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