

RESERVE  
1  
Ex 892 Ex

CORE LIST



**EXTENSION SERVICE**  
**REVIEW**  
 U.S. DEPARTMENT OF AGRICULTURE \* OCTOBER 1971

U. S. DEPT. OF AGRICULTURE  
 NATIONAL AGRICULTURAL LIBRARY  
 RECEIVED

NOV 30 1971

PROCUREMENT SECTION  
 CURRENT SERIAL RECORDS

42/10

Strengthening local government - page 4

# REVIEW

*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.*

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

## CONTENTS

	Page
Something old and something new	3
Facing local finance problems	4
Family life education—for men	6
Photo project helps inner-city teens	8
Agents get a bird's-eye view	10
Promote milk with 4-H posters	11
Consumer aides—new help for senior citizens	12
'Humanized' approach aids volunteer teachers	14
Extension's Thrust Is Forward	16

**CLIFFORD M. HARDIN**  
*Secretary of Agriculture*

**EDWIN L. KIRBY, Administrator**  
*Extension Service*

Prepared in  
Information Services  
Extension Service, USDA  
Washington, D. C. 20250

**Director: Walter John**  
**Assistant Director: W. J. Whorton**  
**Editor: Mary Ann Wamsley**

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 low 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 at \$1 a year, domestic, and \$1.25, foreign.

Reference to commercial products and services is made with the understanding that no discrimination is intended and no endorsement by the Department of Agriculture is implied.

## A new voice

The agricultural community continues to recognize and accept its responsibility for telling its story to the general public. The latest concerted effort in this direction is the recently announced formation of the National Council for Agricultural Science and Technology. Its goal is to promote better understanding by the public of the use of chemicals and science by agriculture.

The Council comprises seven professional agricultural societies with a total membership of about 20,000. And they are expecting more societies to join the movement. The "charter members" are the American Society of Agronomy, American Society of Animal Science, American Society for Horticultural Science, Crop Science Society of America, Society of Nematologists, Soil Science Society of America, and the Poultry Science Association.

The group's first objective, according to a Council spokesman, is to get the facts about the scientific base in agriculture to the people in government who make decisions about the environment. The second objective is to reach the public through mass media.

Agriculture's image-building campaign has room for everyone who wants to help, because there are many stories to be told. The new National Council's goal of pointing out what a complex science agriculture is should be a good contribution to the total effort.—MAW



by  
John Bicket  
*Assistant State Leader*  
and  
H. A. Cate  
*Communication Specialist*  
*Illinois Extension Service*

## Something old and something new

"Stop and Compare," invites the sign at old Ewing Soils Experiment Field near Benton in southern Illinois. The old Ewing Field is now the new Ewing Demonstration Center.

The 20-acre Ewing Field had its beginning in 1910. It served the State well, but was discontinued as a University of Illinois Field in 1967. Several other similar fields dotting the State also were discontinued.

Extension Advisers of Jefferson, Jackson, Perry, Franklin, and Williamson Counties saw new opportunities in the old field. They saw in it a chance for a multicounty educational program; a way to link basic research or theory to profitable farm practices; and a testing ground for new methods.

But to put their ideas into operation, the advisers needed help. And they needed sanctions, if this new multicounty educational program were to work.

Each adviser asked his Extension Council about using the Ewing Field as a demonstration center. The councils gave their enthusiastic approval. "We would like an area for applied research close to home," came the nearly unanimous reply.

In response to the challenge leveled at them by their local leadership, the advisers said, "With your help, this field can be just what you are asking for—a place to look at new technology before you use it on your farms." A steering committee of two men from each County Extension Council worked with the advisers and things began to happen.

The University of Illinois gave the five-county group permission to use the field. The first demonstration plots were put in, opened for farmers to see, and

harvested in 1968. The well-kept field has become a study area for students and farmers. Hundreds attend the two annual field days.

Farmers have an interest in the tours. They have a voice in saying what the crops and tests will be. They help with getting the work of the Center done. Agribusinesses in the area help, too. They supply seeds; chemicals; equipment; machinery; and transportation during the tours.

The multicounty approach to Extension education has effectively tapped the cooperative spirit of the area. And the idea has spread—advisers of Saline and Gallatin Counties near the Raleigh Soils

*Ron Cornwell, Jefferson County Extension adviser, tells visiting farmers the yields and characteristics of various soybean varieties during a recent field day at the Ewing Field Demonstration Center.*

Experiment Field are now using that field to demonstrate good cropping practices.

One adviser said, "The work at the Ewing Center is hard. Sometimes we work long and unusual hours; but our efforts are more than repaid in the extra confidence gained by doing the tests ourselves and knowing that the advice we give our farmers is right and that we can prove it."

Signs at the Ewing Demonstration Center say, "Stop and Compare." In other words, the signs seem to say, "If you doubt the advice of the adviser, take a look for yourself." Demonstration is old, tested, and still effective. □



by  
Marion D. Thomas  
*Extension Specialist*  
*Public Policy Education*  
*Oregon State University*

7001

## Facing local finance problems



Some urban renewal projects have been criticized because they indiscriminately leveled entire neighborhoods—including the old structures that still could have served a useful purpose.

And communities often use the same renewal method on local governments by substituting an entirely new organizational structure in order to improve them.

That approach is a little like “throwing the baby out with the bathwater.” Existing local governments, such as towns, small cities, and counties, were designed to serve the local population; community development efforts should be directed not toward discarding these institutions, but toward strengthening them.

The Oregon Cooperative Extension Service conducts an educational program to help local governments strengthen their ability to cope with the biggest single problem facing them today—adequate financing. The program has dealt with the policies, problems, procedures,

practices, issues, and alternatives in local government finance.

A good example of this work was the Columbia County Educational Conference on Local Government Finance.

Columbia County’s local government structure includes the public school system, small to medium-size towns and cities, commissioner-type county government operating under the general laws of the State, and several tax-levying special districts providing water, diking, and fire protection.

All these local government functions are supported in part by State-authorized but locally-determined and -collected property taxes; by State- or locally-determined licenses and fees; and loans and grants from State and Federal revenues.

Like citizens of most rural counties, the people in Columbia County were hard-pressed to find ways of generating support funds to finance local government facilities and services. These concerns were quite evident to the local

citizens and particularly to local government officials and citizens’ budget committees charged with budget-making and revenue-raising.

These circumstances led Don C. Walrod, chairman of the county Extension staff, to seek a solution. He talked with county leaders and the State Extension staff about educational experiences, events, and activities that might help them alleviate local government financial difficulties. This was the beginning of the “legitimizing” process.

Subsequently, a steering committee of local government officials was named. They met with Walrod and the State Extension specialist to determine the possibilities of a tax education program.

Program alternatives were discussed, objectives were clarified, and audiences were identified. As a result, they designed a 1-day conference aimed at building consensus among local people, particularly the 150 elected and appointed budget committee members.



*This is the fourth in a series of articles on rural development. In December—Virginia's methods for leadership development.*

*Steering committee members discuss plans for the Columbia County conference on financing local government. Left to right are Rod Norwood, mayor of St. Helens; Wallace Gainer, manager, port of St. Helens; Gayne Moxnees, school board member; County Agent Don Walrod; and Leo Michelson, St. Helens city recorder. Other members were a hospital administrator and the chairman of the county board of commissioners.*

Objectives of the conference as stated by the steering committee were:

—to provide a background for citizens interested in local finance and tax structures,

—to provide a place for local citizens and State tax "experts" to exchange ideas, and

—to create an understanding of sources of revenue, needed services, and alternative tax measures and to reach a consensus on changes of current tax systems.

The general public was invited, but local leaders were particularly encouraged to come. The county Extension agent developed mailing lists and sent invitations to local budget committee members and other leaders known to have concerns about taxation and local government finance.

Methods and materials used in this effort closely parallel the pattern that has evolved from work on agricultural policy issues and alternatives. There were a few modifications, innovations, and embellishments, however. These

included study-discussion guides, audience selection, local legitimation, and post-session evaluation.

About a week before the meeting, each person who responded or registered received one of three specially-developed study-discussion guides and three papers.

The papers dealt with local government budgets and property taxes, factors affecting government spending, and alternatives to the property tax.

These were current papers prepared for government officials and the general public by University economists and professors of public finance. These authors also staffed the conference and briefed the participants.

The study-discussion guides developed by the State specialist were designed to stimulate preconference reading of the papers and to promote discussion. The guides contained agree-disagree statements with columns for the reader to record his own opinion, the view of the author of the paper, and the discussion groups' consensus.

Some partial budget forms also were provided for use in developing and recording alternative sources and uses of revenue.

Conference participants watched and listened attentively as they were briefed. In these briefings, slides, overhead transparencies, and other visuals were used. Following each presentation, and in the smaller discussion groups, there was enthusiastic sharing of facts, opinions, beliefs, and values.

Resource people carefully avoided advocating alternatives. Yet, there was a strong tendency toward consensus, rather than confusion, at the end of the session.

The study-discussion guides successfully stimulated advance reading of assigned papers. They also promoted discussion in the small discussion groups.

The consensus emerging from this conference closely paralleled legislation enacted a month or two later by the Oregon legislature—an increased cigarette tax, and property tax relief for homeowners.

It cannot be claimed that the conference in itself played any significant part in legislative decisions, but there is no certain way of knowing.

Such educational events, carefully planned and well timed, can have considerable impact on the scope of "politically-acceptable" alternatives and upon the rate, quality, and efficiency of changes in fiscal policy.

The conference was evaluated with a rather unsophisticated but useful inquiry mailed to participants about 2 weeks after the conference. This consisted of several agree-disagree statements relating to effects of the conference, utility of papers and study-discussion guides, and desire for further educational events about public finance. General comments also were invited.

Participants' comments generally were favorable. Seventy-five percent of those responding indicated it was a valuable experience, while 63 percent felt that sessions of this type should be conducted again or on a continuing basis.

Their satisfaction with the program was reflected in quotes such as these:

"It appears to me that statewide there is a great need for presentation of this type of workshop—both county employees responsible for preparation of budget and officials responsible for budget review would benefit."

"I enjoy every opportunity for information which will help me do a better job in city management through understanding."

This evaluation and other evidence indicates that the session was a good beginning for a continuing educational effort in tax policy modernization. The results of such a program could be adverse, however, unless care is taken to fully employ the skills and know-how of experienced Extension workers, including local legitimation, appropriate materials, and realizable objectives.

The experience in Columbia County strongly supports the conclusion of public policy specialists that educational work on controversial issues such as local taxes can be conducted effectively and can have direct, tangible benefits to local people. □

by  
Katherine K. Hill  
*Area Child and Family Development Specialist*  
and  
Ann MacFarlane  
*Assistant Agricultural Editor*  
*University of Missouri Extension Division*

## Family life education— for men



*Tom McKeown, above left, education director for the migrant service agency, works with Mrs. Katherine Hill to plan the family life education course.*



*Under the guidance of Mrs. Katherine Hill, a group of men in the migrant workers' trainee program at one of the four cooperating adult education centers discuss family problems.*

Most Extension home economists, because of traditional expectations, concentrate on teaching-learning situations only for women. But what about the men in a community?

In Missouri's lower Bootheel area, 200 masculine farm laborers have responded actively to a new family-life film-lecture series. Sham cases on discord in spousal relations were the basis for discussions between the men and an area Extension child and family development specialist.

Priorities in human needs, ways to unfreeze family communications, sexuality, family planning, and changing masculine and feminine roles—parental and spousal—were topics explored during the discussions.

Fathering many children is the standard practice in this Missouri farm community, where about 60 percent of the families are classified as "low-income."

Programs directed to poor people frequently write men off as an irresponsible part of family problems. This type of father is generally thought to be unconcerned about his children.

These attitudes, on the part of society, have contributed greatly to the emasculation of the black and the poor white father in their roles as family provider-protector. Instead of assuming responsibility for their offspring, they are more likely to be authoritarian and punitive in their approach to child guidance.

The opportunity to prepare this educational training program for men



came through the Missouri Associated Migrant Opportunity Service, Inc. (MAMOS). This is a private, not-for-profit organization funded by the Office of Economic Opportunity.

The goal of MAMOS is to reduce the high rate of underemployment among the farm laborers and to raise the quality of living for them and their families.

Mechanization and the proliferation of chemicals have reduced the need for these workers. And modern farming operations require worker abilities and attitudes quite different from the mule and hand labor picture of the recent past.

Programs are directed to raising educational levels so trainees can become fully employed. The Missouri Bootheel has four training centers for teaching adult basic education (through eighth grade level) and general education development (high school equivalency). The family-life short courses are offered through these centers.

Trainees are poor seasonal farm laborers who often drift into the main U.S. migrant stream. Their age is generally 18 to 35. Training and stipend are terminated at the end of 40 weeks. Trainees frequently secure non-agricultural employment during the training or drop out to farm when work is available.

The following guidelines are used in designating a possible trainee as a migrant or seasonal worker:

—he must be 18 years of age and head of household,

—he must have been employed by more than one agricultural employer during the past year,

—he must have earned at least 50 percent of his income from agriculture, and

—his income must be below the national poverty level.

Extension's first involvement with MAMOS was through training programs for workers employed to counsel with MAMOS trainees and their families. Dwight W. Rieman, assistant professor, Extension social work, cooperated in training meetings on developing helping

relationships and understanding behavior. From this contact grew the idea for the family-life short courses.

The MAMOS supportive service director was the liaison between the MAMOS project education director and the principals of the training centers. During the initial planning, principals approved subject-matter emphasis for the short courses.

Scheduling is handled directly with each center principal, with the approval of the MAMOS education director.

At least three 2-hour sessions have been held annually in each center since summer 1969. These were conducted during regular class time.

Center teaching staff members must cope with varied levels of learning. It isn't unusual to have enrollees who neither read nor write. An average grade level of 5 for ABE and 9 for GED is a rough estimation, since many do not perform at that formal learning level.

Being too dependent on handout material is a typical Extension problem. But the usual guide sheets and wordy publications were of little value in teaching this audience. An Extension Service, USDA, publication series on family life was useful because of its visual approach. The men received copies of two of these publications, "Parents and Teenagers," and "Talk and Listen," as well as a booklet for men on birth control, from the Planned Parenthood organization.

They saw pictures from a book, "Children and Their Fathers," showing scenes from various cultures, and they viewed films on family life, communications, family planning, and human development.

Originally, 75 percent of the trainees were black. The current enrollment exceeds 50 percent white, with more vacant slots. Some of these vacancies are filled by women. Migrations and a gradual weeding out of men acceptable and responsive to MAMOS are causes for the vacancies.

What were the results of the short courses? This can be a frustrating question if results must be measured tangibly. As the sessions progressed, audi-

ences participated with increasing responsiveness. More blacks than whites seemed comfortable in admitting they assumed "wifely chores."

Several men exhibited insight into the need for responsible sex behavior. Younger white men were more likely to express defeatist attitudes, such as "some people are just born bad."

Nonverbal communication indicated agreement with the idea that double standards have been destructive to men as well as to women. They agreed, for example, that society's value that man is a failure if he doesn't provide financially for his family has devalued feelings of selfworth and the importance of emotionally supportive roles.

Only one man said he didn't see any reason for educating girls. Blacks were more responsive to the need for communicating on the basis of individual humanness rather than perpetuating racial, sexual, and status barriers.

MAMOS instructors and workers have reported noticeable changes in the attitudes of the men involved. They can now communicate with more ease and are more receptive to counsel.

More trainees could have been enrolled in the short courses. Extension is only one of the area resources that has been tapped by MAMOS, however. Other commitments prevent Extension personnel from taking advantage of some peak trainee enrollment periods.

More effort could be directed to building the MAMOS counselors' assurance and know-how in the teaching of human relations concepts. Helping coordinate the assistance of the various concerned agencies offers another road to action in building family stability.

The basic quality of human nature is responsibility. This responsibility includes deciding how to develop one's potential, deciding what is right and wrong, and having the right to make the wrong decision.

Perhaps by using less rigid value systems and by keeping in touch with human feelings, new Extension programs can successfully reach out to previously forgotten people. □

# Photo project helps inner-city teens

A 4-H photography project among Mexican-American youth in the inner city of St. Paul, Minnesota, is bringing confidence and new hope for the future to dropouts and other problem youth.

Begun as part of a teen-leader program, photography has had the most lasting interest of a variety of projects for the participants.

The Ramsey County Extension Service was asked to give skill and leadership training to teens in the Mexican-American community of Guadalupe in St. Paul, a community made up in part by migrants.

Because the area is characterized by crowded living conditions, poor education (half the residents have not completed eighth grade), and low income, it was especially desirable for developing leadership abilities in teenagers.

Cooperating with the Ramsey County Extension agents in setting up the programs was dynamic Sister Giovanni, the spark plug for the Guadalupe Area Project, a multiservice center for residents stressing development of the individual through learning.

The Guadalupe Area Project sponsors craft and recreation programs for youth and about 40 other classes—some in basic education to overcome illiteracy, others to train for employment, still others to develop pride in the Mexican heritage.

When Ramsey County Extension was asked to develop the teen-leader program, staff members saw photography as a possible project to attract some of the problem youth and dropouts. That this program became successful was due largely to an innovative volunteer instructor, John Ibarra, a Mexican who had worked in the grape and cotton



fields but now is in new product development for a large manufacturing company.

Ibarra's philosophy in teaching the course can be summed up in his statement, "If I can just instill self-confidence in these kids—make them aware of their talents and prove they have something to contribute, then I've done far more than just teach photography."

This philosophy established the objectives for participants in the photo course:

—to develop their self-awareness by discovering leadership abilities and creative talents, and to gain a feeling of succeeding by learning photographic techniques and use of equipment,

—to learn self-expression through pictures as a means of communication, develop the power of the eyes, hands, and mind to the reality around them, and to understand all they see,

—to find a new career direction or enjoyable use of leisure time.

Since photography can be an expensive hobby, the aim has been to have the equipment in line with what members can afford. So Ibarra set about salvaging used cameras, and teaching students to clean and repair them.

They constructed their own developing trays and enlargers. They used paper sacks on regular bulbs to make safe lights, and bread tin reflectors on ordinary bulbs for flood lamps.

The group meets once a week at the dropout school. Eight to 11 students have been involved, and four of the members have rarely missed a meeting. Some classes become rap sessions with the instructor, threshing out the teens' personal problems.

Besides receiving leadership training and learning photographic techniques, members have developed a positive



by  
Josephine B. Nelson  
*Former Extension  
Information Specialist*  
and  
Catharine Nelson  
*Ramsey County Extension  
Home Economist  
University of Minnesota*

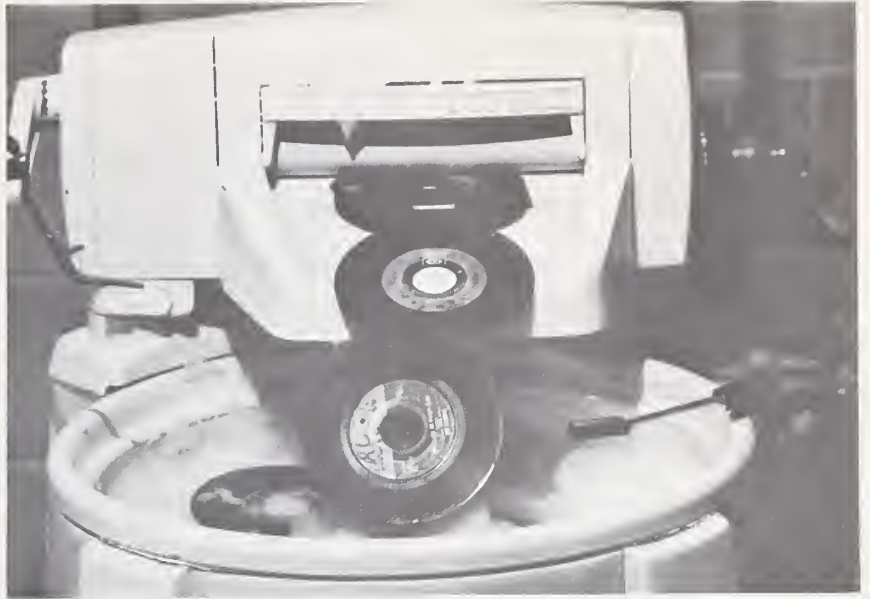


*The St. Paul 4-H photography project helps open the young people's eyes to the world around them. "Steps," at left, captures the feeling of a Minnesota winter. The creator of the picture above used her brother as the subject.*

relationship with an adult—the instructor. This has been an important key to the success of the program.

Teens who never had a chance to truly express themselves before have become creative in their use of photography and extremely sensitive to the beauty in the world around them.

Having learned the skills of photography and some of the techniques of leadership, they have grown in self-confidence and are eager to share their knowledge by teaching others. Several



*"Pressed Records" is the title the 4-H photographer gave this imaginative picture he took of a washing machine "wringing out" phonograph records, above. At left, volunteer instructor John Ibarra, right, helps the 4-H'ers with their work.*

are serving as leaders for a group of younger children.

Dan Hernandez, one of the members, found new interests and motivation that prompted him to apply for a college scholarship, which he has received. Coulette Columbus, one of the most creative in the group, is teaching a class in creative arts to youth in the Guadalupe Area Project. Cynthia Zapata became so fascinated with photography that she has never missed a single meeting. And so it goes.

Because the work of this group reflects such creativity and sensitivity, it has been exhibited at the University of Minnesota, the St. Paul Arts and Science Center, the Ramsey County and Minnesota State Fairs, and even the Minneapolis Institute of Art.

Supported by the Sears Roebuck Foundation, the program has become not merely a teen-leader photo project but a discovery of character. The youths in the program, formerly considered misfits and dropouts, would like to continue their learning experiences, advancing in their knowledge and techniques to making color prints, slides, even cinema.

If additional funding can be found, the project will be continued. □

by  
Earl J. Otis  
*Extension Information Specialist  
Washington State University*

## Agents get a bird's-eye view



*Agent Jackson, above left, goes over the route with the pilot before boarding. At left, the copter lifts off.*



The Nation's tallest county, Pierce County, Washington, was recently the site of one of the most unusual county Extension staff meetings ever held. It lasted 5 hours, but not one of the agents thought it was too long. There was very little conversation, but no one was bored. It ranged from sea level to 7,000 feet and covered most of the county.

Chairman Frank Jackson accomplished the feat with the help of the Air National Guard. The meeting place was a

Hughie helicopter, with a history of battle in Vietnam.

Land-use planning, recreation development, pollution, youth work, community resource development, and other Extension goals became clearer to the agents as the big bird carried a staff of seven, a photographer, and a crew of three over the county. From the edge of the Puget Sound waters near Tacoma to the side of 14,000-foot Mount Rainier, the county and its problems became clear as a picture book.

Of perhaps greatest significance to the trip was the view of a piece of property that had been donated to the County Park Board by a Tacoma pediatrician.

The doctor's dream was to make his timbered land the site of a natural zoo featuring animals native to North America. Jackson and his staff had

carried out immeasurable ground work and liaison activities as the project took shape.

After getting a close look at the proposed site from 'the air, the agents landed and took a jeep tour of the property.

One day after the helicopter flight, headlines in all regional papers told of the doctor's gift to the county. If Agent Jackson had scheduled the staff meeting on the basis of current public interest, his timing was perfect.

But his efforts on behalf of the project had involved park board members, influential civic leaders, and the county commissioners, so Jackson wasn't exactly shooting in the dark.

Another spot of special interest was a piece of land newly obtained by the county 4-H program. From 500 feet, 4-H Agent Frank Stowe could fit the pieces and plans together easily.

And Dairy Agent Eddie Thomason saw things he didn't know existed. A line of cows headed for a row of trees were clearly seen to be meandering toward a large, lush pasture back of the trees. There was room for more cows than Thomason had thought. And there, back of another thick patch of evergreens, was a manure settling pond for a 100-cow dairy operation.

"I knew it had to be around someplace, but this is the first time I've actually seen it. You can really put it all together from up here," Thomason said.

Over the Nisqually River estuary, one of the few remaining natural delta areas in the United States, agents could see the natural pollution that occurs when glacial waters flow into the sea.

Pilot Roy C. Hoffman, Captain-Air Force Reserve, then pointed his craft east and followed the river to its headwaters on the side of Mount Rainier.

Even the helicopter's engine couldn't drown the sound of appreciative voices as the agents gazed on the fantastically beautiful mountainside, jagged spires of rock, glistening snow, and thick Douglas fir trees.

It was a profitable staff meeting, and without question an unusual one. □



# Promote milk with 4-H posters

by  
Ron Buffington  
*Extension Specialist  
4-H Dairy Youth  
Virginia Polytechnic Institute*

Creative and eye-catching posters made by 4-H Club members during Dairy Month can do much to teach youngsters the importance of milk and milk products in human health.

They also may help stimulate milk sales in your local area.

This has been our experience in Virginia, where this year we completed our most successful "June Is Dairy Month" poster contest. More than 2,300 4-H members from 60 counties entered, a 124 percent increase over last year. Most entries came from urban areas.

What makes a successful June Is Dairy Month poster contest? How can you stimulate 4-H participation?

We begin in February by sending a brochure to all Extension agents. Illustrated with photographs of the previous year's winning posters, the brochure explains the contest rules and provides a score sheet to help agents evaluate entries.

Agents are invited to promote the contest by ordering brochures and a slide set of winning posters for use at 4-H meetings. The slides stimulate creativity. Looking at them, many youngsters are challenged to enter, feeling they can do as well or better.

Awards are made in three age groups: 9 to 11; 12 to 14; and 15 and older. Every participant receives an award, such as a milk booster button, American Dairy

GET 'GO' POWER



WITH  
MARVELOUS MILK

*Creative dairy month posters, like the one above, reminded contest participants of milk's importance and also provided good publicity materials for display throughout the community.*

Association cow bell, or "clover power" button.

The cow bells bring up an important point—the sponsor of your contest. He can provide awards, which help make a successful contest by motivating youngsters to enter. An appropriate sponsor is the State branch of the American Dairy Association.

And try changing the kinds of awards each year. Nothing tires a youngster faster than getting "the same old prize." By making the awards different, you can attract new participants as well as keep previous participants interested.

One of the most important rules concerns poster size. Without this, you may get everything from tablet-sized posters to huge wall murals. In Virginia, 22 inches by 28 inches is the rule, simply because poster board comes in these dimensions.

Another important rule is to have each poster labeled with the 4-H'er's name, address, age, and county. A creative poster without identification can be a real loss.

We ask each Extension agent to appoint a committee to select the winning county posters in each age group. County winners receive ribbons and their posters are sent to the State contest.

The other county entries are put on exhibit at local grocery stores, drug stores, farm stores, libraries, schools, and Extension offices.

Participants are urged to contact their local newspapers and radio stations to tell about the contest and explain the importance of milk and milk products. Participants who initiate a newspaper article or radio program are given a 10-point bonus when their posters are judged.

The winning county posters are judged at State 4-H Congress the end of June. The top 10 winners in each age category are awarded ribbons, and the three State winners receive larger awards.

Stimulating interest is the key to running a successful "June Is Dairy Month" poster contest. Once you've done this, 4-H members will prove to be a highly creative group of young people. □

# Consumer aides— new help for senior citizens

by  
Kathy Davis  
*Editorial Assistant*  
*University of Vermont*



"The operator was always very nice when I'd call to ask her the time," the lady said, inclining her silver head toward the phone. "But it's such a thrill to see the time myself now."

She turned toward a large-numbered clock on a wall of the small kitchen-living room.

"I feel so—independent." She smiled as she shared her secret.

Being able to read a clock may seem like a small thing to us. But when you're old and alone it can be pretty important.

And it's this kind of personalized detail which the Vermont Consumer Aide Program recognizes and provides for.

The key is the corps of Vermonters, all over 55 years of age, who work with other Vermonters of the same age, providing them with consumer education.

A primary goal of the program is to reach those older residents who have limited access to information about resources available to them, especially

those living in the really rural areas of Vermont.

Many of these people have never heard of such basic benefits as the Food Stamp Program or Medicaid. And those who are aware of them often misunderstand or distrust them, or simply don't know how to go about obtaining them, or whom to ask.

The aide brings this information to them, and in a manner that can gently overcome the frequent barriers of hesitation—a problem which for some can be as serious as total lack of information.

The program got underway 4 years ago. It began in the mind of Doris Steele, Vermont Extension program leader in home economics. Through her Extension work, she had become acutely aware of the consumer needs existing among Vermont senior citizens.

So when she became involved with an OEO-sponsored project to bring older lower income citizens back into the work force through community service undertakings, it seemed natural to her to combine the two needs.

She developed a meticulously thought out program. Word was sent out through churches, town officers, health agencies, mass media, and word of mouth, that aides would be needed. From the many interviewed, nine original aides were selected, and assigned to a pilot project.

During the succeeding 4 years the program has continued to grow in size and scope. Today there are 17 aides working with senior citizens throughout Vermont. Hundreds have been reached and assisted in an almost countless variety of ways.

The people concerned don't have a lot of demands. In fact, they want very little.

Program assistant Mary Carlson points out that often they simply can't cope with a modern society which they cannot understand.

"This program is good because it's between persons in a similar age bracket, with similar problems," she explains.

"Needs of the less advantaged elderly are varied and multiple," Mrs. Carlson stresses. "The aide must sense where





*At left, Vermont program assistant Mary Carlson (center) works with consumer education aides during a training session. Below, a potential customer at the annual Handicraft Bazaar examines a baby sweater made at home by a Vermont senior citizen.*

At left, a Vermont consumer education aide tells a senior citizen about the benefits of the Food Stamp Program.

and how to be of the most assistance. And because they're older themselves, they can really identify with the needs and problems of the elderly and relate to them in a way that younger workers probably wouldn't be able to."

Sometimes the problems are relatively minor, and easily solved, like arranging for the large-numbered clock from the Department of Rehabilitation, or obtaining large-print books from the Free Public Library Service for the Handicapped.

Other times the problems are immense. Such was the case of an elderly couple in a rural community. The man had serious heart trouble; his wife had undergone incapacitating major surgery. Unaware of both Food Stamps and Medicaid, they attempted to pay all their expenses, including extensive and costly medication, on a combined income of \$50 per month.

With assistance from their Consumer Education Aide, they now receive their food and medication through these respective programs. Though far from living in luxury, they do have at least the necessities of life.

In many instances the people the aides work with are so isolated that they have



no visitors other than the aide. Even communication, however welcome, is at times difficult, strained, unfamiliar.

Sometimes the greatest assistance the aides can give is just conversation. Then, as confidence builds, they can help solve the other problems.

The aides embark upon their endeavor with zest and enthusiasm because they can understand the purpose. Special training sessions teach them how to recognize and deal with the needs of the less advantaged senior citizen.

They apply this training, combined with native intuitiveness, on an individual level, working on a one-to-one basis in each home.

In addition to their usual duties, the aides have sponsored a Handicraft Bazaar for the past 2 years. This bazaar

provides an opportunity for the elderly to market the various articles many of them make throughout the year in their own homes.

The dedication of the aides was exemplified this past winter when a severe New England snowstorm struck the State on the day of the bazaar. Realizing how important the bazaar is to the people they work with, the aides not only refused to cancel, but one who had to drive a considerable distance even brought her nightie and toothbrush in case the weather forced her to stay overnight.

This kind of intense concern gives the Consumer Education Aide Program its special impetus, the motivation that is opening doors to Vermont's rural elderly which otherwise would have remained closed. □

# 'Humanized' approach aids volunteer teachers

Hundreds of Oregonians are finding teaching more rewarding and their students are finding learning interesting and fun, thanks to a major effort to "humanize teaching" conducted in Oregon by the Extension Service.

The training program was designed to improve the effectiveness of volunteer leader-teachers such as adult 4-H leaders, teen leaders, home economics study club leaders, church leaders, public school teachers, and Scout leaders.

"Humanizing teaching" is the basic idea of the program which shows the leader-teacher how to plan his teaching efforts in such a way that teaching becomes more satisfying and learning more enjoyable. The leader-teacher is better able to deal with the subject matter and to teach it better because he understands attitudes as expressed through the behavior of his students.

The program gives the leader-teacher a chance to meet current requests for action and involvement in the learning process. It also helps the volunteer teacher understand why some people resist learning—often because of unfortunate past experiences. The teacher is minimized; the learner is maximized.

by  
Mary E. Abbott  
State Extension Agent  
Community Resource Development  
Oregon State University

The first step in the process teaches the importance and methods of creating an atmosphere for enjoyable learning.

The second step presents information on why the concept to be taught needs to be relevant to the group participants and to the time allocated for teaching, and how to select appropriate concepts. Members in the group have opportunity to experiment with the development of concepts and supporting concepts for a teaching plan.

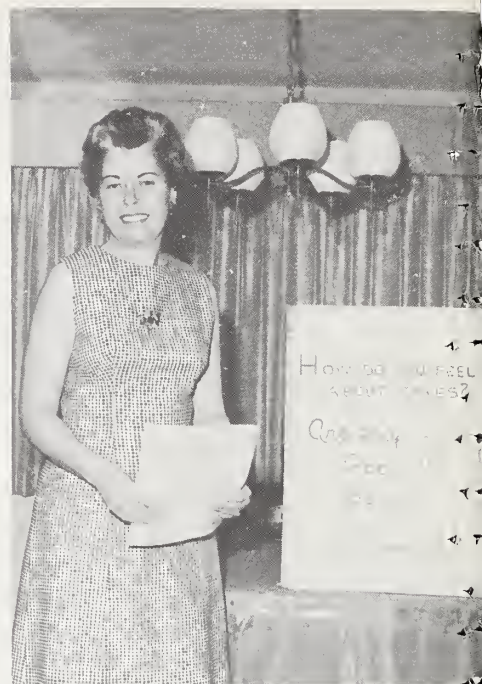
Involvement is the next step in the process. Interesting participation occurs as the group members plan and practice breaking away from some of the traditional class activities labeled "involvement." They gain insight into different kinds of involvement and have opportunity to create involvement techniques appropriate for their personal teaching responsibilities.

The last step is the new look at assignments. The stigma carried over from school days is erased with information on the reason for 20th century assignments in learning.

Throughout this teaching concept, there is an atmosphere of relaxation, enjoyment, and development. Each person leaves a workshop with a workable plan for his leadership responsibility.

The Humanizing Teaching program for leader-teachers was introduced by the Cooperative Extension Service in cooperation with the Oregon Home Economics Extension Council. The council provided an advisory committee to help plan, organize, and present the program. The council also subsidizes the program with a generous amount of money.

A team of leaders was selected from each county to attend one of the five



*Because of the workshops on teaching methods, Mrs. N. W. Anderberg, above, now has more confidence in her ability to present lessons on such issues as taxes, in her job as volunteer leader-teacher for her Extension homemakers club.*

training workshops. Also receiving the training were home economics agents, home economics specialists, council board members, and members of the State "Humanizing Teaching" committee.

Following the statewide training, agents and leader-teacher team members organized and conducted workshops in their respective counties for study group leaders and 4-H leaders. The training was extended to the 4-H teen leader program to better prepare older teenagers to be leaders for younger children.

The word spread about participants' satisfaction with the program, and other organizations and groups requested training. These were conducted by the county team, leader-teacher members. Additional workshops were conducted by the director of the Humanizing Teaching program.



Oregon's "humanizing teaching" workshops help improve the teaching skills of volunteer leader-teachers like those below, who are the backbone of Extension's work at the local level.



The training has been provided for and used by men and women Extension agents; 4-H adult and teen leaders; study group leaders; and leaders of Scouts, Campfire Girls, church groups, and clubs.

Others using the Humanizing Teaching concept are public school teachers, ministers, Red Cross teachers, Extension Expanded Food and Nutrition Aides, and high school students.

In the past 18 months about 6,500 people have received the training. As a result, 4-H community coordinators have indicated an improved quality of teaching in 4-H Clubs. And county committee members say that the leader-teachers have been better prepared, know their subject, and have involved study group members more than ever before.

Homemaker study group members are more willing to accept leader-teaching responsibilities because of the guidance they received from the Humanizing Teaching training.

The attention and attitude toward learning in the study groups has improved, too. The women admit learning is enjoyable with the new method.

An Extension agent said, "The Humanizing Teaching technique enabled the Expanded Food and Nutrition aides to think through exactly what they are trying to help everyone learn. It finally divorced them from the simple framework of 'showing how' "

A district executive in Scouting reported using the training she received in workshops to train Scout leaders. She said, "I adapt it to every program. The Humanizing Teaching gives people confidence to teach and room for creative enthusiasm."

One 4-H leader who lacked confidence says, "Now I don't mind at all getting ready for a 4-H meeting. The Humanizing Teaching method makes it easy."

A classroom teacher said, "This training has given me a more enjoyable method of planning my class work than

any information I received in my university education classes."

The advisory committee on Humanizing Teaching said:

"Our educational program is dependent on volunteer leader-teachers for success. The use of this method of Humanizing Teaching has had the greatest impact on quality and effectiveness in both our adult and 4-H programs.

"We have had many reports from doubting individuals who are now 'sold' on this method of teaching. The extension of this training to other community groups has given them an opportunity to learn of the educational possibilities Cooperative Extension has to offer.

"This program has had such an enthusiastic response and such positive results, we feel the emphasis on improving volunteer teaching methods must be continued."

Many adults and older teenagers are willing and capable of assuming leadership. They are often insecure in presenting information in the role of a teacher, and rightfully so, because there is a difference in knowing subject matter and creating an atmosphere conducive to learning.

The use of the Humanizing Teaching concept fixes in the mind of a leader a usable procedure for planning while driving down the highway or while washing dishes.

With these thinking plans later written on the leader-teacher's personal guideline planning sheet, the leader is ready to enjoy the teaching opportunity. The members of the group are eager to attend and participate. They also are learning how to assume a leader-teacher role. □



## Extension's Thrust Is Forward

The title of this article is the same as the title of Extension Service Administrator Kirby's address before the 56th annual meeting of the National Association of County Agricultural Agents. The space here does not permit us to do justice to the entire address. We will attempt, however, to share at least a few of the major points.

Mr. Kirby sees Extension efforts in the years immediately ahead focusing more sharply on "people problems"—"helping people know better *how to live* as well as *how to make a living*." Issues falling in these areas of attention include environmental quality; pesticides and chemicals; and serving needs of disadvantaged and minority groups. At the same time, he says, we must give consideration to maintaining our primary responsibility to helping assure a strong, viable agricultural industry which will benefit both the producer and consumer.

The Administrator pointed out that we must be concerned with program balance if we are to meet our responsibilities to a highly diversified potential audience with our scarce resources. He defined program balance as "a need to work with and assist all segments of society in those areas for which we have or can acquire competence, should provide assistance, and have the legal and moral obligation to help."

Extension, as a publicly supported institution, has an obligation to provide educational assistance to all segments of society within its resources and legal framework. If we are to assure the right of people from all segments of the population to participate, then representatives from these specific segments must be involved in determining program needs and in designing programs which will best serve these needs.

Mr. Kirby pointed to Extension's role and efforts in design-

ing and implementing new ways to more effectively carry out agriculture, home economics, 4-H youth, and rural development programs. Emphasizing the many needs to be served through community decisions, he said, "it seems to me that all Extension staff working directly with people at the local level should consider devoting at least 10 percent of their time to work with local leaders on problems which require community considerations and group decisions." Under the rural development umbrella, he included such things as land use, planning and zoning, environmental quality, pollution, tax structures, education, health, and community services and facilities.

In closing, the Administrator challenged the agents to accept the following Alternatives for Action:

—Accept the opportunity to carry out the requirements of the Civil Rights Act which assure equal opportunity for participation in our Extension programs regardless of race, color, creed, or national origin,

—Increase emphasis on problems, needs, and concerns of the disadvantaged, alienated, and dislocated potential participants,

—Identify and eliminate fallacies, roadblocks, social inhibitors, and economic barriers which limit effective program participation,

—Review priorities and allocate time and resources to reach people who are not now being served or to whom we are now providing limited educational assistance, and

—Evaluate and restructure program planning and Extension advisory committees to include a more representative pattern for reflecting the needs and interests of the people Extension should be serving.—WJW