

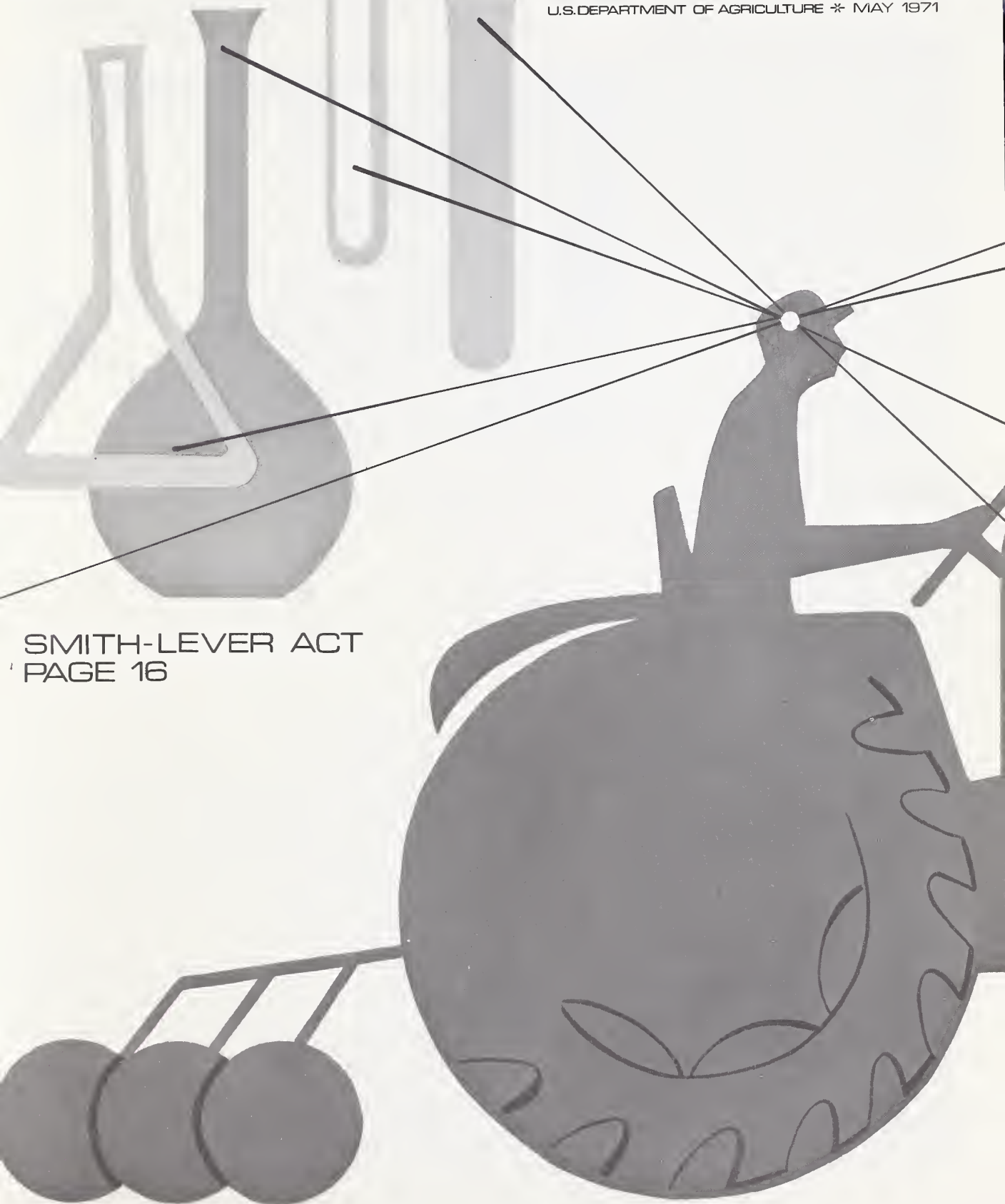
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EXTENSION SERVICE

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* MAY 1971



SMITH-LEVER ACT  
PAGE 16

# 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.*

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

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

Prepared in  
Information Services  
Extension Service, USDA  
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**Director: Walter John**  
**Assistant Director: W. J. Whorton**  
**Editor: Mary Ann Wamsley**

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## Change of editors

I am proud to announce that Mrs. Mary Ann Wamsley is the new editor of Extension Service Review. She has been associated with the Review since she was graduated from West Virginia University with a degree in journalism education in June 1966. She has shown unusual writing and editorial ability as she has progressed through various position titles and grade levels.

W. J. "Jim" Whorton has been editor of the Review since he joined our staff in February 1966. He now will be devoting full time to being assistant director of the Information Services Staff. I compliment him highly on the service he has given through this monthly magazine to the 16,000 Extension workers in the U.S. He has done an excellent job of determining content of the Review, obtaining articles, training staff, and writing back-page messages.

We say to all workers in Cooperative Extension that the Review is your magazine. We ask you to tell us what you want to read in it. If you have an article in mind, please write Mrs. Wamsley about it. She can help you adapt it for publication, if the subject is suitable.

-----Walter John

# 4-H Stages a 'Groove-In'



*When the special-interest sessions on judo were over, these Heltonville boys and their friends asked if they could form a regular 4-H Club.*

Look at a map of Lawrence County, Indiana. You'll see such places as Popcorn, Pinhook, Buddha, Georgia, and Heltonville. These small communities were the beginning spark for an unusual 4-H program.

Mrs. Inez Ratcliff, of the local 4-H Advisory Corporation, invited 4-H agent Ed Russell to try out his ideas for a unique 4-H experience in her little town of Heltonville. Located in a rural poverty pocket, Heltonville is virtually isolated. A child there probably would come from a large family. His father would be an itinerant farmer and his mother would be a warm-hearted woman whose life has always been wrapped up in the crises of making ends meet.

Despite the parents' hard work and genuine concern, children are often in trouble with the law—frequently as a result of having nothing constructive to do. With little hope of a better life, they can't see much sense in school. The cycle of poverty perpetuates.

Working in cooperation with the principal of the elementary school in Heltonville, Ed hoped to show the children

and their parents that: 1) learning can be fun, 2) young people join 4-H to have these kinds of fun-learning experiences, and 3) it is satisfying to help children to learn new things.

The children heard about the "Groove-In" at a Laugh-In style meeting at school. They learned that they would use the school grounds and gymnasium on Saturday afternoons for 6 weeks and would be "learning for the fun of it." The sessions would include recreation, refreshments, and workshops.

Activity began with the choice of workshop topics from 12 possibilities—such as gun safety, judo and karate, and motorcycling.

As a result, four weekly workshops were scheduled: self defense, arts and crafts, cooking for fun, and ecology. In addition, one special feature was scheduled each week: a police dog demon-

stration, and talks concerning motorcycle racing, bicycling, the 4-H electric project, 4-H camp.

Mrs. Ratcliff invited parents to come and help at the Groove-In. Nine came the first day and each became involved in supportive jobs. In subsequent sessions they performed tasks essential to the operation of the program. They had a good time and felt needed—which they were!

Cooking-for-fun was taught by the Lawrence County Extension nutrition aide. The children loved learning by doing and eating the results. The aide was invited by one mother to teach herself and her neighbors, and an existing 4-H Club in Heltonville asked the aide to provide a demonstration for their meeting.

The 37 children who enrolled in the Groove-In responded with great enthusiasm to the novel experiences. On the first day many came to find out what judo and karate were all about (and some parents came to find out what the children were finding out.)

The instructor began by saying, "With any kind of self-defense, the first rule is to run when possible. If that is impossible, then you use judo, providing you know how." The parents seemed to feel better and the children were eager to have him continue.

A number of signs pointed to the success of the program. As weeks went by, the boys and girls came to the sessions more scrubbed and brushed than at first. Their warm openness, eager participation, and regular attendance showed how much the program meant to them.

Of the 37 who attended, 24 said they had never been involved in a youth program before. Eight girls went to camp.

A highlight came 2 weeks after the last Groove-In session when Ed received a letter with 19 Heltonville boys' signatures on it. They asked him if they could join a 4-H Club and take the judo and karate project.

Surprising things happen when 4-H makes itself available to a community, catches hold of a spark of interest, and helps to plant seeds of growth. □

by  
Sheila M. Peacock  
*Extension Specialist, Youth  
Purdue University*

Until recently, aquatic and land weeds were costing Georgia agriculture more than \$190 million annually. And losses were accelerating.

But "Win Over Weeds," a visually-oriented education program sponsored jointly by the Cooperative Extension Service and the U.S. Department of Agriculture, has helped farmers in the Southeastern United States reverse the trend.

"You have to be able to identify a problem before you can solve it," says Dr. James Miller, Georgia Extension agronomist who is largely responsible for the "Win Over Weeds" program.

"The Southeastern United States has many hundreds of kinds of weeds," he explains, "and there has been a real lack of educational materials about them."

"Win Over Weeds" encompasses the use of color slides, supported by a 42-page color manual. Georgia supplies them to its county agents, and a \$42,000 grant from Extension Service, USDA, has extended the program throughout the Southeastern States.

"Once we decided that the immediate need was to familiarize farmers with the weeds so that they could learn how to control them, the 2 by 2 inch slide format became an obvious choice," says Dr. Miller. "Slides are easy to produce and they can be economically duplicated."

While the packaged slides allow the agents to present easily understood, uniform programs, they also are a highly flexible format. Unlike motion pictures, the slide presentation can be easily edited by simply adding or removing pictures.

Dr. Miller suggested in 1967 that a series of color pictures of weeds would be invaluable for Extension Service work in Georgia.

"At the time," explains Dr. Miller, "there was a dearth of weed identification publications. Most literature was available on a State-by-State basis, and black and white photographs were the common visual aid. In Georgia, for example, there were no uniformly good color slides that I knew of, nor any booklets with color photographs of weeds.

## Slides help 'Win Over Weeds'

"In talks with Extension Service personnel and with members of the Southern Weed Conference (now the Southern Weed Science Society), the idea of a color visual package gained support. Finally, it emerged as a regional project."

After receiving approval from the Extension Service, USDA, one of Dr. Miller's first actions was to contact J. Aubrey Smith of the Extension Information Department's visual education section.

Dr. Miller had used 35mm cameras at times to produce slides. For this project, however, he wanted specific recommendations on films, cameras, backgrounds, angles, and lighting techniques. He also needed slide titles and other artwork.

Dr. Miller photographed about 115 of the 120 weeds featured in the project. Photographs for the others were taken by agronomists in Texas, Florida, and Mississippi.

The project was started with a tentative list of weeds that might be included in the final audiovisual program. The list and a survey sheet were sent to agronomists in 13 States, asking them to consider the material and submit the names of any weeds that they felt should be added. That first survey brought the list to about 300 weeds. Dr. Miller then resurveyed the agronomists and asked them to assign priorities.

"Georgia is unique," says Dr. Miller, "in its geography and in its variety of weeds. We have coastal plains, rolling hills and mountains, and we have practically every weed common to the Southern United States."

by  
Marvin Hodges  
Motion Picture and Education  
Markets Division  
Eastman Kodak Company



*J. Aubrey Smith, right, Georgia Extension visual editor, inspects color slides for use in the educational program. The "Win Over Weeds" slides are packaged in specially-built wooden shipping boxes, above. A script is included in each box.*

Photography took more than a year to complete. It involved about 20,000 miles of special travel.

When released in January 1969, the slide set was duplicated to send two copies to each of 13 Southeastern States, one set each to all of the other States, and additional library copies for the Extension Service information office. To date, the slide set has been duplicated 400 times, for a total of 48,000 duplicate slides.

Normally the audiovisual library maintains six loan copies of all slide sets. More than a dozen were made of the "Win Over Weeds" slides, however, because of the urgency of the program.



The color manual, edited by Randall Cofer, Extension editor, publications, also received wide distribution.

The initial order for the publication was 100,000 copies. An additional 100,000 have been printed in two reprint orders. Extension Services in the 13 Southern States received nearly 7,000 each of the original printing. A free copy was also provided to each of the other States.

In Georgia, the first distribution of the manual—more than 20,000—was made to county agents for selective use with their clientele.

A total of 5,000 copies of the manual were set aside for specific use in the “Win Over Weeds” program for its first 4 years—through 1973. The publications were included in a program folder that contains other Georgia Extension Service weed publications, and a weed control workbook to be used by farmers to solve herbicide/weed problems.

“Win Over Weeds” is a concentrated

program that combines a series of lecture and work meetings (usually four to a series) with demonstration plots and on-the-farm visits by county agents. The meeting series is at the discretion of the county agents—for farmers, and for agricultural dealers and service people.

The first meeting was in Stephens County, in the hilly northern section of the State. Major agricultural products there are poultry and livestock, with secondary production of apples and peaches. As a result, the primary problems are maintaining productive rangeland and keeping weed-free orchards.

“I can say at this point in our ‘Win Over Weeds’ program,” comments County Agent J. Fred Newman, “that this educational effort could return between \$50,000 and \$100,000 to Stephens County annually in improved production.

“One of our young farmers, for example, has said he probably would not be in business today without a program of weed control based on the educational

efforts of the Georgia Extension Service.”

Before the start of the “Win Over Weeds” program, Newman had relied heavily on demonstrations, black and white photographs, and written materials he published in a monthly newsletter and in local newspapers.

In Newman’s 21 years of service in Stephens County, he had never had an opportunity to see detailed color audio-visuals for weed identification and control.

During the 12 hours of formal meetings in the county, Newman used the slide set, color manual, and script. But he localized the information for his farmers and agricultural service people.

“Terminology is a big problem in our area,” explains Newman. “As an example, ‘indigo’ is a common local name for what is called ‘coffee weed’ in the other parts of the State. Both identifying and properly treating weeds and grasses requires a common denominator. We think we have that in the ‘Win Over Weeds’ program.”

“The spring and summer of 1970 were wet,” says County Agent Jim Collier of Ben Hill County. “Normally, this would lead to a sizable weed problem if farmers were not getting and using control information. I’m proud to say that most of our fields are clean.”

Collier says the “Win Over Weeds” program makes it possible to put out the most information on weeds and herbicides to the most people, in the shortest time.

At “Win Over Weeds” meetings, Collier uses the workbook to let farmers “solve” weed control problems. To make the color slides even more meaningful, he includes local shots he takes as he tours the 180,000-acre county. They are easily integrated into the Carousel tray.

“To date,” reports Dr. Miller, “we have only begun to solve the State’s weed problem through this new ‘Win Over Weeds’ program. Roughly one-third of the counties in the State will have finished the first series of meetings by 1971. But the results are already beginning to show in dramatic ways for the commercial and part-time farmers.” □

# Missouri Extension helps small rural businesses

Extension services traditionally have been oriented to farm, family, and youth programs. And Extension efforts have been expanded to include farm suppliers and specialized nonfarm groups involved in the distribution of agricultural products. Community development, food and fiber, industry, labor, and environmental quality programs are not new to Extension.

But despite all of these programs, one large group of deserving people has been generally neglected—the small, main-street businessman in our rural communities.

Who helps the barbers, the owners of the “Ma ‘n Pa” stores, the drug store and service station managers, the bankers, and the retail and service firms of all types and sizes?

These are the people who need help the most and can afford it the least. Even if they recognize the need for continuing education, in many cases they do not know where to go for help.

They cannot take time off from their business to attend daytime sessions or courses on a university campus. And they cannot afford high enrollment fees necessarily imposed by non-Extension sources.

Can they be helped? Certainly! Should they be helped? Absolutely! Are they being helped? They are in Missouri.

The University of Missouri-Columbia Extension Division and the Agricultural Economics Department have recognized the need for business management training in the rural areas of the State.

Missouri has more than 50,000 small business firms, exclusive of those in

the metropolitan centers of St. Louis, Kansas City, St. Joseph, and Springfield. As indicated by requests to local University Extension Centers, these firms are attempting to take advantage of opportunities for developing and improving skills in management decision-making and customer service.

The Extension Division and Agricultural Economics Department established the position of “Extension Economist-Business Management” in September 1969. The purpose was: “To improve the managerial knowledge and skills of persons responsible for management of the small business firms in the towns and rural areas of the State of Missouri.”

A questionnaire was prepared to determine the needs of small businessmen for training and education in the business management area. It was completed by representative groups of businessmen and Extension agents.

On the basis of the questionnaires, two noncredit short courses were initially established: Financial Management and Basic Supervision.

The financial management course was designed to introduce basic financial management principles to non-financial and non-accounting people managing small, rural businesses.

Its aim is to provide the small business manager with sufficient knowledge of basic financial tools to enable him to apply them in the day-to-day management of his business and to help him arrive at management decisions that make financial sense.

The course was developed for six

by  
Richard Fenwick  
and  
Ervin Dauenhauer

*Business Management Specialists*  
*University of Missouri-Columbia*

2-1/2-hour classes. Course content includes financial statements, cash flow, earning power of the business, cash budgets, ratio analysis, controlling accounts receivable and inventories, breakeven analysis, and capital budgeting.

The primary instructor for the financial management course is Richard Fenwick, who is half-time Extension economist, agribusiness management.

The second priority indicated by the questionnaires was for training in the area of basic supervision. An abbreviated course consisting of 18 hours of instruction—six 3-hour sessions—was developed.

The purpose of this course is to discuss some of the factors involved in establishing and maintaining good supervisor-subordinate relations and to develop some techniques for training and retraining competent and willing workers.

It covers such areas as: the role of the supervisor, developing good employees, motivation, communications, work assignment, and controlling and coordinating the work force. The course is designed to satisfy the needs of either the first-line supervisor or the small business manager-supervisor.

Whenever possible, we separate small manufacturers from the retail and service groups. This allows us to concentrate more fully on the specific problems of our clientele groups.

Because class participants cannot or will not travel any substantial distance, we are not able to teach specialized groups of main-street or agribusiness people. Consequently, the financial management and supervision courses are somewhat general. In the future, we hope to work with specialized groups.

A third course in business management has been developed in retail merchandising. This started as a one-session addition to a financial management course. It was readily accepted and conducted in other communities as a one-session workshop.

We expanded it to two sessions and are now offering it on a trial basis as a three-session course. The course covers some of the principles and techniques

involved in salesmanship, advertising, and displaying of merchandise. The primary emphasis is on improving the profit picture by creating repeat business.

The first session is designed to be of benefit to managers, supervisors, and sales clerks alike and is open to all interested persons. The latter sessions are geared more to management and supervision.

The instructor for this course and the supervision course is Ervin Dauenhauer, Extension business management specialist.

The first business management course—Basic Supervision—was launched in January 1970. A mixed group of main-street businessmen, agribusinessmen, small manufacturers, and local government employees "graduated" in February.

The first financial management class also began in January, and a class of 15 received certificates of completion. The first merchandising class started in May.

During 1970, we conducted classes in 30 communities for a total of 791 participants. There were 73 sessions in financial management; 43 in supervision; and 12 in merchandising.

By the end of the year, the schedule was filled through spring 1971 and commitments had been made as far ahead as November.

The business management courses are set up by the area Extension specialists. We have worked through continuing education programers, area directors and associate directors, industrial Extension agents, business management specialists, and farm management specialists.

Planning conferences are held with local business groups to establish specific course content and to schedule classes. The course instructor and local Extension specialist are generally members of the planning committee for the short courses.

The courses are conducted in cooperation with the Small Business Administration, which furnishes us with both lecture and supporting material. We are presently using 26 SBA publications

as handout material for the three courses.

There is a great thirst throughout the State for business management programs and it is not likely that it will ever be completely satisfied. "Graduates" of the classes already talk of additional courses and more advanced followup courses.

We have gone back into one community with a second business management course and four other communities are scheduled for additional courses.

Of course, the business management section is just one source to satisfy the need. Business management assistance is provided to specialized nonfarm groups by other members of the Extension team.

The University of Missouri-Columbia has specialists dealing primarily with the farm-supply firms, with logistics and the transportation industry, with supermarkets, and with restaurant management.

Numerous courses are conducted through the School of Business and Public Administration, the Sociology Department, and the School of Journalism. Courses are conducted by the other three campuses of the University of Missouri at Rolla, St. Louis, and Kansas City. And courses are offered by the many other educational institutions throughout the State and by private industry and business groups.

We feel, however, that the small main-street businessman and the small manufacturer will continue to depend on the Extension Division as the primary source of management education. □

Three conclusions have emerged from the Delaware Extension Service's activities in land use planning during the past 15 years: 1) Extension aid should change as land use planning matures in an area; 2) Extension activities in land use planning should involve at least three sets of clientele (general public, civic leaders, and planning/zoning agencies); and 3) Extension should *not* rely on land use planning as a major tool in rural development.

The educational approaches in metropolitan areas have differed from those used in rural areas.

In metropolitan New Castle County, Extension's role has been to provide information to aid refining and maturing of the planning process. The county's first land use plan, prepared between 1954 and 1958 (following adoption of the zoning ordinance instead of preceding it), bore little relationship to the zoning maps and did not become development policy.

In rural Kent and Sussex Counties, emphasis has been on showing the need for county planning. Extension advisory committees agreed that more information should be made available on planning and zoning but wisely urged: "1) Sell planning and zoning first to our community leaders; 2) try not to make a big splash, but work with small groups and get people involved in the process."

From our first Extension conference on land use planning in 1956, the need became clear for added land use research to bolster New Castle County's planning program. Lack of funding and staff delayed this research, but in 1960 the USDA-University of Delaware project began.

Our work dealt largely with "rural-urban fringe" land use classification in the first 18 months. During the second 18 months we analyzed the factors generating land development in many parts of New Castle County and also factors precluding development in other parts (idle or bypassed land).

Extension quickly helped disseminate the findings. As a basis for other community planning presentations, we reported the project's results at Farm

## Extension aids planning and zoning

by  
Gerald F. Vaughn  
*Extension Coordinator  
Community and Resource Development  
University of Delaware*

and Home Week programs in 1962 and 1963. In 1962 we presented a seminar on land use classification for professional planning personnel. We received outstanding newspaper coverage in 1962-1963 and developed an excellent day-to-day working relationship with the county regional planning commission.

By the end of 1963 the New Castle County government launched a thorough revision of its planning and zoning process, producing a substantially more workable operation. Extension's timely efforts during 1956-1963 (and continuing into the 1970's) have been instrumental in aiding improvement in the county's planning and zoning.

An introduction to land use planning for largely agricultural Kent and Sussex Counties came at a 1958 Extension program on the "Future of Agriculture in the Urbanizing Northeast." The period from 1959 to 1961 was a time of exploration by their county agricultural agents, who attended conferences and secured published information on



rural planning programs throughout the Nation.

In 1961 the Kent County agent was granted a 10-week sabbatical leave to visit western Europe in search of new approaches to community planning that fully consider agricultural production. And the School of Agriculture sponsored a seminar on "Principles of Agricultural Zoning" in 1961.

In 1962 we developed a report on land use in each of the three counties—titled Land Use in Delaware. Part of the annual training conference for Extension staff that year was devoted to "Resource Development in Delaware," so that our agricultural, home economics, and 4-H staff would be better able to discuss planning and zoning downstate.

One 1963 conference session was on "Delaware's Growing Communities—How Fast and How Far?" In Kent County, Extension arranged a Grange-hosted luncheon on land use planning.

Kent and Sussex Counties formed committees in 1963 and 1964 to pre-





*University staff members, left, explain land use analysis at one of the many Extension-sponsored meetings on planning and zoning which have been held in Delaware since 1956.*

pare Overall Economic Development Plans. The county agricultural agents were active members of the committees, and the OEDP's solidly recommended planning and zoning.

In 1965 and 1966 attention focused on legislation introduced to create planning and zoning operations in these counties. It failed to pass in the General Assembly due to still-insufficient citizen support. One of the leading farm organizations opposed it because they were concerned that zoning would precede planning as in New Castle County.

Educational work continued with Extension presentations on "Wildlands Ecology and Conservation," "Community Beautification," and "Urban Pressures on Delaware Agriculture." County planning study committees were formed, with close cooperation from the county agricultural agents. In mid-winter 1966 the Kent County agent took citizens from southern Delaware on a tour to the infant "new city" of Columbia in Howard County, Maryland.

An Extension-sponsored conference early in 1967 on "Developing the Delmarva Peninsula" brought together key Delaware agricultural leaders and the Director of the State Planning Office. Within a month the farm organization that had opposed legislation for downstate planning and zoning in 1965 and 1966 asked for Extension's assistance in re-evaluating the proposition. Within another month Extension also held five meetings on planning and zoning with Kent County's home-makers' clubs.

Legislation was reintroduced and enacted in 1967 to enable planning and zoning in Kent and Sussex Counties. Both counties now have appointed planning/zoning commissions and have undertaken needed planning studies. Kent County has adopted subdivision regulations and an interim zoning ordinance pending completion of its land use plan. Sussex County—where a land use plan has been completed—has adopted a final zoning ordinance.

Evaluation would note those accomplishments and view favorably how they have led to continuing requests for Extension's assistance. For example, the New Castle County agricultural agent was appointed to the county planning and zoning board, where he continues to serve.

Extension's coordinator of community and resource development (CRD) has been elected to the board of directors and serves on the planning and zoning committee of the countywide civic group most actively involved in the county's planning and zoning program.

The CRD coordinator and Kent County agricultural agent were asked to assist that county's new planning and

zoning agency in determining its initial staffing, budget, office space, and other requirements. The Sussex County agricultural agent has been consulted by his county's planning/zoning staff on numerous problems. The CRD coordinator serves as an advisor to the State Planning Office in its project to revise the statewide development plan.

On the unfavorable side of evaluation, our experiences suggest caution against Extension's expecting too much from land use planning as a major tool in rural development. Land use planning, unfortunately, has done little for meaningfully improving the lives of Delaware people in hard-core poverty—despite claims to the contrary.

Land use planning that attracts and accommodates new industry helps low-income rural areas, it is claimed. Unless that new industry employs local unskilled workers and constructively trains these people during their employment, have such people been helped?

Maybe area income will rise so that a few more people can be hired to pump gasoline, be salesgirls, or work as domestics. Have such people really been helped?

Land use planning for community facilities helps poor people, it is claimed. However, the new sewer or water system involves a hookup charge in the hundreds of dollars and also periodic user-fees; hard-core poverty families cannot tie into the system.

Zoning has prevented low-income people from obtaining better housing in many places. Other community facilities that meet specific needs of the urban poor—public transportation, "vest-pocket" neighborhood parks, etc.—seldom are feasible in rural areas.

Planning and zoning mainly enhance the living environment for middle- and upper-income classes of people. This is not to say that planning and zoning are not good. Instead, it recognizes that planning and zoning have not helped—and sometimes have hindered—efforts to end rural poverty. Creative thought must improve planning and zoning to benefit *all* citizens. □

# Model City program includes Extension

Improved diets and household skills which enable families to have healthier and happier members are among some of the dramatic changes taking place in Eagle Pass, Texas. Guiding these changes is an Extension home economist, working there under contract with the Model Cities program.

The Extension program began in September 1969 when Miss Patricia Lopez, assistant Extension home economist in Gaines County, transferred to Eagle Pass to head it up. The Model Cities program, which was already underway, is the first program of its kind to enter into a contract with the Texas Agricultural Extension Service for a home economics program.

Miss Lopez began hiring and training 15 program aides after completing an intensified training program at Texas A&M University to prepare her for her new leadership assignment at Eagle Pass. During her training—and later as she trained the program aides—she was given counsel, assistance, and supervision by Mrs. Florence W. Low, assistant State director for home economics, and the entire Extension Service home economics staff.

After the aides were selected and hired, they began to contact less-

advantaged families in five major target areas of Eagle Pass, under the supervision of a program assistant and Miss Lopez. Interested families were told about the program, and special help they could receive in foods and nutrition, food storage and sanitation, consumer buying, housing and home improvement, clothing, and other areas of home economics.

Most of the families contacted were eager to receive the educational assistance, although some were in desperate need of special services or assistance from other agencies, such as local health groups, before they could concentrate on the teaching. Referrals to appropriate local agencies have been made, and many of the homemakers are now receiving commodity foods, medical attention, social security, or welfare assistance as a result.

The home economics program aides, in the meantime, worked with families in many areas of home economics. They conducted training in the homes or at neighborhood or community centers, or other central locations. One of the challenges to Miss Lopez and her staff of aides has been to develop more methods to train people who are unable to read either English or Spanish.

For example, Miss Lopez conducted a clothing workshop for aides in which she incorporated methods of teaching persons who are unable to read. She emphasized how to place a pattern correctly on fabric by looking for rounded arrows which indicate that the pattern goes on the fold of the material; placing notches and broken lines on seam line; and finding straight arrows which indicate that a pattern must be laid on straight grain of fabric. To distinguish a front dress pattern from a back dress pattern, Miss Lopez and her aides simply emphasize that the back pattern

has shoulder and back darts, while the front pattern has bust line darts.

“We are continuing to try to develop more methods to train people who have only limited reading ability, and find that sketches and cartoon-type drawings are quite helpful in many instances,” Miss Lopez says.

Observers of the program at Eagle Pass are of the opinion that the new home economics program has done a great deal to help homemakers utilize their commodity foods to better advan-



tage, and has helped them learn to prepare more nutritious meals.

Housing is another area in which the aides have been making great strides. Many of the small homes are in poor condition, and aides have helped obtain cardboard to make closets and cabinets for better storage, or to reinforce walls or windows.

Homemakers who have used the cardboard to fashion cabinets or storage areas are glad to tell their neighbors how much easier it is to keep their clothing

and foods. As a result of improved storage in many of the homes, the homemakers are baking and keeping baked goods on hand for their families. Older homemakers, especially, are sharing their new food knowledge with their married daughters and grandchildren.

Young homemakers with families—many of whom were school dropouts—are a major target audience in the home economics program, although older adults and teens also are receiving instruction. Miss Lopez is conducting a continuing class in home economics

3 days each week for special education students at the Eagle Pass Junior High School. The students are "very enthusiastic" about the training.

A new program assistant has been added to the teaching team to work with youth. In the youth program Miss Lopez and the program assistant train volunteer leaders. Leaders are recruited by personal contacts and through organized groups such as churches, civic groups, school leaders, and others.

The home economics instruction, which is enabling many families to improve their level of living, is reaching additional families each month. New families are added as some migrate to other States for seasonal employment. Many of the migrants have told the aides that they hope to return to Eagle Pass and continue with the home economics program when their work ends in other States.

Aides receive regular weekly training from Miss Lopez, assisted by Extension home economics specialists and local resource people. The aides prepare regular reports concerning their activities, and these are evaluated by Miss Lopez and the program assistant to determine areas where special help is needed. New aides are employed and trained as necessary to keep the program quota at a constant figure.

Miss Lopez keeps in contact with the participating homemakers through a newsletter which she prepares in English and Spanish as the occasion warrants. Thus, as changes in program aides come about, the families are notified that a new aide will be visiting and assisting them.

Although the home economics phase of the Model Cities program is still quite young, many changes and improvements have come to many Eagle Pass homemakers as a result of the training.

At the first anniversary observance of the home economics program, other agencies and key leaders praised the accomplishments of Miss Lopez and her aides during the first year's work.

"And the potential is great for even more assistance to families," points out Miss Lopez. □



*Above, homemaker aide Cecilia Gonzales prepares to show an Eagle Pass homemaker how to make better use of donated foods in cooking for her family of eight. At left, Mrs. Gonzales gets special help on her problems from Patricia Lopez (center), associate Extension home economist, and Myrtle Garrett, Extension organization and program specialist for less-advantaged families.*



## Extension guides beautification efforts

by  
 Rudy J. Favretti  
*Associate Professor  
 Landscape Architecture  
 University of Connecticut*



*Above, Rudy Favretti, Extension landscape architect, and members of a town beautification committee discuss improvements for the town garage. The model was planned and built by the committee. At top, an example of the drawings Extension makes to help communities visualize their plans.*

Preservation of natural beauty has long been a major problem in villages, towns, and cities throughout Connecticut.

Trees, shrubs, and natural beauty were needlessly destroyed in early settlements as the countryside was developed. In the late 18th century, however, trees were planted extensively along streets and in village squares, greens, or commons. Many of these trees were starting to mature when they were cut down to make way for industrial and home expansion.

Then during the great park movement of the late 19th century many areas were beautifully enriched, but they, too, gave

way to development during the beginning of this century.

This rapid eroding of natural beauty has continued to this day in Connecticut towns and cities. Streets are widened, destroying trees. Parking lots are built to cover every inch of ground around commercial centers with little thought given to beauty and comfort. Signs go up in a helter-skelter manner, often destroying the visual quality of a community.

Fortunately, this problem has not been overlooked by concerned citizens and the Cooperative Extension Service at the University of Connecticut. Extension has developed natural beauty programs for 40 Connecticut communities in the past 5 years.

Extension's approach to this problem basically involves three steps. First, it consults with groups, committees, and individuals in assessing the visual problems in a community. Second, it develops

a plan of action which involves remedial measures involving as many people as possible. And third, it helps interested citizens start an action program.

Let's look at the Tolland County town of Coventry, where Extension's approach is proving successful. With the approval of the town council, several citizens organized a beautification committee.

The group's first meeting, sponsored by the town's conservation commission, featured a discussion about the value of a beautification program. Extension educators presented slide-illustrated explanations of what groups in other communities were doing to preserve natural beauty.

This committee met a few more times and then held a public meeting. There, Extension specialists presented an educational program designed to show what could be done to improve the town's visual environment. Officers were elected and an official beautification committee was formed.

In Coventry the committee is not an official town commission; in some communities it is. Often, the committee arises in a different way—from a church group or garden club, for example.

How to launch this program of community beautification was the next step facing the newly formed committee. It sought the participation of as many organizations as possible. This is considered vital to success, because total citizen involvement means a stronger and well-accepted program.

Representatives from such organizations as the Grange, Rotary Club, Kiwanis Club, Lions Club, Historical Society, Garden Club, Parent-Teacher Organization, Chamber of Commerce, Women's Club, Scouts, and 4-H are essential on committees concerned with community beautification.

They bring different points of view to the program, and they also can see a project that is just right for their organization to undertake as the program develops. Thus, there is a greater talent contribution and eventually other resources are pooled.

Towns should not overlook having government officials, firemen, police officers, and clergy on these committees.

Once a committee is organized, the general procedure is to survey the town's visual assets and liabilities. This will enable committee members to see what is visually good and what is visually bad in their town.

The survey is done by taking 35 mm slides which may later be shown to groups and individuals to muster further interest and support.

In years past, an Extension specialist had taken the slides for many community beautification committees after they identified the areas to be photographed. But in Coventry as well as in other communities lately, Extension has encouraged the committees to do all of the photographic work.

The towns usually are divided into several geographical sections and subcommittees carefully inventory each section. Extension helps the committees develop a workable set of slides. This is done through one or two training meetings with the beautification committees.

The next step is to decide what should be done about each problem pictured in the survey. These matters are discussed during the training sessions. Extension helps to put these ideas onto slides so that the survey will show a series of before and after pictures of what is proposed.

These slides are a critical step to developing action programs. Without them, committees frequently fail to set up a workable plan of beautification, because communications are lost. It isn't enough to show what was done in a neighboring town or State. People want to see exactly how their town is going to look.

The slides are then used to show what is planned for every organization in town. Everyone is able to see and approve or disapprove a project until a workable solution is found. Usually, this leads to the development of a sound program because everyone is kept informed through effective communications.

At this point, it is not difficult to develop an action program. Each committee member can easily see what his organization can do to beautify the community.

The library board may decide to improve its building. The garden clubs may plan a street tree planting program with the cooperation of town officials.

Youth groups may see opportunities to fix up grass triangles at intersections. The historical society might see a need to spruce up some historical buildings, and town officials might decide to set a good example by improving the visual beauty of town facilities and schools. And so the program rolls.

One thing, however, is often overlooked by beautification committees. A subcommittee needs to work with the planning and zoning board to upgrade ordinances dealing with aesthetics so that mistakes are not made concerning such matters as placement of signs and parking lots and planting of street trees. As a result, future generations will not need to make many changes in community beautification.

That is how Extension in Connecticut works to involve citizens in improving the visual environment of their communities. The program varies according to local needs and interests, but the way for getting things done is basically the same. □

## Virginia youth explore careers



*Rockbridge County, Virginia, Extension agents discuss plans for a career exploration program with a group of local youth.*

"I didn't realize there were so many things to consider in deciding on a career."

"Now I know how to choose the future that's best for me."

Virginia youth are making comments like these as a result of a 4-H Career Exploration Program launched 12 years ago. Since then, more than 15,000 rural and urban youths have studied the subject intensively as a 4-H project.

Other thousands have received career guidance through camp programs, school programs, and other short courses. All have taken a look at their plans for the future.

The program began with a short, experimental manual for camp training. This led to a four-meeting county series set up by the State staff and county personnel. Results of a questionnaire,

and other observations, showed that the 4-H'ers were impressed with the proposed project.

Career exploration sessions then were built into various senior 4-H camping programs and the State 4-H Congress. Again, the participants responded favorably.

The preliminary manual was revised and enlarged into a workbook with 12 exercises covering different phases of career exploration. This full-scale project was tested for 4 months with nine biweekly sessions in three counties—one highly urban, one partially urban, and one mostly rural.

Many changes participants suggested were incorporated in revised materials, and in 1960 Career Exploration was officially listed as a senior 4-H project—a project tested and based on the reactions and needs of 4-H members.

Now there are three basic workbooks: Unit I on Exploring Opportunities, Unit II on Steps Towards the Working World (primarily for youths not planning further education), and a college-oriented supplement entitled Steps Toward College.

Unit I offers a variety of social and intellectual learning experiences. First, members are told of the important relationship between education and career choice. They are introduced to a number of career hazards.

They also are given the opportunity to learn more about their own personality, abilities, and interests. Later, they learn how testing aids career selection. Through motion pictures the youth see many educational opportunities.

By interviewing friends, relatives, and neighbors, the 4-H'ers learn what people actually think of their careers. They become aware of such aspects as educational requirements, income, hours of work, job hazards, and advancement opportunities.

They see differences between self-employment and working for others, and also differences between job classifications ranging from scientists to non-skilled workers.

On tours arranged by county Extension agents or volunteer leaders, project members observe a number of different careers in or related to a particular business or industry.

The purpose of Unit II is to motivate youth to think seriously about their future. It is aimed primarily at those who will join the work force fresh from high school, and includes a supplement for persons interested in college.

by  
George T. Blume  
*Extension Training Specialist*  
*Virginia Polytechnic Institute and*  
*State University*  
and  
E. J. Niederfrank  
*Rural Sociologist*  
*Extension Service, USDA*

The Unit II workbook, "Steps Towards the Working World," covers: what employers look for, the value of education, selecting references, getting a social security card, making out a personal application sheet, where to go for job leads, setting up a budget, military obligations, writing letters of application, securing an official work permit, filling in a job application form, and how to act during an interview.

In general, Unit II is more action-oriented and requires less adult supervision than Unit I.

The supplement, "Which College for Me," deals with such subjects as college admission requirements, costs, services, and living arrangements. It gives the location of each college in the State, lists the major curricula or degree programs, and tells who to contact for admission information.

Nearly 100,000 copies of this successful booklet, twice revised, have been distributed throughout the State. Many Extension agents have supplied reference copies to school counselors, thus forming a closer link between Extension and the schools.

The most recent material developed for use in the program is a Career Exploration Game. Youth have enjoyed playing it at the State All Star meeting, State Club Congress, and the county level.

Some 4-H All Stars now help agents and adult volunteers conduct the game. Agents have been trained in game principles so they can teach volunteers how to use it with 4-H'ers.

The career program is not confined to the traditional year-long club pro-

ject or program. It may be handled on a short-term project basis, by a whole club, by part of a club, by a special interest group, or on an individual basis.

The material may be used partially or in total. It may be included in camping programs, a series of tours and talks, or in exhibits. It can be incorporated into many other projects. It has been used by many school counselors, and in special 1- or 2-hour school assemblies.

No county, district, or State awards are given. Youth do, however, receive project credit when they complete the requirements. Their reward is in knowing that they are better equipped to plan for their future.

Agents adapt the program to fit their particular needs. Wayne Keffer's goal for Rockbridge County last year was to have 150 senior 4-H'ers study career exploration. All senior 4-H'ers of the county's clubs enrolled, and monthly programs were planned and presented by the club vice presidents.

Keffer presented two special programs before each club—one on job interviewing and one on selecting a college. A high school guidance counselor spoke to each club.

Other activities included a county-wide meeting on health careers and a workshop on public speaking emphasizing the expression of ideas when applying for a job or college entrance. Project participants interviewed 775 people in varied occupations.

Prince William County Extension Agent Daniel Braucher formed a special community club on career exploration for disadvantaged, slow-learning youth. Their program included movies, as well as talks and demonstrations by local business and professional people. Several participants took part-time jobs and reported on their experiences.

Some adjustments have been made in the State materials to enhance their use with lower teens in order to reach more youth.

To broaden the program, a supplemental handout was published entitled "Virginia Youth Face the Future." It

deals with facts about the employment situation and is used for adult Extension education as well.

The handout was linked to a series of five 5-minute radio and television shows. Extension agents were briefed on its use, and they contacted key leaders who informed others of the series.

A 25-minute television show, "The Working World of the 70's—Opportunity and Challenge," was made for the VPI film library.

A handout entitled "Financing Your College Education" has given youth ideas on the importance of thinking early about sources of needed funds.

Other State agencies have cooperated, too. The idea for the college booklet grew out of conversations with the Virginia Department of Education, Division of Guidance and Counseling. Unit I counseling and testing are at times conducted by school or area counselors. Personnel from the Virginia Employment Service have spoken to many career study groups, and they have offered to test all 16-year-olds not planning to attend college.

The wide relationships developed through the career exploration program have broadened the concept of 4-H within Extension itself and have strengthened its image throughout the State.

The greatest difficulty has been finding and training volunteer local leaders—an important task of county staffs. The subject requires knowledge and soundness of thinking about careers. Greatest success is achieved when other professional or semiprofessional people in the county are involved. A leader's guide has been prepared.

Continued efforts are made to keep the program before all county staff members, and to supply supplemental information to agents and leaders. A special agent training short course on the program has been conducted for staff members in some districts.

The program often is highlighted in district meetings throughout the State. And Youth Notes, a monthly newsletter, keeps agents informed on such things as income and population trends, employment, and economic development. □



## Our charter reviewed

People in most institutions frequently find it useful to review their charters. Extension workers are no different. Veterans of the Cooperative Extension system find it a source of renewed inspiration. It gives new workers a feel for the force that made the Cooperative Extension system the most copied educational technique in the modern world.

Leaders of many nations have studied the system with the idea of adapting it to their needs. One man who studied it was an Englishman. He reviewed the debate in Congress preceding passage of the Smith-Lever Act and extracted a portion of Congressman Lever's remarks. We think the portion he abstracted serves as a splendid review of our charter in this 67th anniversary year of the Smith-Lever Act.

Congressman Lever said, "Mr. Speaker, we have accumulated in the agricultural colleges and in the Department of Agriculture, sufficient agricultural information which, if made available to the farmers of this country and used by them, would work a complete and absolute revolution in the social, economic and financial condition of our rural population. The great problem we are up against now, is to find the machinery by which we can link up the man on the farm with these various sources of information.

"We have expended in the neighborhood of a hundred million dollars in the last half century, gathering together valuable agricultural truths. We have been spending 50 years trying to find an efficient agency for spreading this information throughout the country and putting it into the hands of the people for whom it was collected.

"We have tried the Farmers Bulletin. We have tried the Press. We have tried the lecture and the institute work. All of these agencies have done good. They have been efficient in a measure but there is not an agricultural student in the country who does not realize that the greatest efficiency is not being had from these agencies.

"This bill proposes to set up a system of general demonstration teaching throughout the country and the agent in the field of the department and the college is to be the mouth-piece through which the information will reach the people—the man and woman and boy and girl on the farm. You cannot make the farmer change the methods which have been sufficient to earn a livelihood for himself and his family for many years, unless you show him, under his own vine and fig tree as it were, that you have a system better than the system which he himself has been following."—WJW