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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * APRIL 1972

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

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

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

Prepared in
Information Services
Extension Service, USDA
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The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 1, 1968).

The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402, at 15 cents per copy or by subscription of \$10 a year, domestic, and \$12.50, foreign.

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EXTENSION SERVICE

REVIEW

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

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Is everybody happy?

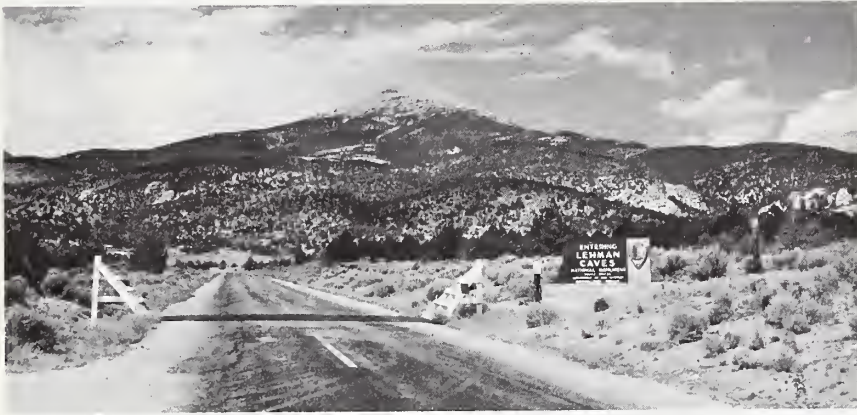
Extension often evaluates the changes others make as a result of its educational programs. But how often are the people asked to evaluate changes that Extension has made? One Missouri area did this recently to determine whether its switch from a county to an area basis did indeed represent progress in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

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

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

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

Rural Nevada lures visitors



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

by

David H. Mathis

News Editor

*Agricultural Communications Service
University of Nevada*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nebraska staff linked by radio network

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

by
Grant I. Johnson
*Assistant Extension Editor
University of Nebraska*

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



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

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

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

The radio system has also been

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

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

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

A statewide system is being developed.

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

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

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

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

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

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

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

Help via mass media for urban pest problems

by
Stanley Rachesky
Area Adviser-Pesticides
Entomologist
Illinois Extension Service

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Newsletters are occasionally sent out when there is time. I have a regular weekly column in the Chicago Tribune and regular columns in various trade journals.

Working very closely with related associations such as the Illinois Pest Control Association, Illinois Landscape Contractors Association, and the Illinois State Nurserymen Association is extremely important to gain their confidence and keep them aware of University of Illinois recommendations and ideas.

Making myself available to all municipalities, health departments, and governmental organizations is also of

vital importance. Many inquiries are received from these public bodies. I make personal contacts with them regularly, even if just to say hello.

My office has received more than 130,000 inquiries on pest problems in the last 4 years. Charting letters according to the problem and month they were received has put me ahead of the demand for information by being able to predict problems and have my information ready.

Cereal insects, ants, roaches, termites, carpet beetles, silverfish, and drain flies are a few of the leading insect problems. Rabbits appear to be the leading small animal problem plaguing homeowners.

The charts show greatly increased requests on specific topics immediately following appearances on popular radio or television stations at prime time in which information and help on that particular subject was offered.



Extension's Chicago-based entomologist, Stanley Rachesky, left, appears on a television interview show to demonstrate equipment for controlling yard and garden pests.



Most of the letters responding to these programs requested information on other insect problems, too. To expedite our mail, we ask people to send a 16-cent stamped, self-addressed envelope with their inquiry.

Other inquiries have come in as telephone calls (22,619) and personal visits (1,715). During the summer months, the phone rings about once every 9 minutes about a pest problem.

The time and expense involved in making a personal visit in a metropolitan area—weighed against the insect problem involved—make the mass media approach seem clearly a better alternative.

But however the job is to be done, specialists in urban entomological problems are needed in all major metropolitan areas. They should be well-versed in insect, small-animal, and horticultural problems—and it is essential that they have a good system for communicating with the public. □

Stanley Rachesky, right, discusses home-destroying insects on "Consultation", a television interview show carried by more than 100 educational and commercial stations.

Money is a critical problem in any society. Particularly important is the fact that sociologists and psychologists consider money a possible cause of many family problems and marital problems.

But even with all this information before us, little is done to provide real in-depth education about money to our young people. We teach economics, but it is in relation to the principles of the capitalist system, stocks and bonds, investment principles, and other such types of technical and theoretical information.

The critical problem regarding money for the average citizen is left pretty much untouched as part of our educational system. This problem is the everyday management of income for a family, commonly referred to as "budgeting the family income."

Little is done to provide our youth with the opportunity to learn management, principles of budgeting, where money comes from, the many uses of money, thriftiness, saving, and investment.

Through a special 4-H project, more than 530 young people in Missouri have participated in an Extension-sponsored 4-H Money Management project. Local schools cooperated with the Extension Service to cosponsor the special project.

The 4-H project, entitled "My Money World," was developed by

Alice Mae Alexander, professor of family economics and management, University of Missouri. It was used to educate youth, ranging in age from 10 through 14, about the general principles of money management.

Schools in Pettis and Clay Counties were contacted. The Extension youth specialist worked with the administrators and teachers in schools to explain the Money Management project and its usefulness to prospective 4-H members.

In Pettis County, four schools used

the project. In Clay County, two schools participated. Thus, six special 4-H project groups were organized through the schools.

Teachers received instruction from the Extension staff in the use of the project material, and methods and techniques for teaching the project. They also received films and a special slide story.

Members who enrolled in the project received a project member's book and a budget record book. The teachers used these to provide information



Above, two intermediate teachers discuss the basic principles of budgeting with 4-H special project students. At right, a teacher explains to the "4-H Money World" project members some of the many things that will be covered during the 10-week period.

Schools cosponsor special 4-H project

by
Charles W. Spradling
Area Youth Specialist
Missouri Extension Service

to the youths about money management principles.

The record book specifically was used to help teach the children how to develop a budget, stay within the budget, and at the end of the budget period analyze their records to see how well they had managed their money.

The teachers were given a leader's manual containing detailed lesson plans for each of the 10 lessons. They were not restricted to using the lesson plans as developed by Professor Alexander, but had flexibility to deviate from them.

The lesson plan was designed as a guide, with the recognition that it would not be adaptable to all situations but could lead to creativity by the professional staff in schools and by other volunteer leaders who might be teaching the project.

Each of the 10 sessions was 2 hours long and covered specific topics. The young people learned about the origin of money, the many uses of money, how financial institutions handle

money, merchandising and storekeeping, and investments.

Each child was to develop his own individual budget and then keep a record of his finances. At the end of the 10 weeks he was to summarize his budget and see how well he did.

One school took a unique approach to the teaching of the project. They not only followed the preceding objectives, but also established a store, which was run by the students, for the purpose of teaching merchandising, management, bartering, and the relationships of supply and demand.

They conducted a special bartering day which gave youngsters the opportunity to learn how to use money for the purpose of bartering and the buying and selling of goods.

The young people invited bankers, businessmen, investment counselors, and coin collectors to participate in their money management project. A special tape-recorded series on money management was another resource used in the project.

Evaluations from the teachers who

served as 4-H project leaders were very favorable toward this specific 4-H project. They felt it was useful in the classroom not only in teaching money management but also as a help with mathematics and social problems. They were quite pleased with the fact that a lesson plan had been prepared which could serve as a guide for them.

The teachers are still using the project as part of their extracurricular classroom activities. The youth themselves indicated they learned a great deal about money and what it can do for them. They felt they had a clear understanding of the principles of budgeting.

This is a project and an approach which can reach large numbers of students with a minimum effort on the part of the professional Extension staff, yet provide a very vital service in the way of educational needs of young people. By working through the schools, the project gives all classes of young people the opportunity to learn sound money management principles.

As our schools provide the outlet for an integrated approach, so does money management provide an outlet for teaching the one thing which is probably strongest in our country—economic power.

The basics of money management which the young people learn through this program can be expanded in later years through 4-H projects in economic principles, or it can go hand-in-glove with what they will later learn in high school and college economics classes. □



Education for the deaf in Colorado

by
Jacque Suzanne Pruet
Consumer Science Editor
Colorado State University

An Extension home agent in the metropolitan Denver area taught Colorado's first consumer information class for the deaf in the spring of 1971.

Sue Osborn, Jefferson County home agent, received a call in January from the Denver Community College's Hearing Impaired Center. They had been asked for help by the Rev. Donald Zuhn, a minister to the deaf at Bethel Deaf Lutheran Church in Aurora and several other churches for the deaf in Colorado, Nebraska, and Utah.

Pastor Zuhn wanted to put together a class on consumerism for the deaf. In response, Miss Osborn met with the minister, instructors at the college, and Jane Melvin, CSU Extension rehabilitation consultant, to discuss deaf persons' need for information on buymanship and basic money management.

With the help of the others, the home agent planned an educational program to meet this need. The result was a series of five 1½-hour classes.

Previously untrained in teaching the handicapped, Miss Osborn conferred with Mrs. Melvin on methods and techniques. Mrs. Melvin got films for the classes from a library for the deaf. Other resource materials in home management came from Alice Mills Morrow, CSU Extension assistant professor in home management.

Nineteen men and women, ranging in age from 20 to 50, participated. Their educational background varied from no high school experience to 2 years of junior college.

Most were from the Denver area and had learned about the classes through a newsletter issued by the Bethel Deaf Lutheran Church.

Subjects covered in the classes were:

—money management, making a spending plan, recordkeeping, and saving,

—the food dollar, tips on shopping and storing food, basic nutrition,

—credit, installment buying, truth in lending, charge accounts,

—general shopping tips, sales gimmicks, rights and responsibilities of the consumer, consumer protection.

Miss Osborn used many visual aids, including charts, films, an overhead projector, and a blackboard. She spoke at a normal rate and Pastor Zuhn interpreted for her via sign language. The visual aids helped in presenting the material and made interpretation easier.

Lecture periods were limited to 20 minutes to make them less tiring for both students and interpreter. Interrupting the lecture often to use visuals helped slow the pace. Occasionally, the class broke into groups to work on such problems as unit pricing and labeling.

The home agent felt that questions raised by students in discussion periods showed the progress of their learning and their changing attitudes toward such topics as credit buying, interest rates, and clothing construction.

"One of the women," Miss Osborn said, "even brought her bill from a

department store to find out about the finance charge."

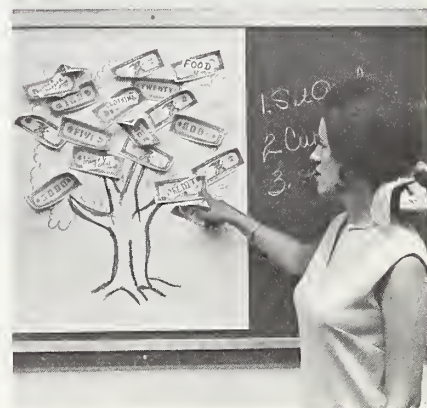
She said that discussions also indicated that the students were beginning to keep records of their spending and to compare prices in grocery stores.

Pastor Zuhn compiled a questionnaire for the participants at the close of the classes to evaluate their attitudes about the course and to find out what further courses they would like to take.

Followup letters are being mailed monthly to the class participants with additional information on consumer buying.

Miss Osborn said she feels the students gained better knowledge of everyday shopping techniques, acquired the terminology for dealing with credit, and learned about consumer protective legislation. She said she also feels that now they will be better able to use the information on food and clothing labels and will be prepared to recognize and report sales gimmicks.

Plans are now underway, she said, to videotape the class presentations on the CSU campus so that they may be used again with other groups of deaf persons in the State. □



Use of many visual aids helped Extension home economist Sue Osborn to communicate with deaf homemakers. Above, she speaks about becoming a knowledgeable consumer.



...and in Maryland

by
Susan Pieplow
*Former Assistant Editor-Press
University of Maryland*

"Continuing Education for Deaf Adults" offers deaf people in Maryland an opportunity for continued growth and learning—an opportunity they want and need, but often lack.

When Miss Faye Nichols, home economics agent in Anne Arundel County, heard of a deaf homemaker in the county who needed assistance, she set out to help her.

After meeting with the deaf woman, Mrs. Jacqueline Stover, Miss Nichols decided that other deaf women in Maryland might need help also. And the best way to reach them seemed to be an organized class. Mrs. Stover spread the word about the class to other deaf people she knew, and many were interested.

The first class, in January 1970, was on "New Fibers in Textiles." Miss Nichols planned the class to help the women keep abreast of new developments in the textile field. She made fabric sample cards for each woman and as she described the fabrics, Mrs. Stover translated her words into sign language.

Many of the deaf women explained that they often had trouble asking questions about fabric, and quite often went home with materials that they really didn't want. Through this class, Miss Nichols gave them the information they would need when purchasing fabric.

After the first class, Miss Nichols asked if the women would be interested in other programs, and it was unanimous—they wanted more!

Since then, Miss Nichols has held a monthly class. And each class has meant more people, as the women bring their friends, neighbors, and families. Today about 40 women attend the classes—and that doesn't count the husbands and children who often come.

For each class, Miss Nichols has an interpreter translate her words or the guest speaker's words into sign language. Several volunteers from the Carver School for the Deaf in Annapolis and from the Annapolis community serve as interpreters.

All of the classes deal with something that the women can use in their daily living. Miss Nichols presented a series of classes on nutrition, to make meal planning easier and to ensure that the families receive the nutrients they need. She also gave a class on weight control and diets.

Other classes included the importance of wills and property disposition, drug abuse, what a woman should know about a car, and how to answer questions children ask about

"Continuing Education for Deaf Adults" deals with subjects which are important to deaf homemakers and their families. Miss Faye Nichols, left, speaks to her deaf audience through a sign language interpreter.

sex. And all of the women especially enjoyed classes on indoor plants, sewing, and Christmas decorations.

Many community and professional organizations volunteer their services to the program. The Adult Education Service, North County Library in Harrundale, Maryland, (where the classes are held) compiles a special reading list of related subjects for the women. And many organizations supply speakers for the classes.

Miss Nichols explains that when she has a class involving unusual or unfamiliar words, she carefully defines them for the women. Many have commented that these classes are quite an education for them in many ways.

"I've checked the recall in the classes through discussions and question and answer periods, and it is absolutely marvelous. Everyone participates. Their participation and enthusiasm are so contagious," Miss Nichols adds.

The Maryland program is now 2 years old, and it has proved its value many times over. It has created one more outlet for deaf people—both an educational and social experience.

Through Miss Nichols' work and cooperation with other agencies and organizations, she has been able to help the handicapped—the deaf people who so often feel alienated in a society of sounds and words; and she has opened the door to a new and responsive audience for home economists.

When asked how long she plans to continue her classes, she answers with a smile, "As long as the people are interested, my classes will continue." □

'Environmental housing' — reaching a new audience

by
Donald J. White
*Community Resource Development
Specialist
New York Extension Service*



The headline in the Utica, New York, Daily Press on August 11, 1970, read—"Farm Experts Turn Attention to Housing."

"This fall and winter," the article said, "the Oneida County Cooperative Extension Service—which is an arm of the Department of Agriculture—will sponsor an informal educational program for persons involved in the housing industry, in Oneida and Herkimer Counties."

County Agent Eric Kresse explained that the program was not inconsistent with his traditional duties. "Our basic interest is still in the land," he said, and added that he and his staff would like to see future rural housing developments built in coordination with the land's natural beauty.

"Trees, hills, streams, and other natural resources can be incorporated into housing projects that are designed wisely," he explained. "Such assets would increase the value of the homes built near them."

The main task during the very early part of the Environmental Housing Program effort was one of defining the problem of *total resources* of the environment as they relate to housing.

This included:

- natural resources: soils, slope, drainage, topography, vegetation,
- manmade resources: lakes, recreation areas, facilities, and services,
- planning resources: site and community and human considerations.

A steering committee was formed with representatives from real estate, banks, utilities, developers, builders' associations, landscapers, architects, insurance companies, county highway department, local government, regional planners, State health department, Soil Conservation Service, and Cooperative Extension Associations. Many of these representatives were a new audience for Extension.

The next step was to identify all related groups—from builders to



town and village planning boards (17 were found)—and the possible involvement that each would have in residential housing — from market analysis to development to sales. The resulting mailing list included 1,400 individuals representing the housing industry in the two-county area.

During these early steps, books, magazines, and newsletters regarding the environmental aspects of housing were gathered and researched for trends and concepts and for later development of a bibliography.

The steering committee helped design the Environmental Housing Program to reach a multiplicity of audiences, many totally unfamiliar with Cooperative Extension.

They developed a three-phase, multi-media approach. Phases I and II were aimed specifically at the housing industry audience.

Phase I consisted of two main efforts. The first was a series of six

newsletters relating to various aspects of Environmental Housing. These were mailed to some 1,400 housing industry personnel during a 2-month period. An environmental housing symbol and special stationery helped build identification for the program.

The second was two industry conferences in the fall of 1970, following the mailing of the newsletters. The conferences centered on the themes of "Environmental Housing — What Is It?" and "Environmental Housing—How Do We Obtain It?" These two conferences drew heavily on State and national resource people. Exhibits and a slide set were developed for the conferences.

Phase II was a series of 10 specific subject-matter seminars, repeated in different locations in the two counties. Seminar topics were based on a questionnaire sent to the mailing list of 1,400 and covered housing trends; ecology and housing; site analysis;

planning a community; services, utilities, controls, and special regulations.

Phase III was specifically designed for the general public. Three 30-minute color television shows were produced dealing with: housing trends and styles; natural resources and housing; and future housing developments—concepts and design.

Publications were developed on "Home Site Selection" and "Natural Resources and Housing Sites." A special local newspaper supplement and an exhibit for local banks rounded out Phase III.

As the 18-month program came to a close, an evaluation was conducted.

A random questionnaire to the mailing list indicated that perhaps the program concepts were ahead of the times. Many directly concerned with housing felt they had no responsibility for the environmental aspects of housing. This was someone else's job.

The steering committee indicated that the program had quite successfully created an awareness of environmental housing with many new groups in the industry. The program had brought together and created communications between many of the groups concerned with housing.

Cooperative Extension gained considerable support and cooperation. New audiences became acquainted with Extension, its philosophy, and how it operates. Even a local community college marketing class was involved in the evaluation of "marketing an educational program."

Many of the concepts developed for this program have application for other Extension efforts dealing with mobile home parks and apartment and town house communities.

As a whole, it seems that Extension was quite successful in its attempt to establish credibility in a new program area and with a new audience.

And after all—as County Agent Kresse explained in that first newspaper article—Extension's concern for the land in this context is a logical outgrowth of its traditional and continuing concern for agricultural uses of the land. □

by
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A winning 'recipe' for nutrition camps

Nebraska Expanded Nutrition Program aides have come up with a summer recipe that kids can't resist.

The aides mix nutrition lessons and good food with crafts, games, puppets, and songs, add nice weather and beautiful outdoor settings. The combination last summer made day campers out of some 3,000 boys and girls from families in the Expanded Nutrition Program. Nearly all the children are members of 4-H food and garden clubs initiated by aides.

In Nebraska's 24 program counties there were camps for city kids in parks and playgrounds, for country kids on farms and ranches, 2-hour mini-camps, and 100-kid maxi-camps.

Most of the children were 4-H age, but younger brothers and sisters weren't turned away. Many of the children had not been to a camp before and some had never been out of their neighborhoods.

One purpose of the camps was to extend the learning experience the boys and girls had in 4-H club work. Another was to see that they had fun.

Each county had at least one camp and some had as many as 40 to include all eligible children. In all, about 120 camps were held from mid-June to Labor Day.

Nebraska's 92 nutrition aides were well prepared to handle the summer full of camps. Most were veterans of the 1970 day camping season and

almost all had benefited from special training.

Last April the State Extension staff ran a 3-day workshop on camping for aides, home economists, and county agents. Participants at the workshop—which was held at the State 4-H camp in Halsey—tried all the things they had in mind for their campers. They made crafts, learned songs, played games, and walked through an actual half-day of "camping" based on what they had learned.

The county staff had most of the questions about camping answered and went home loaded with ideas for planning camps, choosing sites, recruiting volunteers, and teaching nutrition.

An added help was given to the county staff in the persons of Jerry and Sue Faier, married graduate students at the University of Nebraska-Lincoln. The Faiers were hired to be roving camp assistants.

It was vagabond summer for Sue and Jerry. From June through August they drove their compact car some 5,400 miles to 31 of the camps. Home economists and nutrition aides directed the camps and handled most of the teaching. The Faiers stepped in with banjo and guitar, volleyball and frisbee, song fests, nature walks, and quiet talks.

Both Sue and Jerry were experienced campers and counselors when



Cartoon characters, games, and puppets made nutrition lessons a big part of the fun at camp. Above, a nutrition aide talks to campers about key food nutrients. At right, an Indian 4-H'er pauses for mid-morning snack at a camp on the Omaha Indian Reservation.

hired, and they have academic backgrounds that particularly suited them for their summer jobs. Sue is studying human development and family life at the College of Home Economics. She gave the campers lessons on grooming and dental care, led games, and helped with crafts. Sue also took time to coax reluctant campers back into group activities and was a willing listener when that's what a youngster wanted most.

Jerry is working towards a master's degree in animal ecology at NU. He



donate toothbrushes, and many people to donate their time.

They recruited Mormon Elders, singing nuns, gymnasts and troubadours, nurses, retired farmers, college students, and Father Schmidt and his trained dog to entertain the children. Other volunteers guided campers through the day's activities, helped serve food, and assisted wherever else needed.

Extra adult help—including several mothers who came—created an average of one adult for every five campers across the State.

County staffs were encouraged to plan camps that suited them, their campers, and their facilities. Each camp was unique and even like elements appeared differently.

Food was a common theme, with the basic four food groups emphasized. Campers stomped on balloons tied around their ankles and answered nutrition questions tucked inside. Others taste-tested foods with blindfolds on, trying to distinguish—for example—a cube of raw potato from a cucumber (harder than you think).

The kids wore "I've Had My Vitamin C Today, Have You?" buttons, 4-H stickers, and cloverleaf T-shirts.

Many of the campers had a chance to help fix lunch, often a meal wrapped in tinfoil and cooked over charcoal. Puppet characters Phyllis Peas, Mr. Milk, Charlie Catfish, and others made by the aides talked about food nutrients. Galvanized tin "flannelboards" appeared, with magnetized food cutouts and cartoon nutrient characters stuck on them.

The aides were high on community awareness and did a pro's job of getting local publicity for the camps. With the guidance of home economists and county agents, aides contacted local newspaper editors and alerted them ahead of the camps about a possible story. Editors who were willing to run something but couldn't send a reporter received stories written by aides and black and white snapshots taken by county agents or aides.

In addition, the University Department of Information released a statewide story about the April training and a feature article about Jerry and Sue Faier.

The media responded with single-column camp stories in the Omaha, Lincoln, and Grand Island dailies and half-page picture spreads in some of the small-town weeklies.

The Nebraska Educational Television Network sent cameras and crew to one of the camps and taped a half-hour program of activities and interviews for Extension's "House and Home" series on KUON-TV.

As soon as the 1971 camp season was over, the staff began evaluating what went on and talking about 1972. They are visualizing teen camps, family camps, evening camps, and possible overnights. Before summer arrives, Nebraska expects to publish a handbook on ENP camping based on reports and recommendations from the county staff. One evaluation is sure—the children had a bang-up time at the 1971 camps. Did they learn anything?

Aides who've made followup visits to the homes say "yes." One aide said that two of her day campers had a play camp the next day on their grandmother's front porch. They appointed themselves "directors" and recruited four friends to be the campers. They filled the day with nutrition lessons, songs, and half a dozen flag raisings and lowerings. At "snack time" they asked Grandmother to help, but when she brought out potato chips, they told her that they needed something more nutritious.

Near the end of one of the camps, Sarpy County Agent Bob Wollman was told by a 9-year-old boy camper, "Tomorrow's my birthday and if I get any money, know what I'm going to buy? A toothbrush."

This same little guy was at the camp for 8- and 9-year-olds on Tuesday, turned 10 on Wednesday, and came back on Thursday to the camp for 10- to 12-year-olds. It's hard to beat an endorsement like that. □

was song leader at camp, playing one of several string instruments, and organized the active games and nature walks. He even used the hikes as an opportunity to talk to campers about food sources and animal nutrition.

The county staffs also filled their camp ranks with scores of volunteers. Aides brought their teenage children and sometimes their husbands to help.

One aide had a camp on her father's farm, another on her brother-in-law's sandhills ranch. Aides got churches to donate apples, dentists to



The Williams-Steiger Act—Extension's role

"To assure so far as possible every working man and woman in the Nation safe and healthy working conditions and to preserve our human resources"—that is the declared Congressional purpose and the policy of the Williams-Steiger Occupational Safety and Health Act of 1970.

The Act is worthy of your attention because it is the first national legislation on occupational safety that includes employers in agricultural production. The fact that the provisions are as binding on producers with only one employee as on producers with many adds significance. More specifically, the only farmers exempted from its provisions are those whose work is done solely by the operator and his immediate family.

No doubt the question has been asked many times, "Why subject the farmer-employer of one or two people to provisions of an Act that also applies to big corporations with hundreds or thousands of employees?"

Beyond a basic responsibility of an employer to hired help in the whole area of safety, a brief review of work-related accidents may shed additional light. Between 1960 and 1970, agricultural production ranked third in number of accidents per 100,000 people working. Only mining and construction posted higher accident rates.

But these statistics don't tell the whole story. In the same decade (1960-1970) the accident rate in mining decreased; the accident rate in construction increased only 4 percent; but in farming the accident rate increased by 16 percent.

Safety is not a sometime thing. Nor are safety hazards unique to a selected group of commodities or operations. It is an across-the-board, year-round concern, and the Act's provisions for enforcement make it clear that it will be treated as such.

Perhaps the overriding concern to Extension is that every farmer-employer be made aware that he is subject to the provisions of the Act. The Department of Labor notified about 600,000 known farmer-employers. How-

ever, this leaves many who have not received formal notification that they are subject to the Act and consequently they may not be aware of the Act's provisions. Because advising them of the Act and its provisions is an educational activity, it is in the realm of Extension responsibility.

This is not to say every Extension worker is to become an expert in safety. Rather, as with other broad concerns, it behooves Extension workers as they assist farmer-employers with management and operational plans to include considerations for the health and safety of employees.

The Secretary's Advisory Committee on Safety in Agriculture stressed the need of an active Extension safety program to inform the agricultural community on hazards and methods of correction. They also see Extension as the primary factor for reducing the agricultural accident rate. They recognize that if this rate is not reversed, stringent safety standards and compliance inspection will result.

Providing for the health and safety of employees should not be considered an imposition or a nuisance to the employer. It is the responsible thing to do and in the long run is economically advantageous.

Obviously, concern for the health and safety of employees will reduce the likelihood of penalties for failure to comply with provisions of the Act and will help avoid liability suits which affect insurance rates the employer pays. But more importantly it will be a major factor in the employer's ability to retain competent and responsible employees. It may result in having a trained employee on the job to carry out important operations rather than laid up at home or in a hospital recuperating from a work-related accident.

Safety and health considerations can be built into our ongoing efforts with only a small amount of work. Following through keeps with the intent of our responsibility and is in the long term interest of a major Extension clientele. —WJW