

EXTENSION SERVICE

REVIEW

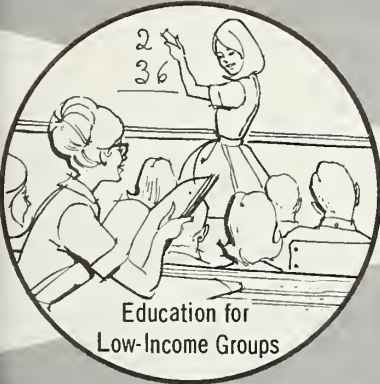
U S DEPARTMENT OF AGRICULTURE * APRIL 1966



Federal Housing
for Indian Families



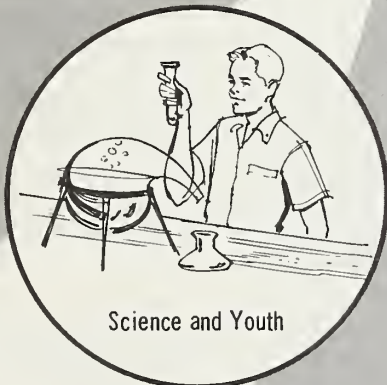
4-H Program
Expansion



Education for
Low-Income Groups



Public Affairs
Responsibilities



Science and Youth



Beef Cattle
Improvement

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

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

ORVILLE L. FREEMAN
Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

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CONTENTS

	Page
Operation Expansion	3
A New Home for Christmas	4
Low-Income Homemakers Respond	6
Facts and Public Issues	8
Science Attracts Youth	10
Selection Reverses Weaning Weight Trends	12
BCI—Champion in Beef Industry	13
From the Administrator's Desk	16

EDITORIAL

There's No Best Way!

In certain parts of the United States there's a saying that goes like this: "There's more than one way to skin a cat." This saying has a certain application to Extension work—namely, there is no best way to do it.

It is not news that to achieve the same goal requires one approach with one audience and an entirely different approach with another. It is also true that successful methods in one part of the country many times are successful in another part. Two articles in this issue illustrate still another fact—methods that proved effective in the early years of Extension are still effective with specific audiences. The articles are *Low-Income Homemakers Respond* and *A New Home for Christmas*.

The basic purpose of the Extension Service Review is to reflect alternative methods that prove successful in Extension programs—to provide a forum for exchange of ideas—and to give Extension workers everywhere the opportunity to share experiences.

It is our intention that the Extension Service Review shall continue to be a source of new and different ideas—a source of inspiration—and a source of alternatives to meet specific educational challenges through Cooperative Extension Service programs. —WJW

Extension workers of 21 counties in six States are exploring ways to extend the 4-H program to more boys and girls without increasing the number of professional staff members. Goals for increased enrollment vary by counties. Some are attempting to double or triple participation.

Preliminary findings will be known sometime after July 1, 1966. Total effects, however, will not be known until 1967, 1968, and some even later. Even at this early date, however, some interesting factors are appearing.

Why Operation Expansion?

4-H alumni, parents, business and community leaders frequently testify to the contributions of the program to helping boys and girls "grow-up". The most frequently mentioned areas in which 4-H training has helped are decision-making, career selection, leadership and community service experience, provided experience in public speaking, and provided specific knowledge related to real-life activities.

If these values are important and are to continue to have impact on our national heritage, economy, and social structure, the factors listed above must be integral parts of the total 4-H educational program.

Our whole society is geared for speed. Farmers, corporations, and government all are trying to produce more, sell more, and do more with less labor and less cost. Everyone aims to produce a better product for more people at lower prices. What about the 4-H educational program?

There are nearly 2.5 million boys and girls in the United States enrolled in 4-H. Enrollment has been about the same for 10 years. In fact, major program revisions in some States resulted in a slight decline in total membership.

This membership plateau occurs at a time when numbers of potential members increased from 32 million



Cooperative Extension Service workers in Maryland set the gears in motion for operation expansion.

4-H designs for the future

Operation Expansion

by
V. Joseph McAuliffe*

in 1960 to about 37.5 million in 1965. We might argue about shifts in population from rural to rural non-farm or suburban areas having influenced 4-H enrollment. Even so, few counties or States are reaching as large a percentage of any residential group as we have the "know-how" to reach.

Another argument often raised is a "small high quality program versus a large program with no substance." This position, too, seems more defensive than helpful.

One must be able to demonstrate that the small exclusive program is in fact "high quality" and then explain why this "small high quality"

program doesn't attract more youth, more leaders, and more community support and thus become a "large high quality" program.

We need to discuss this with facts rather than simply using cliches to stifle discussion. Following are some of the facts pertinent to the discussion.

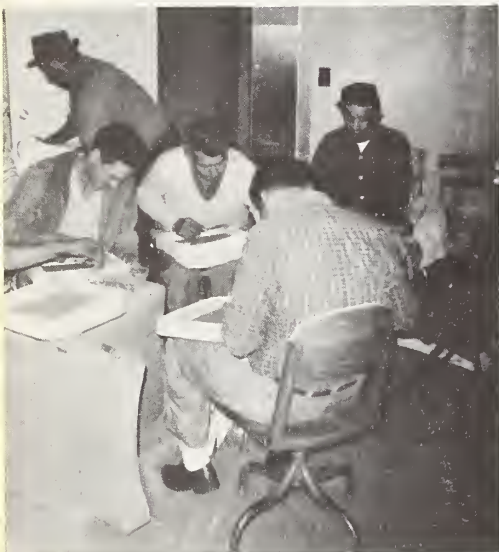
A national study shows about 4,030 man-years of Extension workers' time were devoted to Extension youth programs in 1964. (The man-year, 240 days, was developed to provide a basis for measurement that would overcome the wide variety of staffing and organizational patterns used in

Continued Pg. 14

*Federal Extension Service



This new house is typical of those made available to 32 Indian families at Vineland, Minn. The houses were provided through a federal housing program under the direction of the Bureau of Indian Affairs.



The men repair and refinish furniture for the new homes.

Mary Jean Stobb, Mille Lacs County Extension home economist, right, gives lesson on waxing floors.



A New Home for Christmas . . .

called for an intensive educational program for 32 Minnesota Indian families to help them learn to care for and adapt to their new environment.

By
Leona Nelson*

Happiness was a new home to 32 Indian families at Vineland, Minn., in the fall of 1964. The homes were made possible by a federal housing program under the direction of the Bureau of Indian Affairs.

Mary Jean Stobb, Mille Lacs County Extension home economist, worked with the BIA, county welfare personnel, the county health nurse, and Indian school faculty as she helped the families adjust to their new environment. She also trained lay

**Extension Information Specialist,
University of Minnesota*

leaders, part of whom later became paid sub-professional aides.

Funds from another source did not come through at the same time, so there was no water available in the homes when the families moved in. They continued to get their water at the community wells. This situation created problems in caring for the homes.

The homes varied according to the size of the family. Included in each was a re-conditioned refrigerator, a new combination gas-wood burning range, hot water heater, and a cir-

culating oil heater. There were cupboards, work counters, and a double sink in the kitchen.

The bathroom contained a stool, lavatory, and a shower-tub combination. The floors were covered with linoleum blocks, and the walls and woodwork were painted. Movable closet partitions divided up the bedroom space.

Mrs. Harold Lemke, a teacher at the Vineland Elementary School (Indian) organized an Indian women's Mother's Club called Nah-Yah-Shing, meaning "The Point", in February, 1963. Vineland is located on a point of land in Mille Lacs.

Most club meeting programs were devoted to topics of general interest, but often speakers were brought in to discuss subjects of special interest. For example, Mrs. Stobb discussed electrical safety and demonstrated the proper care and use of electrical equipment at one of the early meetings.

She directed particular attention to the pieces of equipment which would be in their new homes. Following the club meetings, Mrs. Stobb became acquainted as she made many home visits.

One activity of the Mother's Club—repairing and refinishing furniture for the new homes—provided interest for the fathers and sons.

The BIA brought in tables, davenports, chairs, and dressers from a de-activated military base. Some items needed only a coat of paint, while many of the kitchen chairs needed new seats and backs.

Vinyl for chair covering was donated to Father Weger of the Little Flower Mission of the Vineland community. Drapery material was made available to the women, and they were helped to make curtains for the windows.

The Mother's Club met weekly in the school gymnasium most of the summer of 1964. When it came time to move into the new homes, the people who had worked on the furni-



Mrs. Stobb and Joanne Weyaus make good use of lamp Joanne's mother made in the Make-a-Lamp Workshop.

ture decided to divide it up according to each family's need, not necessarily according to the amount of work each had done.

Mrs. Stobb worked with leaders from the Mother's Club in a series of leader-training meetings. The leaders were selected by Mrs. Lemke, a social worker with the BIA, and the Indian women. Training sessions were usually held in the "demonstration house" but sometimes in the leaders' homes.

After the training sessions, each leader visited four or five homes where she discussed and demonstrated the particular skill she had learned for other homemakers.

Topics discussed and demonstrated included: cleaning and waxing linoleum floors; care of walls, windows, refrigerators, oil heaters, wood-gas ranges, wood finishes, and porcelain surfaces; rubbish disposal; storage; and selection of color before painting a project.

One of the most satisfactory meetings was a Make-a-Lamp Workshop. The women actually made a lamp and took it home to use.

Several State Extension specialists assisted Mrs. Stobb. These included a district supervisor for counsel, home economists, and an information specialist who devoted half-time to the project.

Since June 1965, the community action program has provided a home economist, Miss Diane Murphy, to work in the Vineland Community. She has four aides in the home improvement program. Three of these paid aides were former volunteer leaders with Mrs. Stobb.

Mrs. Stobb continues to work closely with Miss Murphy, and many times demonstrates material at large meetings, and at other times, has special training sessions for the aides. Recent lessons included meetings on use of bulgur, how to make bread, clothes for children, and uses of dry milk.

And, what for happiness in 1965 for the 32 Indian families who moved into new homes in the fall of 1964? Happiness for many was being able to turn the faucet and get running water in their homes, for the first time in their lives. □

Low-Income Homemakers Respond

... to traditional extension teaching methods

By
Evelyn P. Quesenberry*

A half century ago, Cooperative Extension had a successful beginning as county Extension agents met the needs of farmers and homemakers with a "grass-roots" approach.

In three counties in northwestern Indiana, Extension home economists continue to have success with the "grass-roots approach," as they work with disadvantaged Whites, Negroes, and Spanish American migrant workers. The results of their efforts emphasize the effectiveness of this approach to programs under the Economic Opportunity Act.

Programs for low-income homemakers are being conducted and continue to grow under the leadership of Mrs. Minerva Partin in Lake County; Mrs. Esther Singer, in St. Joseph County; and Miss Janith Masteryanni, in LaPorte County.

The agents attribute success of the programs to the personal touch—that of meeting homemakers where they are and providing information to fit their needs.

A current concern in Extension home economics programs is helping families in need—to help them to be as happy as possible with their family members and to improve their living conditions.

Janith Masteryanni, LaPorte County Extension home economist, demonstrates the sewing machine to two class members. Mrs. John Kenigan, who helped organize the sewing series, looks on.

*Assistant in 4-H Club Work, Purdue University (on leave)

The broad objectives of low-income programs in these Indiana counties are to help people make better use of their resources for family living and to improve their income situation. Clothing, cooking, and basic housekeeping skills provide the bases for these programs.

Food Preparation

Mother can prepare tasty meals for her family quite well when the father is working and has a steady paycheck.

But what about the many homes where there is no father, or where the money just "doesn't go round?" It takes more planning and determination to stretch the food budget and prepare attractive and appetizing dishes from ingredients which consist mostly of government surplus foods.

Surplus foods available to families in need are usually: flour, cornmeal, powdered milk, peanut butter, chopped meat, butter, lard, beans, rice, dried eggs, rolled oats or wheat, and cheese. Families who receive these foods are glad to get them, but meals can be drab and tasteless unless mother

knows how to add variety with different kinds of recipes.

In her cooking schools, Mrs. Singer teaches homemakers some "tricks" to make surplus-food meals more attractive and delicious.

Some of her tricks include the proper seasoning of powdered eggs to eliminate their "eggy" taste and the addition of a flavor stimulant, such as chocolate, when mixing powdered milk. In some cases mothers didn't know how to beat powdered milk into warm water, so their children simply ate it dry.

A typical breakfast prepared and demonstrated by Mrs. Singer includes: hot chocolate, oatmeal, baked scrambled eggs with meat cubes, and slices of homemade bread with butter. Nearly all ingredients were surplus foods.

Other tasty dishes prepared from surplus foods were bean soup, cornmeal muffins, refrigerator rolls, rice and cheese dishes, peanut butter cookies, and baked custard.

Mrs. Partin has done similar work with low-income homemakers in her



county on the use of surplus foods. Both she and Mrs. Singer stress the importance of using equipment which these homemakers are likely to have in their homes.

Women who did not have pans in which to bake rolls, were shown how to improvise with peanut butter tins (which resemble coffee cans).

One homemaker came back to a following meeting with rolls which she had baked in the tin, to show to others in the group. She was proud of her accomplishment. Her pride is an example of increased self-respect—an important benefit—which homemakers gain from participation in these programs.

Basic Housekeeping Skills

Housekeeping is routine and relatively easy with modern appliances to help get the job done. However, it is a different story with homemakers who lack not only the knowledge or correct procedure, but who do not have proper equipment or money to buy it.

In Lake County, under the guidance of Mrs. Partin, women—who need to count pennies—are helped with basic housekeeping skills. Some of the topics covered are: simple directions for keeping a house clean, making of beds, storing of cleaning supplies (out of reach of children), tools for cleaning, how to keep down household pests, and work schedules for getting housework completed.

Clothing Skills and Personal Development

Basic sewing courses for low-income homemakers also have been successful in these three counties. Homemakers learn how to make clothing for family members and receive experience in social and civic activities.

After a get-acquainted session in LaPorte County, Miss Masteryanni starts the basic sewing course with instructions for making sewing boxes. In order to utilize equipment found in the homes, sewing boxes are made from oatmeal boxes.

From there the group moves into simple construction techniques and progresses until each homemaker has a garment to model on "graduation night". Similar procedures are followed in Lake and St. Joseph Counties.

Social skills including: refreshments at each meeting, serving as hostess, behavior at a social affair, and participation by family members at the graduation session, are important experiences for the homemakers. For some of them it includes many firsts—the first time to take part in an organized adult session, first time to make a garment, and quite often, the first time to appear before a group.

Recognition for Homemakers

In all three counties a graduation ceremony at the end of the course is a highlight for the homemakers. Graduation day in sewing is often held close to a special day, such as Easter or Valentine's Day, to make it a very special occasion.

In addition to special programs for "graduation", homemakers are proud to receive certificates of recognition for completion of a program or course.

In presenting certificates to one of her groups, Miss Sara Naragon, formerly assistant county Extension agent in St. Joseph County and now on leave, commended her class for the following: S—skill, E—energy, W—willingness, I—initiative, N—need, G—good job well done and graduation.

Mrs. Partin encourages each homemaker to teach one thing she has learned to five other women. Statistics, to date, show that class members have shared their knowledge with 1,450 others. Sharing with others provides satisfaction and recognition to the one who shares.

Cooperating Agencies

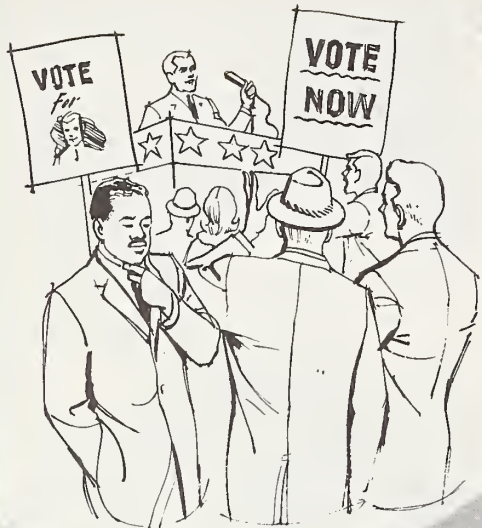
County Extension agents attribute much of their success with low income programs to cooperation of many individuals and agencies.



Mrs. Oscar Bromley, LaPorte County Home Demonstration Club president, presents a completion certificate to Ruth Johnson. Mrs. Johnson and her twins are wearing garments made in the sewing class.

Cooperating agencies in Lake County include the Gary Housing Authority, Lake County Department of Public Welfare, Goodwill Industries, Township Trustees, Neighborhood Houses, Hammond Housing Authority, and Hammond Community Council.

Continued Pg. 15



FACTS AND PUBLIC ISSUES . . .

the core of extension programs
and public affairs education

by
John O. Dunbar
And
Doyle Spurlock*

Knowledge gained from Extension educational programs in public affairs has provided many people with a broader base for making intelligent decisions on farm, programs, school reorganization, zoning, sewage disposal, price and production adjustment, taxation, water supply, and other public problems.

Throughout the country, such education programs are gaining support from leading citizens, legislators, and administrators. They will likely grow even more in the future and require proportionately more time.

Our experience in public affairs Extension education programs has taught us much—and we have much yet to learn. As we expand the program, it is important that we ask ourselves “Just what is public affairs?”

Public affairs are issues that affect people generally. They are something that all the people have a right to know about, and a majority of all people, or a majority of their elected representatives, must agree on before public officials can take action.

Public affairs include all manner of issues. Nationally they include such things as farm price policy and programs, foreign trade and aid policies, and monetary policy. At the State level, they include the tax system, highway construction, welfare, and education. At the county or community level, they involve school systems, downtown renewal, and zoning.

Issues—the Heart of Public Affairs

Almost every public issue is embroiled in controversy from the minute an undesirable situation begins to develop until a deciding vote is

finally taken. Reason—people’s interests vary and they have different values. As long as interests and values differ, two people with exactly the same facts and understanding may arrive at violently opposite positions.

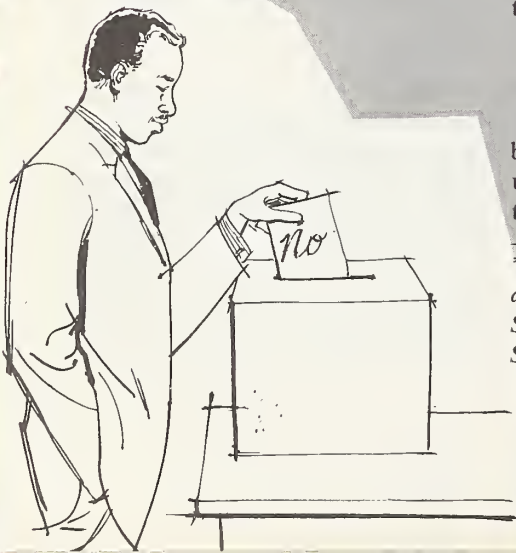
Each public issue boils down to two things—a specific goal to be achieved, and the alternative ways to achieve it.

Each public issue is discussed until it is narrowed to some specific goal that is clearly identifiable to many people. Examples of such specific goals include: preventing inflation, providing library service for people in rural areas, and so on. Without a specific goal, you have no basis for choosing alternative courses of action.

A moment’s reflection tells why this is necessary. It is impossible to figure out the best method of travel if you are just going to “take a trip”. Once you know exactly where you’re going, you know the alternative means of travel that are feasible and can make a selection.

Each public issue is settled in the public decision-making arena, at the national, State, or local level. National farm policy issues are worked out in the complex arena of national pressure groups and politics.

*Dunbar, *Extension economist, Purdue University, and Spurlock, Public Affairs Specialist, FES.*



At the other extreme, what should be done to provide sidewalks so children won't have to walk on dangerous streets in Smalltown, USA, will be resolved by citizens of that town.

Education and Public Affairs

We cannot wait for wisdom in the next generation. We need to develop well-informed citizens who can make intelligent decisions on problems confronting the nation today.

One of the basic American traditions is that the individual citizen will use his native ability and acquired competence in conducting public affairs as well as manage his own private affairs. The objective of public affairs education is to develop in individuals the understanding needed to make decisions on public issues.

Each person who becomes concerned with any public problem must eventually make up his own mind concerning what ought to be done and the best way to do it. He does this on the basis of facts, what he thinks are facts, and his values.

It takes a great deal of knowledge in our modern, complex society to make adjustments in the policies and institutions so they will serve people more adequately. They must be adjusted rapidly if we are to fully enjoy the fruits of society which our modern technology makes possible.

The Extension Function

The Scope Report of the Federal Extension Service states, "it should be crystal clear that the Extension function is not policy determination. Rather, its function is to equip better the people it serves, through educational processes, to analyze issues in which they are involved on the basis of all available facts. It is the prerogative of the people themselves, individually or collectively, to make their own decisions on policy issues and express them as they see fit."

No one really expects the Extension worker to tell him what the answer to a problem should be. However, individual leaders and the public

in general demand technical information and competent analysis relevant to the complex problems on which they must make decisions.

Providing this information requires a research and education task in excess of the time and training of most laymen. Extension workers have been charged with this responsibility.

Differences in human values, personal interest conflicts, and what people think are facts play an important role in public decision making. If an agent or specialist recommends any particular solution to a problem, he tends to alienate one group or the other.

The Problems-Alternatives-Consequences Approach

There is a more effective method of presenting educational materials to individuals concerned than mere presentation of facts.

It is to put the materials into a decision-making framework which realistically represents the issue being considered. This framework consists of the problem, alternative methods, and consequences. It involves:

1. Getting agreement on the problem. Unless the audience can agree that a problem exists—it is useless to talk about alternative solutions.

2. State the issue clearly in terms of goals and alternative methods. Presentation of alternatives involves explanation of how each alternative will work in achieving the goal.

3. Analyze likely consequences of each alternative method. Important facts include: How will the alternative affect me? What will it cost? What will be the benefits? Who will get the benefits? Who will pay the costs? How will it affect freedom of the individual, progress, security, and justice?

Leave appraisal to the audience. If the audience learns something from the analysis, it will probably act differently. This takes a certain amount of faith that people will make the "right" decision at this point.

What Issues We Choose

Education can be done more effectively when people are in a thoughtful mood than after they have taken a position. This makes timing an important key to selecting an issue.

The best timing appears to be when the issue is at the controversial state—but not yet to the "white heat" stage, when as one old-timer expressed it, "the troops are in the trenches and the guns are pointed." To select the issue effectively, the educator must be tuned in to current concerns of the people.

Our other alternative is to pick a subject we think people should be interested in. Consequences of this are well known to any Extension agent who has ever set up a meeting to which only two or three people came.

Organizing an Educational Program

Effective education programs are geared to background of audiences. Extension audiences are voluntary and participate because of their desire to learn more about things of concern to them. The learning must be a satisfying experience or they stop participating.

Continued Pg. 15



*Campers
learn
about
the
human
anatomy.*

Science Attracts Youth

*By
Joseph L. Fasching
State Extension Editor—News
West Virginia University
Appalachian Center*

For too long, West Virginia has been trying to "shuck" its image as a backward State.

This year, the West Virginia University Appalachian Center launched a program designed to help dispel the stigma that smarts the ego of every progressive West Virginian.

The program involves children, and it emphasizes science. It's a unique combination of camping and scientific study for 12 to 15-year-olds. Over 600 West Virginia grade school boys and girls attended one of the eight week-long County Science Camps held throughout the State this past summer.

The Science Camp Program was expanded after two remarkably successful pilot camps were held in the summer of 1964. They were de-

signed to create in students an awareness of the opportunities which are available to them through science, to stimulate a desire for learning, and provide motivation for staying in school.

Sixth, seventh, and eighth graders were picked for the camping experience by a screening board upon the recommendations of their school principals and teachers. The eight camps were chronologically spaced over the summer so that, for the most part, one team of instructors was able to teach in each camp.

The instructor's purpose was not to jam a complete science course in one week, but merely to whet appetites for knowledge and sharpen curiosities.

Class periods 1½ hours long were held each day in biology, human

anatomy, leaves and trees, energy and computers, and (for what may be a precedent for grade schoolers, an introduction in the behavioral science of psychology).

Five instructors were selected on the basis of competency, enthusiasm for working with students, and for their ability to stimulate interest. They included high school teachers, graduate students, and instructors from West Virginia University and other State Colleges.

Each had complete freedom to develop subject matter and to set the learning pace. Each worked informally with groups of no more than 10 to 15 students at one time, thus creating more intimate teaching-learning relationships.

The camps were supervised and directed by Cooperative Extension

Service workers in respective areas. They were held in County 4-H Camps and maintained just a touch of the 4-H flavor.

In addition to regular class sessions, extra curricular programs were held by special outside agencies in science-oriented areas. For example, in a number of camps the Monongahela Power Company, the Chesapeake and Potomac Telephone Company, and the Soil Conservation Service put on special assembly programs relating to light, communication, and soil, respectively. For many campers, a tour of the West Virginia University Campus was a part of their program.

Camp directors noted that they were not the attention-starved students who needed to be coddled or disciplined.

Some chose special projects with permission to experiment with them. One group often stayed up till past midnight to study galaxies in an astronomy project.

Each evening a supervised recreation program was conducted around a campfire by a full-time recreation director.

So far as is known, the County Science Camp is the first informal learning-camping situation of its kind. It is a "take-off" from the National Youth Science Camp which is conducted yearly at Camp Pocahontas in West Virginia, also sponsored by the WVU Appalachian Center.

NYSC was started in 1963 by the West Virginia Centennial Commission as one of the special activities held in observance of the West Virginia's 100th anniversary.

The County Science Camp program is now an annual project of the Appalachian Center. According to Dr. Ernest J. Nesius, vice president for the WVU Appalachian Center and director of the Cooperative Extension Service, the Appalachian Center's goal is to make County Science Camps available for interested grade school children in every county of the State. □



Science campers are briefed on WVU's laboratory equipment.

Argyle W. Yost, in a class in computers and energy, unveils the mysteries of the slide rule.





Production tested bulls such as this are typical of the ones being used in the Ross Ranch beef improvement program.

Selection Reverses Weaning Weight Trends

By
Floyd W. Howell*

It costs as much to raise poor cattle as it does good ones. So why not be choosy and make more money?

A cow and heifer selection program plus production tested bulls and a good set of records can net commercial cattlemen more in pocket profit.

This is what Warren Ross, of Ross Ranch, Chinook, Mont., has proven. It all started a few years back when Ross decided his cattle were losing size, particularly in weaning weight of calves.

In October 1955, N. A. Jacobsen, Extension livestock specialist, Montana State University, Bozeman, and Blaine County Extension Agent Herb DeVries, conducted a cow and heifer selection demonstration on the Ross Ranch. This was to set the pattern for females Ross would use with production tested bulls. Sixty-five ranchers viewed the demonstration.

Ross hoped the cow and heifer selection and production tested bulls would improve the uniformity of

calves and provide information for herd improvement. This is exactly what happened.

The first measurable evidence of improvement appeared in 1957 when Jacobsen and DeVries assisted Ross in selecting a carload of choice feeder calves to be sent to a feeder in Iowa.

Out of 66 cows with steer calves, 54 choice calves weighing an average of 435 pounds were selected for the load in Chinook. According to Ross, the calves averaged 30 pounds more than in previous years.

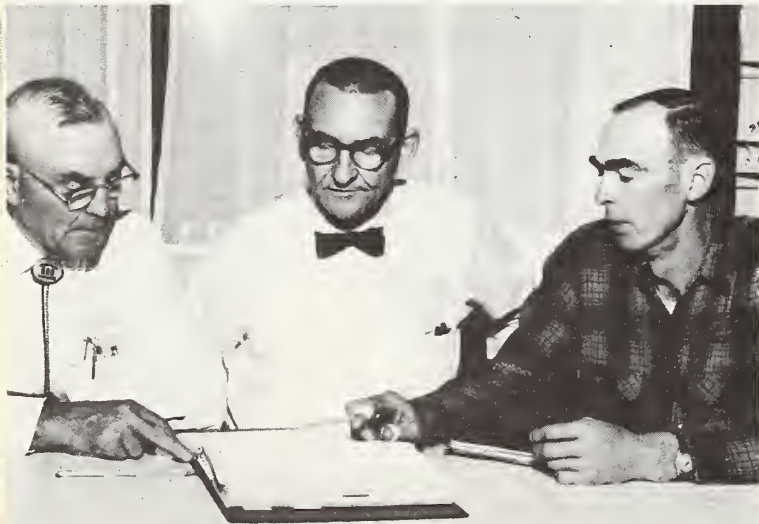
A dull market and plenty of feed on the ranch caused Ross to feed 44 of his steers in 1958. He collected carcass data for further information that he could apply to his breeding program from this group.

Ross works continually with the North Montana Branch Station at Havre, as one of several cooperators seeking information for herd improvement.

He sent a random selected group of steer calves to the North Montana Branch Station for feeding along with

**Formerly Extension Information Specialist, Montana State University, Bozeman.*

Tom Ross, Herb DeVries, and Warren Ross (from left to right) discuss entries in the records that have helped improve the Ross cattle.



calves from other ranchers in 1958-59. Ross' calves ranked at the top of all rancher-owned calves and very close to the experiment station-bred calves. For the next five years, each rancher cooperating in this study used an Experiment Station line-bred bull for comparison with his own sires.

Steer calf progeny from these breeding programs also were sent to the North Montana Branch station for feeding and still the Ross calves ranked well up in the competition.

In the last six years, average gains of Ross calves have increased from

1½ to 1¾ pounds per day while on the cow. His goal is two pounds gain per day.

Each of the 300 cows in the Ross herd is individually numbered for record keeping purposes. He subscribes to an electronic accounting system to assist in keeping current records on the cow herd. This system provides the mass of production information needed in management decisions.

The Ross Ranch was homesteaded in 1887 by Warren Ross' grandfather,

Alexander Ross. He operated the ranch until 1925 when Tom Ross, Warren's father, took over. Tom Ross is past president of the Montana Stockgrower's Association and is currently chairman of the Board of Directors of the Spokane district of the Farm Credit Association. Warren Ross started managing the ranch in 1952.

The Ross cattle wear the brand "87" on the right rib, which indicates the year the ranch was recorded, 1887. □

BCI—Champion in Beef Industry

Beef cattle improvement programs (performance testing) were designed and tested by Extension workers during the decade following World War II. They are based on research findings that date back to the early 1930's.

These programs are designed to help beef cattle producers select and recognize breeding stock that will improve the overall efficiency of production and the market value of their animals.

BCI programs emphasize the selection of breeding stock on the basis of records that indicate: absence of inherited defects, prolificacy, nursing ability, rapid growth, efficiency of feed utilization, superior carcass value, soundness, style, and balance of conformation.

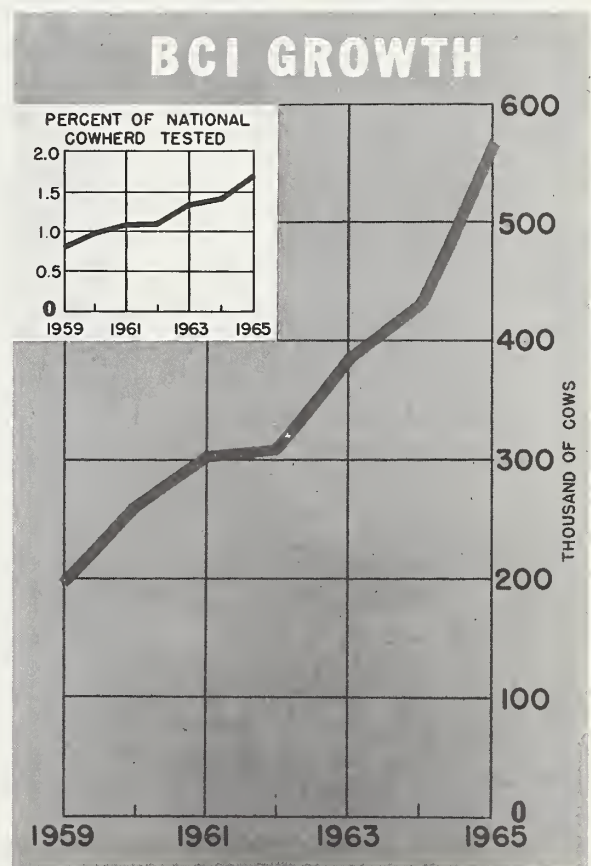
The BCI demonstrational efforts of Extension have gained acceptance rapidly by the beef industry during the past five years (See Fig. 1). Today, practically all of the National Beef Cattle Registry Societies provide a performance record service for their members or arrange for this service to be available through other organizations.

An independent agency estimated recently that approximately 10,000 beef herds are currently enrolled in some type of testing program similar to those initiated by the Extension Service.

In spite of this progress, the number of cooperators is not the measure of progress that is most important to the future of the beef industry or the Extension Service. More important measures of progress are the number of improved practices used by the cooperators and the effect of these practices on the average grade of the cattle in the cooperators' herds. The accompanying story from Montana portrays the impact of BCI programs on an individual ranch operation.

By
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Operation Expansion

Continued from Pg. 3

various States.) This is about one-third of all Cooperative Extension resources.

Numbers of 4-H members increased from about 1.5 million to 2.25 million from 1945 through 1964; 4-H clubs increased from 75,000 to nearly 96,000; and the number of adult 4-H leaders from 132,000 to 382,000. Although absolute numbers increased, the ratios of 4-H members per man-year and 4-H clubs per man-year are smaller than 20 or 10 years ago.

Professional staff has increased faster than 4-H clubs or 4-H enrollment. Also we have substantially increased the work with adult leaders.

Application of Best We Know

The average number of adult 4-H leaders per man-year for the U.S. in 1964 was 91. The low State averaged 58 and the high averaged 285. The average number of 4-H members per man-year for the U.S. was 527 with one State having an average of 237 members and another 938. The range in counties is even greater.

What are the ratios in your county? What is the 4-H enrollment in relation to the potential membership? Why do some programs handle so many more members than others? These are questions each Extension worker should consider.

The usual answer is that 4-H is organized as part of the school. But four of the high five States in members per man-year are not the traditional school 4-H club program States. Operation Expansion features an attempt to identify answers to some of these questions.

Key Variables

All demonstration counties are testing the first variable—job/position descriptions. Are county agents clear on their responsibilities? Does each staff member know what he is sup-

posed to do and how he relates to other individuals and groups? Much confusion appears to exist as to really what is the role of each agent and who is responsible for what and to whom.

Some feel that describing a person's position too closely stifles creativity. Others say if some outline isn't given—everyone's job is no one's job. Or you find the entire Extension staff at meetings that hardly require one person attending. Clarification here has already proven useful.

The second variable being studied is training. What help does an agent receive to carry out his responsibilities once they are identified?

Have the knowledge, skills, and attitudes necessary to perform as an Extension agent in the 4-H program been identified, or does the agent jump into the program and "sink or swim"?

What legitimately must be taught "on the job"; what before starting work; what in the long run requiring extended leave from the job; and what as part of a self-learning plan?

It is hoped a few clues can be gleaned as to exact training needs. At least agents' views of training needs and other assistance are being identified.

The third variable relates to supervision. A fine line exists between training and supervision, but nevertheless it is important to determine the proper function of the supervisor. When personnel and program supervision are separate, do all parties agree on what is adequate performance?

If an agent has responsibility to local as well as University representatives, do all use the same or similar criteria to judge the agents' effectiveness? Do all agree on the program goals and methods? Again we seem to be getting a few leads in this area that may help other supervisors and agents.

A fourth variable all counties are engaged in testing is identifying the

roles, opportunities, and responsibilities for volunteer leadership. It was established long ago that 4-H requires a multiplicity of leadership if the program runs at peak efficiency.

Organization leaders, project leaders, activity leaders, junior leaders, one-meeting leaders, committees of various kinds all contribute to program efficiency. These 21 counties are trying new and different ways to recruit, teach, and recognize people for 4-H leadership. If not new to the world at least new and different to the county.

A fifth variable being looked at in at least one county in each of the six States — Maryland, Minnesota, Mississippi, North Carolina, Pennsylvania, and Washington—is the role of the sub-professional. This may be either a paid or unpaid position.

Many tasks do not require the high degree of professional skill possessed by agents and yet are tasks that the local 4-H leader should not be expected to handle. We have had long experience with this role in a few areas. More information is needed to clarify the specific tasks falling here and to find out more about the circumstances under which some reimbursement is necessary and what type of pay is satisfactory.

Many other ideas are being evaluated, including the following: more efficient ways to manage Extension offices and handle records; ingredients of a well-balanced information program; good short-term 4-H projects; and how to get more involvement of parents and community leaders in 4-H programs?

It is expected that the demonstration counties will develop ideas that others can use and that will form the base for some in-depth research. It is also expected that answers to two real basic questions—how broad or how narrow is 4-H, and is 4-H only a 4-H club or can it be a special interest group or even a TV educational experience—will be more neatly defined. □

Public Issues

Continued from Pg. 9

Some characteristic audiences and their attitudes that must be considered in developing a public affairs education program are:

1. Key influentials or thought leaders. These people have already given much thought and study to the problem. They are innovators and because of their knowledge have a great deal to say about final decisions.
2. Interested citizen groups. This is a heterogeneous group with a wide range of knowledge about the issue—from much to almost none. Less time is needed for discussion and more for dispensing information than with thought leaders.
3. The masses. Some information on any issue can be communicated to many people via radio, television, newspapers, and magazines. These media are excellent for creating awareness and dissemination of factual information.

Cooperation Is Essential to Success

Many people work on each public issue. They include other educators, researchers, government agencies, and civic organizations. In a sense, the specialist or agent competes with them. In another sense, he cooperates with them.

In the competitive sense, the public affairs educator is developing pertinent educational materials, organizing audiences, and conducting educational activities. His struggle is to be the leader in developing and delivering educational service.

In the cooperative sense, the public affairs educator can always profit by working with each of these groups. He can train others in the subject matter and methodology of public affairs education. These other people, with training, can conduct effective educational activities.

The very nature of research re-

stricts it to development of pieces of information important in resolving public issues. Extension workers must cooperate with the researcher to know what useful information he is developing and help the researcher keep contact with public problem decision makers.

Keys to Success

1. Be a professional. The policy educator who makes a high quality competent analysis of an issue based on all the facts and follows sound methodology in presenting it need not fear that somebody will "run him into a corner." People on all sides of an issue feel comfortable and welcome to discuss the issue with the educator who develops a reputation of objectivity and fairness.
2. Have an understanding with pressure and special interest groups that you are not performing their function. The function of these groups is to study the issue, take a stand, and try to get their point of view accepted. The public affairs educator must avoid interfering with their role in policy development.
3. Develop your own clientele. Extension can fly its flag under the auspices of non-extension groups only so long as what the group hears does not conflict with its special interest.
4. Specialize on one problem area at a time. Some of the most successful public affairs educators have devoted most of their time over a period of several years to a particular area at the local, State, or national, or international level. When one issue is settled, they move to another.
5. Have faith in people, education, and our democratic form of government. People have good judgment and will make sound decisions if they have pertinent facts and information on which to base them. If they make a wrong decision, our democratic system provides them an opportunity to change it.
6. Be on tap, not on top. The educator who feels that he must make

what he thinks is the best decision, then inform the people is likely to alienate some people with each issue he tackles. Consequently, some of those who may be in greatest need of the knowledge and understanding to make sound decisions may not either come to his office or his meeting. □

Low-Income

Continued from Pg. 7

St. Joseph County cooperators include: Neighborhood Youth Corps, South Bend Civic Planning Association, South Bend Community School Corporation, Poor Relief Agency, Public Housing Recreation Center, and the Welfare Office.

Assisting agencies in LaPorte County include: The Federal Housing Authority, Department of Public Welfare, Parks and Recreation Board, YWCA, YMCA, and Girl Scouts.

Many volunteers have assisted Extension agents in planning and teaching. These include leaders of Home Demonstration clubs, graduate home economists, women from churches, school trustees, and housing authorities.

In order to offer more programs for low-income homemakers in St. Joseph County, a Negro Extension agent in home economics, Mrs. Bessie Woolridge, has been added to the county Extension staff. Mrs. Woolridge has made many personal contacts, and has been instrumental in planning and carrying out additional programs.

A B C's of Successful Programming

The A B C's of successful programming for low-income families in Northwestern Indiana seem to be: active participation, basic skills, and cooperation coupled with methodology that is simple and concrete, something that can be demonstrated, and include something to take home to show or taste. □

From The Administrator's Desk

Our Advisory Committees

Advisory committees have an important place in planning and carrying out Extension programs—particularly in the counties.

From State to State the form and role of these committees vary—but in all cases they perform an important service in providing guidance, vision, wisdom, and judgment.

Have you taken a good look at your advisory committees lately? Do they represent the groups to be served in the programs, the various subgroups—the young, the not so young; the more prosperous, the not so prosperous; the more advanced, the not so advanced?

Do they include others concerned and with a contribution to make—bankers, farm related businessmen, other businessmen, civic and government leaders, and related professionals?

Do they have first-hand knowledge of problems and opportunities? Do they think for themselves—even though their ideas may not always agree with yours?

Are you able to keep busy people as active members—if not, better take a look at how you work with the committee.

As you work with them, do you perform as an educator—bringing them information and conducting activities that broaden their vision and understanding of the problems and opportunities of people in your area in relation to the broader world, in relation to Extension responsibilities?

As you work with them, do you perform in your professional role—defining needs and opportunities, proposing alternative programs and plans—so they can apply their good judgment in giving advice?

Do you seek their ideas and respond positively and objectively?

Or do you have an advisory committee consisting only of old friends, long involved in Extension programs? Do you have a group who always thinks like you do? A group that commonly “uses the rubber stamp?” A group that always wants last year’s program again? A group that thinks only about their immediate problems or the symptoms of them?

An advisory committee can be a powerful force to help the agent maintain the program status quo, to defend the agent in pursuing his interests. It can be a powerful force for a dynamic program, a visionary program, a program keyed to needs of urgency and high priority, a program broadly supporting the development of the community and its economy. An advisory committee can be a constant challenge to the full professional capacity of an Extension worker—and a source of great satisfaction.

What kind of advisory committee do you have? How do you work with it? On the answer to these questions will depend much of the future accomplishment of Extension. □