

EXTENSION SERVICE

REVIEW

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

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

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REVIEW

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EDITORIAL

Welcome, New Editor

With this issue, we welcome W. J. (Jim) Whorton, of Nevada, as the new editor of Extension Service Review. He succeeds Walter Lloyd who retired December 30.

Jim Whorton has been in charge of the Agricultural Information Service for extension and research at the University of Nevada for the last three years and was on the Nevada staff for the previous three years. He also had information experience with a State office of a farm organization and a producer cooperative. As editor of magazines for both, he won national awards for excellence. He is a native of Arkansas and an agricultural journalism graduate of the University of Missouri.

Although Mr. Whorton's name appears on this and subsequent issues of the Review, we want to give credit to Walter Lloyd and Carolyn Yates Seidel, assistant editor for planning most of the articles that will appear through April. Since Mrs. Seidel will be on maternity leave until May, Mr. Whorton will carry the full load of editing the next few issues and planning for those ahead.

We encourage all Extension workers to continue their fine cooperation in submitting articles for the Review. Also we invite your suggestions for making the Review still more useful to you in carrying forward the educational program of Cooperative Extension Service.

—Walter John



Junction City Chief of Police Ace Kizer finds that simple inspection of recreation equipment provides opportunities to demonstrate new techniques. "Sharing experiences" replaces "teaching."

. . . and they have changed

*by HARRY E. CLARK, Community Development Specialist
and SUSAN A. MULLIN, Information Specialist
Lane County Youth Project, Oregon*

IN LATE AUGUST of 1964, a new office opened up in Junction City, Lane County, Oregon. Junction City is a small farming town having perhaps just a little more bustle than is typical of such a town. The new office stood out with a big sign on the window: LANE COUNTY YOUTH PROJECT. The traditional open house was held, and Junction City learned that the Lane County Youth Project (LCYP) was there to help them with their delinquency problems and their goals toward a better community. Local feeling was pretty clear. Wasn't it a bit presumptuous of this "LCYP business" to think that Junction City had any problems? And hadn't the town always handled its own problems, without calling in help for wayward kids and civic improvement?

One year later Junction City had 70 percent fewer juvenile offenses, school curriculum was changing toward helping prevent school dropouts, youth employment was a thing to be dealt with—not worried about, and the

"LCYP business" was known as Community Development.

As a matter of history and fact, the Lane County Youth Project is a 3-year experimental demonstration program aimed at juvenile delinquency, poverty, and related problems. Sponsored by the Lane County Youth Study Board, a private, nonprofit corporation composed of 64 community leaders, the Project especially concerns itself with the problems of rural youth, and how these youth can be helped to fit into an increasingly urban-industrial society.

Funds for the Youth Project were granted by the President's Committee on Juvenile Delinquency; the U. S. Department of Health, Education, and Welfare; the Federal Extension Service; and the U. S. Department of Labor. Additional funds and support have come from Oregon State University Cooperative Extension Service, the University of Oregon, and various components of the Lane County Government.



Informality is one of the keys to success of the project. Ed Lohner, community youth worker, engages three of his boys in one such discussion.

Oregon State University accepted an invitation to participate in the Project by special assignment of Dr. Harry E. Clark, Community Development Specialist, to serve as Chief of the LCYP Community Development Division. LCYP operates generally in four divisions, the other three being: Education, Youth Employment, and Agency Programs.

For purposes of research and evaluation, LCYP selected three areas in which to demonstrate their programs. Junction City, 14 miles north of Eugene, is typical of the rural-farm community. Oakridge, in the mountain area of the upper-Willamette, typifies rural, non-farm living. South Eugene was selected as representing the diversification of a small city—rural-urban. Community Development is doing its job in all three demonstration areas, but this article deals specifically with what happened in Junction City. How did three people and a program of community action affect a traditionally proud Scandinavian population of 7,000 people?

The LCYP office in Junction City came complete with a community service coordinator (also on special assignment from Oregon State University), a youth worker, and a secretary. The role of the service coordinator was one of working with the adults of the community, including those who were in a decision-making position. It was up to the coordinator to objectively help identify the problems of the community, present his findings in an unoffensive manner, and assist the community in using its opportunities and resources toward solving the problems.

The community youth worker was assigned the role of reaching disadvantaged and trouble-prone youth, and through youth activities, to help them become positive, productive members of the community.

Early contacts in the community were cool. Junction City is a town of friendly people, but as the mayor said a year later, "Our people were wary. LCYP was an outsider coming in to help, but to help with what?"

Community Development operates on a twofold philosophy: build the human and economic resources of the community to the end of helping citizens of a town reach the goals they see for themselves. Community Development people soon became part of the Junction City community. Their professional backgrounds gave them vitally important "outside" objectivity, but living and working with the townspeople soon allowed them to see community goals as honestly being *their* goals also.

In getting to know the people of Junction City, the service coordinator and the youth worker built an understanding of the total community. Town leaders developed confidence in the professionals. The surveys conducted by the Lane County Youth Project were made known to Junction City leaders. In fact, there *were* some problems in the community. Other surveys, conducted jointly with Junction City leadership, and the Project, helped identify new opportunities for development and progress.

Business, fraternal, and civic groups heard Community Development speak. Reports of activities were mailed; coffee shop conversation developed a spirit of "What will we do?" and later, "Why don't we try this?"

About 2 months after the opening of the LCYP office, a survey was conducted in the junior and senior schools to determine the extent of youth participation in available teen activities. The survey showed that many youth did not participate in any activities, in school or out, and that many had interests which did not fit into an existing activity. School leaders, community leaders, and youth decided that the community youth worker could begin by focusing on programs for the disadvantaged youth, the youth who "didn't fit in."

The resulting Junction City Youth Council set about to increase recreational activities in the area. In reaching their goals, it was recognized that youth could improve the general image of teenagers in their community.

In organizing the Council, an attempt was made to involve the disadvantaged and the advantaged youth—together. The nucleus of the Council was made up of selected high school leaders, and selected youth who were known to be culturally and/or economically deprived. The incompatibility of the two groups was immediately obvious. Affluent members of the Council were often reluctant to work and mingle with those below their socioeconomic status. It was apparent that meaningful experiences, common to both disadvantaged and advantaged youth, and important enough to overshadow

differences, were required in order for the group to work as a whole.

As a beginning, the Youth Council has sponsored or helped with activities such as a city park cleanup, small informal parties for new students, formation of a car club, after-school activities, a Youth Employment Service, and the development of a Juvenile Advisory Jury.

The car club sponsored by the Youth Council provided an excellent opportunity for a productive meeting of youth from different backgrounds. Boys doing well in school could learn mechanics from school dropouts. The car club was a beginning of the socialization needed to break down social barriers between youth—the cliques in schools.

Activities of the club have included co-sponsorship of a car wash with the Youth Council, and participating with local Jaycees in a seat belt clinic. Unplanned endeavors of the club include minor tune-ups and lube jobs for older citizens in the community.

The car club began successfully in a building provided at no cost, with a local mechanic as a volunteer leader. Activities were curtailed when the building was no longer available, however plans are now in the making for a service club to assist in obtaining a building and providing advisors and instructors for the group.

The car club has been accepted. Two individuals in Junction City have donated cars for the club to recon-dition and sell, with the profit to apply to the club treasury.

The after-school activities sponsored by the Youth Council show the influence of a knowledgeable, aware, youth worker. Since some youth are disadvantaged because of their inability to relate to others, recreational activities can provide a means whereby these youth can associate with others, and find new avenues for individual expression. The youth worker acts as a model and a guide for experiences which can give a boy expression, success, and acceptability.

Demonstrations of proper techniques followed by individual encouragement resulted in boys becoming active in weight lifting, boxing, wrestling, judo, ping-pong, target shooting, and basketball. Boys participating in these competitive activities now had a choice: strive for success and recognition in a constructive, "good" program, or spend the time after school in unplanned excursions which usually result in being recognized as "bad."

The need for success in the disadvantaged youth was given prime consideration in the Community Development program of youth employment. A job means self-sufficiency—and pride. "I'd be okay if I could just get a job and be let alone." In understanding the attitude of the boy who made this comment, Community Development staff also realized that a good youth employment program could strengthen the relationship and understanding between youth, adults, and agency personnel.

With the help of local volunteers and the Youth Council, a Youth Employment Service was established in the summer operation—43 jobs of varying types and duration were found for the 70 boys who registered. Major problems were the lack of suitable jobs for girls, and no transportation for out-of-town jobs. Little by little, through the local newspaper and by word of mouth, Junction people became aware of the need for a youth employment program.

A work-study program was investigated. Business firms in town were contacted to provide part-time jobs for youth who did poorly in school, but who could work and needed training. There was no financial reward for the youth participating in the work-study program, but there was employment training and success. School credit toward graduation was acquired through the program. The result? The Junction City School District is now planning to incorporate a work-study program in their vocational program, toward the goal of preventing school dropouts, and preparing the non-college-bound youth for employment.

The expanded educational opportunities for non-college-bound youth, soon to be available, were solidified by a recent vote on a bond issue for school construction and equipment. It is significant because the original proposal and plans were directed toward benefitting the students headed for college.

It has been suggested that the change in plans and the successful three-to-one vote were the results of close cooperation between the school superintendent, selected key leaders in the community, and the community service coordinator. The activities of the youth worker could be seen also. The quiet, unalarming approach of Community Development backed by facts was the key to educating the voters to the true educational and vocational needs of youth in the community.

F. Dale Hoecker, community service coordinator in Junction City, provides professional guidance to help leaders cooperating in the project.



To truly understand the changes that have taken place in Junction City in the past year and to understand Community Development, one has to think in terms of people, before programs. It is the nature of our society that people be divided according to what kind of work they do and where they live. Unfortunate, but true. Community Development, thought of in terms of either an LCYP program or a civic movement, has to bring people together, forgetting the color of a man's collar or where a woman buys her clothes. Social barriers must be broken down to allow communication and understanding. The involvement of everyone towards a common goal makes the difference between a town and a community.

Working around this philosophy, Community Development staff members introduced delinquency to law enforcement and adult authority. Not that they hadn't met before! But this time it was different.

By the time the Community Development youth worker had been in Junction City 6 months, he knew nearly every delinquent and disadvantaged boy around. He gained their confidence and helped to set up situations and activities in which they could relax and ease their frustrations. In the beautiful Willamette Valley, the best such situation is outdoors. Thus began the camping trips.

This "program" was successful from the very first outing. For many disadvantaged youth, it was their first experience overnight in the woods. They fished, hiked, hunted, ate a lot, and thoroughly enjoyed themselves. It didn't come as a surprise to the youth worker to find that a camping trip is a good means to teach planning and set ground rules for behavior. A 7-mile hike in wet sneakers can teach the necessity for proper foot-gear better than any amount of lecturing. And permitting the boys to select and pack their own provisions (or letting them discard the same provisions when the hike is rough and the pack is heavy) can create a great respect for planning for future needs.

After several successful camping and fishing trips the Junction City Chief of Police was invited to join a camping excursion. The Chief is an outdoorsman and a good fisherman—and without his uniform he looks a lot like anyone else.

The only troubles on the long pack trip did, however, involve the Chief—the boys fought over who was going to carry his 40-pound pack. The Chief said later, "It was great. I saw those kids in a different way—they aren't all bad. And they saw me as being just a man, not a cop. Getting to know them has meant a lot to me, and made my job a whole lot easier."

Since the first trip, the Chief of Police has taken boys on more campouts, and spent weekends hunting and fishing with them. Sometimes local businessmen go with the group. The Chief doesn't wait for the youth workers



Chief Kizer joins in various activities to help build mutual understanding and respect among youth and law enforcement officers.

to ask him to go along anymore—he's running the "program."

Not unrelated to this meeting of adult authority and youth is the newly formed Juvenile Jury. On December 8, 1965, the Jury was sworn in by the municipal judge, and heard its first case.

Originally guided by the youth worker, the Juvenile Jury will hear all traffic violations involving youth and eventually sit as an advisory panel on all juvenile cases coming before the Court.

Junction City is watching the Juvenile Jury with pride, as it functions under the guidance of the judge and the police department. Junction City youth are watching themselves with pride. Problems and needs have been recognized; adults and youth, committees and councils, have worked together to meet the needs. The increased communication is allowing all levels of the community to voice their feelings, their problems; and responsibility is accepted as a building block for community involvement and cooperation.

However, nothing ever works out perfectly. With juvenile offenses decreasing 70 percent in the last year, how can the Juvenile Jury be kept busy? □



A preschool age girl selects a rose for the indoor garden she made in the "Experience Center." The children learn basic skills and social amenities that will help them adapt more rapidly to learning situations provided by schools.

New Design for Appalachia

By JOSEPH L. FASCHING
*State Extension Editor—News
Appalachian Center
West Virginia University*

"Men should be taught as if you taught them not and things unknown propos'd as things forgot . . ."

The West Virginia University Appalachian Center borrowed a line from Alexander Pope to demonstrate a new concept in communications for community action. It's taking place in three typical mountain communities where cultural and economic

This article, first in a series, was prepared by the author, in consultation with the county and area extension staff, Beatrice Judkins, program leader, division of home economics, Federal Extension Service, and Virginia Griffin, State chairman, extension educational programs for women.

opportunities have not kept pace with America's society of abundance.

The project's success after one year gives rise to hopes that this new approach may become a model for Extension in reaching and helping people in poverty situations.

Dr. Roman J. Verhaalen, dean of Extension Services and associate director, WVU Cooperative Extension Service, says that the Kanawha Area Project (KAP) clearly demonstrates that Extension can develop ways to contact and help people in disadvantaged situations. "KAP has proven to be an invaluable research project, providing basic learning processes for CES workers engaged in human resource development problems," he stated.

The first step provided preschool children an opportunity for new experiences in mental, physical, and social development; involved the mothers in instruction in homemaking and family living; provided opportunities for fathers of the children to construct play equipment and furnishings; and provided chances for other community members to become involved.

Teenagers became interested in the activities. After initial contacts and some exploratory work around the "experience center," a 4-H Club was organized.

West Virginia University Center for Appalachian Studies and Development in cooperation with the Federal Extension Service began the five-year experimental pilot project to provide educational programs for disadvantaged families in 1964.

The program is being conducted in one community in each of three counties—Clay, Putnam, and Lincoln.

A 1964 survey in the Kanawha Area Project revealed the following information about these communities:

Each is considerably below the U.S. averages for family income and individual educational attainment; from 50 to 70 percent of the households have incomes of less than \$3,000; and over 60 percent of the residents 19 years old and over have less than an eighth-grade education. Four persons have education beyond high school.

There is a high percentage of young people in these communities. Incidence of home ownership is high and rental fees are low, but housing quality is also low. Wood and coal are common fuels for cooking and

heating. Less than 25 percent of the homes have central heating, and less than 40 percent have running water. Most of the drinking water is obtained from drilled or dug wells. Some comes from cisterns and springs. Water is often carried from neighbors' wells. About 25 percent of the homes have inside bathrooms.

Twistabout, in Clay County, drapes over a sprawling ridge. Some 167 people, representing 39 families, live there. The dark, smoke-tinted houses face a narrow, dirt road that winds and spirals to the crest. Some houses are located as much as 1½ miles off the road, and one church is the only structure of a community nature.

McCorkle, Lincoln County, was once a large coal mining camp. It has two churches and a school building. The houses, built during the busier days of the coal boom are rundown; some have running water. Bare light bulbs hang in the center of rooms heated by open gas heaters and potbellied stoves. The project area includes 71 families, totaling 261 persons.

Vintroux, a Putnam County community, has neither church, school, nor other public buildings. It is a dead-end hollow, marked by weather-beaten houses interspersed with painted houses and tarpaper-covered shacks. When the project began, junk cars, discarded refrigerators, washing machines, tin cans, and outhouses crowded unkempt yards bordering a creek that meanders through the hollow.

The project focuses on ways to work with individuals, families, and groups that have been bypassed by previous extension programs and by society itself.

Supporting the staff is a committee composed of University, State, and Federal Extension Service administrators and specialists who give guidance to the program.

The people are friendly to outsiders but do not readily accept or take them into their confidence. How to



Children pick their way home from school over the mud roads that are typical of the area . . .

approach these people and gain their confidence were major questions facing extension workers.

County extension agents first established rapport through a house-to-house survey. They visited 150 homes and proposed a "Preschool Experience Center" for the children. They would teach the children to tie their shoes, button their coats, and better prepare them to learn when they entered school. The Center gained support by an appeal to a basic human virtue—parental love for the children.

The Center would be a dual laboratory providing learning experiences for both children and mothers. Parent participation could help children's learning experiences at the Center and insure follow-through participation in the homes. The agents convinced the mothers that the Experience Center would be successful only with parental help.

The Centers would be supervised by extension agents in the respective counties. Mothers would share responsibilities in the operation of the daily schedule.

Housing facilities for the Centers

were hard to get. The staff explained that negotiations were made through ministers of two churches, one in Twistabout and one in McCorkle, for the use of the church Sunday School rooms during weekdays. A thorough job of explaining our purpose had to be done before we received consent.

To assure the congregation that the program would benefit the children, the county agent visited one church in Twistabout on a Sunday morning and addressed some 85 members. Through his efforts, we were given use of the church building and the blessing of its members. He also obtained local leadership from mothers and fathers of Twistabout.

A former resident of Vintroux granted the use of an empty house, though it needed extensive renovation to fit the needs of the Experience Center.

Before the program could begin, the children (most of whom had no previous record of medical care) had to be immunized, and the agents needed training in conducting kindergarten-type programs. The Centers required facilities, supplies, and



... to homes such as the one above that is also typical their mother indicates a wariness of all except close of the area. The clinging of the two older children to family acquaintances.

equipment such as tables, stools, toilets, soap, paper towels, scissors, paper, paints, crayons, and visual materials.

Mothers were asked to bring anything they could to help—such as plastic bottles, pop bottle caps, bean bags, scraps of wood (for building blocks), and other items likely to be found in the communities.

When the Centers opened, 20 children attended in Twistabout; McCorkle had 30; and Vintroux, 10. Almost that many mothers came.

A staff member related her first experience with the children during a play period: "Ten children were in the group. Shock is probably the best way to describe the feeling I had when I realized that the children had never played together as a group. Many were shy and would not talk; just looked and watched."

The men of the staff urged a group of fathers to participate in a workshop program to build equipment for the Centers. Workshops were improvised in the best locations available. Teenage boys were drawn into the activities and worked with the fathers—together for the first time. Within a short period, each Center had a minimum of operating equipment built by fathers and teenage boys.

The workshops offered an opportunity for the men to use their talents and develop a feeling of camaraderie. They discovered that cooperation would work in other projects, too.

Meanwhile, mothers were discovering new and exciting experiences—seeing their children learn and achieve. They, too, were learning—new skills in homemaking, sanitation and clean-

liness. A workshop on clothing construction was conducted where the mothers made shifts for themselves.

Twelve lessons entitled "Learn About Germs" were conducted with specific teaching points for the children and also the mothers. This publication, prepared by the medical college staff, was adopted and used during the summer in the Headstart Program.

Social niceties like "please" and "thank you" were made an important part of school training, for mothers as well as children. They were called "magic words."

Exercises in hygiene were a part of the Center curriculum. The mothers helped the children perform these. This encouraged them to emphasize this training in their homes. Personal hygiene also became a more important issue.

To avoid embarrassment for those who were unable to read, the Center staff members gave demonstrations to the mothers for each new training problem. "But," one staff member explained, "even those who could not read had things to offer and teach us."

Many older children reported to the Vintroux Center regularly. They enjoyed participation in work chores assigned to them. The staff said finding work to keep them occupied was difficult. In December 1964, it was suggested that they organize a club. The week before Christmas, an organization meeting was held for 10-, 11-, and 12-year-olds. In January they met again and were told about 4-H Club work.

A week later, 29 of 32 potential members turned up at a meeting to organize a 4-H Club. They were taught organizational procedures; then they elected officers, chose a name, and went about other tasks of organization.

In February, the Vintroux 4-H Club members held three work meetings. They painted stools, tables, and other Center property. A number of fathers and Extension agents super-

vised these meetings, attended by 19 boys, 4 fathers, and 2 mothers.

The 4-H boys initiated a cleanup drive around the Center grounds. The cleanup program spread to the entire community and in a short period, Vintroux was presenting a new face to the world.

To document the first phase of this five-year project and record progress within one community, a movie entitled "Spring Comes to Vintroux" was produced. A 16-minute color production, the film records in detail the steps which were followed by the county and area extension workers.

In the meantime, the citizens selected a committee to organize a day camp for the children. The day camp was successfully held during a week in August. While planning for the day camp, the parents also formed a School Bus Committee to persuade the Board of Education to send a school bus up Vintroux Hollow. During school days, the children had to walk about a mile to catch the bus.

When the bus committee approached the Board of Education, it learned that the condition of Vintroux Hollow road was unfit for bus travel.

This prompted the men and 4-H'ers to form work crews to improve the approach to the community. They removed disabled cars and cleaned up ugly debris from the road and creek. A bus turnaround was built at the end of the hollow. They obtained a pickup truck, acquired gravel, and filled chuck holes and ruts. In September the school bus rumbled up the road to Vintroux for the first time.

Because of the Experience Centers, many people of Twistabout, McCorkle, and Vintroux have become involved in community action. The people now express a new pride in their accomplishments through community cooperation.

Mothers are learning how to supervise and teach at the Experience Centers. They are grasping Center responsibilities and hope to some day replace the agent staff in order that other projects of the five-year program can be undertaken.

In an appraisal of KAP thus far, Dr. Verhaalen concluded that, "One of the lessons learned from the project is that these people do aspire to self improvement and a better way of life. They nurture these values, obscured though they may be by the overwhelming feeling of powerlessness to their environment and life situations. The people and the agents involved are learning that this feeling of powerfulness can be overcome." □

The overall objective of the "Experience Center" is to give preschool age children confidence, such as that exhibited by the sack-racers, and a new perspective of life.



Changing Hardships To Opportunity

by C. G. "DICK" d'EASUM
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Fort Hall beef producer associations require that all bulls being turned on the range meet College of Agriculture standards for grade B or better. This move resulted in heavier and meatier calves at sale time.

THEIR ANCESTORS used to shoot buffalo here. Now the range extending from Mount Putnam to the Bottoms along Snake River produces beef cattle. Herds owned and managed by Indian livestock associations are increasing in size and quality. The trend is gradual but steady and there is a promising future for progressive operators who profit by adjustment to the practices of changing times. There is a new look in cattle from Idaho's Fort Hall, an historic oasis of the pioneer West.

For one thing, the bulls are better. And it's a big thing, in the opinion of Glenn Kunkel, Extension agent for Indian programs. All bulls on range of the Fort Hall Indian Stockmen's Association and the Bannock Creek Stockmen's Association meet grading requirements of the College of Agriculture's Animal Husbandry Department. They have to grade B or better. The result is heavier, meatier calves that command higher prices at the sale yard.

"What pleases me most," says Kunkel, "is that the stockmen are doing it themselves. They run their show. They call the shots. We make suggestions and constantly try to help with an idea here and there, but the

improvement that has been shown in the last 10 years or so has come about because members of the association have gone into action. They are getting ahead because they take the initiative. That's the way we like to see it. We can pave the way. The Indians are showing that people who help themselves can succeed. Opportunity knocked — they opened the door."

The number of producing cows was about 3,800 in 1965, nearly double the figure of 10 years ago, but the buildup has been greatest in the last 5 years. It had dropped to around 1,500 in 1959 during a down cycle caused by various factors. At the present pace, which seems likely to continue (there was an increase of more than 500 head in 1965 over 1964), there are good prospects of stocking the range to efficient carrying capacity.

Clifford Houtz, president of the Fort Hall Indian Stockmen's Association, shares the optimism of the agricultural agent. "The cattle program is better than it used to be," he said between applications of his Heart-A branding iron to his crop of calves. "There are problems still, but we are working on them. I think we are making progress."

Other things than bull grading are brightening the horizon for Fort Hall cattle producers. Technicians of the Bureau of Indian Affairs, in cooperation with Kunkel, are helping Indians develop water holes, fence portions of their range for better grazing patterns, spray sagebrush in areas where the understory of grass can be developed, and control weeds such as larkspur that infest mountain draws. Some Indians are also using chemicals to control cattle lice. Houtz, for example, applied insect control to the backs of his cows when the calves had been branded at his corral on the Bottoms.

Branding itself has taken a long leap. Among the stockmen are those who use fires fed by propane gas in portable tanks to heat the irons. For them, the old branding fire of brush and an occasional rail yanked from the corral is a thing of the past. The gas apparatus is a far cry from the days of 1834 when fur traders established Fort Hall, and the equally memorable years when wagon trains plodding the Oregon Trail paused on the Bottoms to shoe their oxen with the help of blazing buffalo chips.

"A guy has to be a sort of plumber and engineer to run one of these things," said Lee Broncho, a jack-of-



The Extension Service, Bureau of Indian Affairs, and producers cooperate to improve range land productivity and establish better grazing patterns. Here a group surveys the understory of grass that is intermingled among the sagebrush.



Use of propane heating equipment for branding irons at right is only one indication of the modernization that is taking place among the Idaho Fort Hall Indian beef producers.

all-trades helping in the Houtz branding chore. "I gave the tap a twist to test the gas and it knocked me down. Never had a branding fire bite me before. Look at her go now. Heat in a hurry. I guess we are sure getting with it. Some difference."

Many of the Indians still brand with the traditional wood fire as do other Americans throughout cattle country. They use pattern irons and running irons to burn their monograms on bawling critters while smoke gets in their eyes from log fires and from the seared hair of calves.

Regardless of the fuel for branding heat, they have a common skill. They rope with the accuracy of rodeo stars. Ray Pocatello, who has the name of an Indian chief although he does not claim direct relationship, and Jimmy Houtz, a nephew of Clifford, handled the ropes with efficiency at the Houtz corral near Spring Creek. One looped the neck, the other a hind leg or two, seldom missing a throw. While Broncho held the calf down, Clifford Houtz slapped on the iron and flashed the pruning knife. Mrs. Bert Broncho injected veterinary medicine.

The action was similar, but without canned gas, at the Truchot place several miles away. Sunset of an October day glowed behind Ferry Butte when half a dozen cowboys kindled their fire and went to work on calves that presently wore assorted brands and ear notches. The stuff belonged to Ernie Truchot, Tom Truchot, Jim Truchot, and Lyle Caldwell. Tom Truchot, riding a pinto pony, did equally well with his right arm. Pat Caldwell, son of Lyle, hurried over after school to handle the hypodermic syringe.

Smoke of branding fires curled up from many more corrals throughout the Bottoms. The atmosphere was generally happy. Indian and non-Indian cattlemen alike were glad the roundup was over, that the weather was bright, and that the market might be good at the sale. They kidded and joshed.

One of the first questions put to the agricultural agent as he visited several outfits was: "How does the price look, Glenn?"

"Can't tell," said Kunkel. "Might be all right."

"Well, you'd better get busy and push it up a few cents. What good is an agent if he doesn't have us a big payday?" They laughed with him.

Hudson Grant, a veteran stockman, was not particularly gay. "Ten dry cows," he said. "Not so good this year. Maybe better next time."

And so it went, some up, some down, every cowboy eager for the sale that would mean money for winter food, clothes, and perhaps a television set. A great deal depended on the cattle auction.

The sale was good. Average price for about 350 calves sold to feeders was nearly \$27 per hundredweight. Average weight was 402 pounds. Steer calves were the heaviest in 10 years and the price was in the top half for the same period. Average value of each calf was \$108. It was a tidy sum, the agricultural agent said, to help out on debts and current living expenses, but still the individual problem is to have enough calves to meet the needs.

Six calves provided to 4-H by the Fort Hall Tribal Council topped the sale at \$29.25. They were bid in by the 4-H agent and his committee. The calves will be raised by 4-H mem-



No, they're not barbecuing the calf—just applying the Heart A—a symbol of ownership.

Workers on the Clifford Houtz ranch use "pour-on" technique to apply one of the newer systemic chemicals for insect control. Houtz is president of the Fort Hall Indian Stockman's Association.

bers and the original cost, plus money advanced for feed, will be paid back by the youngsters when the steers are sold.

Eighty-six bulls, all meeting grading requirements, were turned out on the range in 1965 by the Fort Hall Association and the Bannock Creek Association, the latter operated similarly to the former and with William B. Edmo as president. Several advances in the bull program were noted by Kunkel.

First, they were pulled off the cow herd in September instead of being left to run until December or January as in previous years. Second, they were treated for grubs and lice shortly after they were separated. Third, their feet are being trimmed and they are being fed up to top breeding condition at the appropriate time.

As an indication that more and more residents of the reservation are interested in moving ahead with modern methods, Kunkel said several Indian families come to him late in the fall for advice in expanding their cow herds by 100 or more head.

"In each instance the opportunity is there," Kunkel said. "The will to

get the job done is apparent. Johnnie Truchot is making out farm plans to apply for enough money to buy about 75 head of cows to work with his father. I can say things are looking up for Indians in the cattle business. They are working at it. I say the responsibilities here are the same as anywhere else: Stay awake, be alert, and never pass up an opportunity to help people help themselves. This is just plain Extension work . . . no fancy window dressing . . . just ordinary stick-to-it-iveness."

The Bureau of Indian Affairs and the Extension Service are moving ahead on solutions to problems of range use, outlined in a study of Fort Hall's economy by Norman Nybrotten, an economist of the University of Idaho's College of Business Administration, along with the grazing research inventory recently completed by a BIA research survey team on reservation range areas.

Midsummer use of much of the upland range, the reports point out, is favorable both to vegetation and livestock. Vegetation needs the early summer to recover from spring grazing. At the same time, maturing of

forage reduces its feed value so that only poor gains by animals can be expected after the end of June.

The best seasonal pattern for the lower sagebrush ranges, and a matter that Indian livestock associations as well as advisors have in mind, would be one in which all livestock were removed during early June and kept off until the middle of August or later. If suitable summer range were provided elsewhere during this period, higher rates of animal gain could be extended until August. The stock could then be brought back to the sagebrush range where they could be expected to maintain their weight well into the fall, and to make small gains if early fall rains stimulate regrowth of grass.

The number of blocky calves coming down from summer range to the Bottoms in 1965 showed that a trend for improvement is already in motion. Better bulls were partly responsible—all hands agreed on that. There is also a new spirit of faith in range improvement.

It adds up to confidence of bigger and better paydays at cattle sales in the Fort Hall corrals. □

Development Defined

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Development has become a byword across the United States, and numerous programs have been launched under this banner in recent years.

Today we have economic development, resource development, human resource development, area development, community development, rural renewal, economic opportunity, and other programs. In previous years, Extension itself has had program projection, farm and home development, and other areas of emphasis.

DEVELOPMENT means growth, increase, expansion, progression, upward trend. It means building onto, or progressing from a beginning idea toward completion or achievement of some goal.

However, development, where movement to a more desired rate is implied, must be differentiated from such terms as restoration, preservation, and adjustment. *Restoration* suggests movement to some original state. *Preservation* connotes the maintenance of some present state. These terms may often be interrelated, but they are not the same. Conservation embodies both of these. *Adjustment* generally refers to relationships or balance, such as balance between people and jobs or between facilities and needs for them.

COMMUNITY has variously been referred to either as the sense of unity and common interests which people share, or as a specific geographic locale which exists in physical space. Actually, communities are always a combination of both social and geographic dimensions.

Communities are networks of common interests, contacts, and social

systems—bounded in space by the territory of these relationships.

Today a given community may be: a neighborhood comprised of a few families associated by virtue of proximity and perhaps rather close social relationships; a trade center community made up of the people who live in a sizeable town and the surrounding countryside served by the town; a larger community centered in an urban trade center; or a multi-county area or region in which people have one or more common interests or concerns at some given time. The size and shape of communities, therefore, depend entirely upon the territory of interests and relationships under consideration.

Thus, it is significant to understand that the concepts community development, community action, and the like may be applied to areas of any size. In many cases, some service or program requires a different sized community base than another. The important matter in general is that a community involves areas of common concerns and feeling of belonging or being able to work together. Frequently, efficiency or costs of services becomes an important factor in establishing the base for a given community organization to deal with given concerns.

RESOURCES refer to factors of economic and social production and utility, and may be classified into three types as follows:

1. *Natural resources*, include agricultural lands, forests, lakes, minerals, geological formations, and scenery. Active concern for the state of natural resources can be expressed as development, restoration, preservation, or conservation.

2. *Human resources*, consist of the attitudes, aspirations, health, mental abilities, leadership, skills, knowledge, and other attributes of human beings. Conservation of human resources is largely irrelevant, but adjustment is a crucial concern.

3. *Man-made institutional, technological, and cultural resources* consist of facilities, services, and programs of all kinds. These include such things as schools, training programs, health centers, recreation centers, civic organizations, churches, government and public agencies, utilities, transportation, housing, and development committees. These man-made resources can be developed, or adjusted in relation to people and other resources.

Thus, *resource development* is a blanket term which covers development of all types of resources in any or all of their diverse manifestations. It is far more than some particular type of arbitrary, administratively defined, structure and process. Numerous agencies are engaged in various programs of resource development, ranging from work with individuals on farms or in homes to community action on a regional basis by various kinds of organizations.

Human resource development is concerned with bringing about an increase in or growth of human resources as previously defined—in the aspirations, attitudes, mental abilities, knowledge, skill, health, and leadership among the people. It is more than merely numbers of people and increases in population.

Every community also has an economic base of resources and employment from which comes the production of goods and services. Thus, *economic development* may be thought of simply as broadening of this base; that is, increases in the amounts and uses of given resources leading to changes in employment and production, and ultimately more income. It hinges greatly on technology and innovation, and also involves primarily the use of resources.



Development of resources must necessarily be thought of as an inter-related matter. Certainly to develop human resources we must have greater investments of money, energy, and technology to provide better schools, more training programs, more health centers, and other man-made resources that contribute to the development of people. To increase such investments is a major challenge before the national community, and each State and local community, today.

Community resource development is a central concern in Extension today. It best defines what is variously called Rural Areas Development and similar names of programs. Community resource development in simple terms means working through community group action on resource development matters which are subject to the decision of the community—matters to which the community has access and the power to take action.

It does not necessarily refer to things done by individual persons, families or special interest groups for themselves on matters of their own control and decision. In many communities may be found good farming, nice homes, or prosperous industries, for examples. These may be important parts of total resource development or contribute greatly to economic development or human development,

but they are not by themselves community resource development, because this basically consists of group action by or in behalf of total communities on matters of community decision.

This would include many of the activities of county and area resource development committees of recent years, which have worked on improving community facilities, establishing employment training programs, and enacting land use planning and zoning policies through public affairs education.

Community resource development embodies several interrelated and often-used concepts. *Community development* itself is the basic process. This is growth in the unity of which communities are made of and in the functioning of the community as an acting group. *Community organization* is the formation of structure to bring about the needed coordination and community action for specific purposes. The emphasis is on content or goals. The community is organized for something—for a recreation project, a cleanup campaign, a farm or home educational project. It represents unification of efforts for one or many goals, which is much to be desired over too much fragmentation of programs and projects.

Community improvement, on the other hand, has as its basis the im-

provement of the attributes of the community. These are physical things that can be observed or measured, such as facilities, activities, and environmental changes. The less tangible attributes of community, such as attitudes, leadership, and effectiveness of group action, are often overlooked or underemphasized, even though they can be inferred from the behavior displayed by the community. Actually these behaviors are the process, the community development part, of community improvement.

The diagram above illustrates what we have been saying. In it, goals, methods, and content of programs are seen functioning as interacting forces, like an electrical armature rotating between brushes.

Development programs are going to have to be designed and undertaken with increasing professionalism as they grow in the expanding extension education of the future. There is no other basis for sound motivation and assistance to staff and leaders. Government programs come and go; their names and structures change. But basic goals of economic and human development are ever present, and community development continues as a basic social action process to be forever employed. It is more than the name of a "program." □

From The Administrator's Desk

The Necessity for a Balanced Program

We are all acquainted with the concept of nature. It is not something static. It is usually changing. As some forces are disrupting plant and animal relationships, other forces work to establish new relationships that offer promise of stability.

While the analogy isn't real close, my experience as a marketing specialist convinced me that there is a relationship between production systems and marketing systems something like the balance of nature. Where farm production is on large specialized farms a long distance from market, we have marketing systems in balance with this system of production. They generally developed together, and change together. Small general farms are served by radically different marketing systems. The farmer's market that once was so common in our cities depends for its existence on a special type of producer, and that producer is dependent on that type of market. While in the same area other producers with different farming systems may be similarly linked to other marketing systems.

I concluded long ago that one does not radically change marketing systems without simultaneous changes in production systems. And the reverse is equally true. So Extension programs concerned with changes in production or marketing systems must be working also for coordinated and balanced changes in the other—if they are to succeed.

We can see similar relationships in many fields. Here is one that I strongly believe in; and believe is important to us and our programs.

Economic development occurs when people and groups see business opportunities, invest money in businesses, establish new ones or expand old. The community environment and the skills and attitudes of local people affect their willingness to act.

The willingness of people to improve their communities—better their schools, provide new health services, develop recreational and cultural facilities—is much affected by the vitality and growth of the local economy.

The attitudes of people, their interest in developing their skills and abilities, are also affected by the community environment, the economic opportunity, the availability of jobs.

So it seems to me there is a sort of dynamic balance among these three—economic development, community development, human development. A stagnant community fosters balanced stagnation. A dynamic community produces a system of dynamic forces.

As with production and marketing systems, people are likely to have disappointment and frustration if they work for economic development of their area and neglect community and human phases of development.

Extension programs in which we help people work on these kinds of development must be built in recognition of this balance. We need balanced programs through which we seek to help people in balanced development. And maybe our work can be real important in helping people discover the ways these and other pieces fit together, and work at them together.