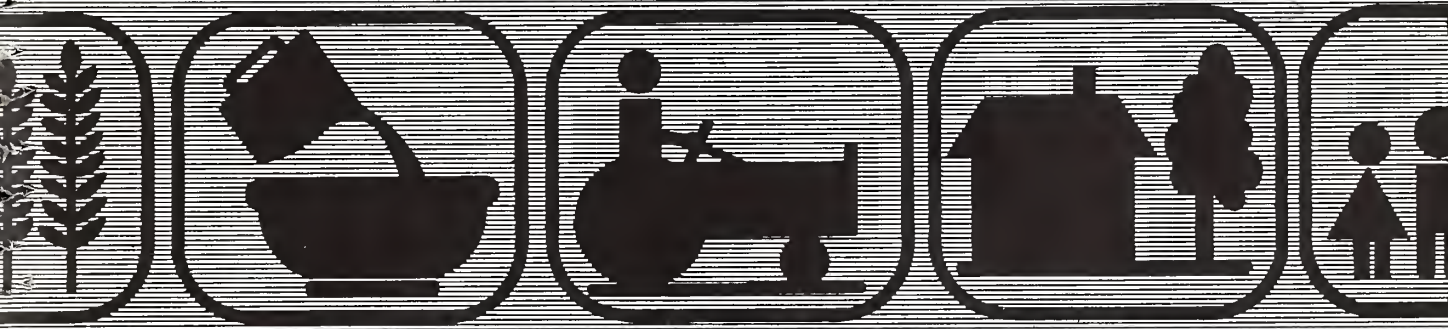


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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JUNE 1971



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.

CLIFFORD M. HARDIN
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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EXTENSION SERVICE

REVIEW

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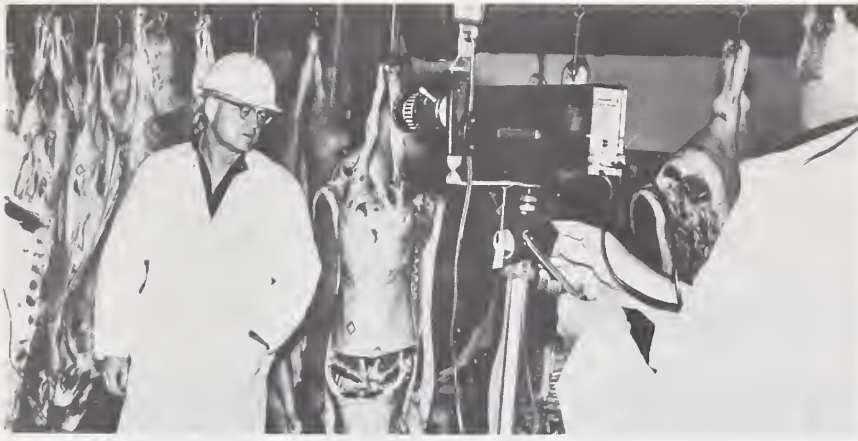
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Television—and beyond

It would seem that by this time all the potentials of television would have been discovered. But innovative minds can always come up with new ways to use old tools. This month, for example, the Review has articles about a 4-H livestock carcass sale via closed circuit television, and an experiment in community development education on educational television.

It's good to share ideas about uses for a tool like television; its potential is great, and it is a waste of technology to be slow in learning to use it to the fullest. And while continuing to experiment with television, educators must explore the things that have been invented since and look ahead to those that will be invented tomorrow.

Today, people need to learn more and learn it more efficiently. Educators of all kinds, certainly including Extension workers, will have an opportunity in the coming years to do a better job with the help of new technology. But they will have to work closely with the scientific community to avoid a worse "technology gap" than we have already—the sad situation of exciting new equipment sitting on the shelf because our capacity to use has fallen behind our capacity to invent. Keeping current and putting the new tools to use as soon as possible will be a challenge.—MAW



Dr. David Cramer, CSU animal scientist, discusses the individual entries in the Tri River 4-H carcass show for the TV audience before the auctioneer calls for bids on the first lot in the sale.

"All through? Last call! Going once . . . going twice . . . sold!"

It was just an auction—same cry, same excitement, same color—but there was something different about this one.

It was a carcass sale, but the buyers weren't clustered around rows of carcasses in a cold, damp cooler. They were seated comfortably around a sale ring watching a video tape of the carcasses for sale.

There were other big differences between this sale and other such sales.

The crowd was bigger. The auction was held as part of the 4-H livestock sale. It was truly an educational experience for the observer. And the sale prices compared favorably with prices paid for live animals.

The idea for a 4-H TV carcass sale was developed as a way to make this aspect of the 4-H livestock program as attractive to youngsters as is the regular stock sale.

Herman Soderquist, Colorado State University livestock specialist for the Tri River Area in western Colorado; Milan Rewerts, area Extension agent; and Emery Anderson, Extension marketing specialist, were instrumental in developing the program.

"We thought the carcass contest offered a unique educational experience, but 4-H'ers were reluctant to enter the contest," Soderquist said. "Usually the carcass sale, although promoted extensively, suffers in comparison to the regular market stock sale. The 4-H members 'just aren't willing to risk taking a substantial loss

on their project by entering the carcass contest."

Looking for ways to solve the problem, Soderquist and Rewerts encouraged the agricultural committee of the Grand Junction Chamber of Commerce, which handles the 4-H livestock sale and carcass program for the Mesa County Fair, to agree to tackle methods of improving the carcass sale.

The committee held numerous discussions on the sale and ways to improve the carcass price relative to the live animal price. From the discussions, two things became apparent: sale conditions should be made comfortable, and more buyers should be encouraged to attend.

The committee agreed that one way to increase attendance would be to hold the sale in conjunction with the livestock sale. The most practical way to do this would be through closed circuit television, the group decided.

One of the larger motor hotels in Grand Junction had a video tape unit which they agreed to let the Chamber use.

A "trial run" was held in the coolers

to check out lighting and sound. The trial proved that the project was feasible. It was decided to film the carcasses on video tape, then sell them as part of the total 4-H sale at the end of the 1970 Mesa County Fair.

Each carcass was filmed to show the loin eye and an overall view of the carcass.

Monitors were placed around the auction ring. An introductory explanation of the program was provided by Dr. David Cramer, CSU animal scientist and judge of the contest, and by Soderquist, who explained sale procedures. The auction chant followed.

The video tape was stopped as each carcass was sold. As the auctioneer hammered the sale of one carcass, the picture of another carcass flashed on the screen. Bidding was vigorous. Enthusiasm ran high.

"Not everything went smoothly," Soderquist said. "There were technical difficulties—one of the television sets didn't work properly—but generally the sale could be considered a success. Certainly, it was successful enough to be held again." □

Auction with a difference

by
Louis E. Stephenson
Extension Editor
Colorado State University

Oregon Extension agents learn economics of marketing

An agent training program that draws upon the resources of Oregon State University, the USDA, and private industry is beginning to pay dividends for Oregon's livestock program.

The ultimate goal of the program is to help livestock producers understand the economics of marketing and to know the product they have for sale so they may produce what the market wants and, in turn, bargain more effectively in the marketplace.



At top, Oregon Extension agents grade live animals for quality and yield during the first phase of the livestock marketing training program. Immediately above, they visit a feedlot near Portland.

But first, the teachers themselves had to learn the subject.

In Oregon, this has meant bringing Extension agents to the State's marketing and distribution centers in Portland where they can study the marketing procedures while matching their skills against those of the professionals, explains Stephen C. Marks, Oregon State University Extension agricultural economist who coordinates the program.

During the 2-day workshop, Extension agents check their knowledge against that of the professionals in the field in a learning-by-doing situation, Marks explains. The workshop focuses on beef cattle, sheep, and hogs.

During the first phase of the workshop, Extension agents grade live animals for quality and yield, estimate dressing percentage, and then bid a price based on current market trends. Packer buyers then demonstrate the techniques they use and compare notes with the agents. Group size is limited to 10 or 12 agents rotating in three groups from one livestock species to the next.

Federal meat graders become the teachers when the class shifts to carcass grading. First, the agents are asked to individually judge and record quality and yield grades of the meat animal carcasses on the rail. Then the agents compare notes with the Federal graders as they evaluate carcass characteristics.

Helping to increase understanding of both the marketing and grading processes are representatives of the USDA Livestock Market News Branch and Packers and Stockyards Administration as well as Extension

by

Leonard Calvert

*Extension Information Specialist
Oregon State University*

specialists from Oregon State University.

Rounding out the program are study tours to a feed lot and to one of the major meat distribution centers in the Pacific Northwest.

Everything in the workshops is aimed at making Oregon Extension agents proficient in the area of livestock marketing so they can help the State's livestock producers better understand where their product fits in today's market.

And Oregon Extension agents are turning what they have learned into action programs for the livestock industry, Marks reports.

This year saw the second annual livestock marketing workshop held in northeastern Oregon. Producers went through much the same sort of program as the agents did, only with some differences.

Using a local feedlot and packing plant, over 100 livestockmen were asked to grade live animals as to quality and cutability. An Intermediate Education District cooperated in the program by making a video tape of each animal.

The same formula was used at the packing plant, where additional pictures were taken of each carcass. The tape has been finished so that the live animal is shown followed by the tape of the carcass. It will be used in other educational meetings, both in that area and statewide.

New to the State this year was a second livestock marketing class held in southern Oregon, again with local livestockmen and packing plants cooperating. About 80 producers attended this session. Eddie Kimbrell, assistant to the chief of the standardization branch, Consumer and Marketing Service, participated in both meetings.

Oregon isn't planning to stop with just the adult producer, Marks adds, but is making plans to extend the livestock marketing program to 4-H members, starting this fall with a program built around the meat displays at the Pacific International Livestock Exposition in Portland.

Eventually, Marks hopes to build a program with Extension youth agents, who have taken the training, to demonstrate to young people both why and how things are done in the commercial livestock market.

Marks sees such workshops giving 4-H members a realistic look at livestock marketing which will help offset the misconceptions of unrealistically inflated prices youngsters often receive from compassionate buyers at traditional 4-H auctions.

All in all, the Oregon livestock marketing program has come a long way from 12 years ago when Marks first began equipping a few agents to function in the marketing arena by teaching them how to report local livestock auctions. □

Help for housing problems

Southeast Oklahoma families are getting help from Extension for their housing problems in two new ways. In two counties, nonprofessional Extension housing aides are on the job. And a 10-county area recently employed the State's first area Extension housing agent.

Pennysaver could well be the last name of the 12 housing aides. They are helping families in Pontotoc and Choctaw Counties who can't get by on what they're making to better their living conditions.

In each county, the aides have assigned territories. Besides working with families in their own vicinities, the aides help others referred to them by neighbors, the housing authority, welfare workers, and school lunch personnel.

Fixing leaky faucets, controlling household insects, making heavy duty extension cords, pruning trees, building shelves and closets, selecting

secondhand furniture, and making minor housing repairs are some things aides teach their families.

Besides teaching the families how to clean up and improve their homes, the aides give them incentive to raise their standard of living.

The aides find that some families living in homes subleased from the Housing Authority of the Chickasaw Nation of Oklahoma and the city of Ada need help in caring for hardwood floors or such appliances as ranges and refrigerators.

"These houses are nice. Lots of times I get the impression these families have lived in something not so nice and don't know how to care for these houses, even if willing," said one aide.

The pilot program began with a training program in November 1970. Representatives of various organizations helped acquaint the aides with resources to whom they could refer families that needed special help.

Types of loans people can secure, jobs for young people in school and for unemployed men, and health and welfare services available were some areas discussed by the different representatives.

The county Extension personnel from both Pontotoc and Choctaw Counties helped teach various aspects of housing.

Initially the program was funded for 4 months by the Oklahoma Vocational-Technical Education Department and sponsored by the OSU Extension Service. It has been extended for another 8 months through OSU Extension funds.

Often the aides make three or four



visits before actually being able to work with a family. While many families are skeptical when first contacted by the aides, the majority understand later that the purpose of the new program is to help people help themselves.

Miss Mary E. Tucker, the area housing agent, works in a region which includes Pontotoc County and nine others. Her job is to increase understanding of housing needs in southeast Oklahoma, provide accurate information about Government housing programs, and develop leadership abilities to strengthen the housing program.

Miss Tucker says that although many of the rural homes in the area are substandard, the residents are unaware of that fact and are happy and satisfied with their housing.

"Since this area is increasing in population, we can't continue to have the inadequate housing situation we have had and maintain the health and safety of our area," she said.

Working with other Extension

by

Jean A. Shipman
Home Economics Editor
Oklahoma State University

Housing aides, below, learn tricks in making draperies from fabric remnants. At left, two housing aides work together on learning the easiest way to repair a window. Aides teach families how to make minor housing repairs such as this.



agents in all disciplines, and with other agencies and civic organizations, she is attempting to establish a program that will allow families to keep their satisfaction and happiness while improving their housing.

Whether through housing aides like those in Pontotoc and Choctaw Counties or by some other method, the goal, Mrs. Tucker says, is not to make housing improvements for families but to encourage them to want to make the improvements themselves. □



Ready to visit a family is housing aide Mrs. Odie Watson, above. Aides carry along a basket of supplies and handout materials for teaching families ways to improve their living conditions. At left, Pontotoc County Extension Home Economist Martha Mote (left) teaches two housing aides how to refinish furniture.



Community development education via television

The Extension Service and a community junior college in the Vincennes, Indiana, area are cooperating to bring community development education to people via public television.

Already completed is the "Community '70" series, designed to call attention to the more important problems of the area, and to suggest some alternative solutions.

The series was produced jointly by the Purdue Cooperative Extension Service and Vincennes University, a community junior college. The junior

college owns WVUT, the public television station over which the series was produced, as well as the cable system in Vincennes and Washington, Indiana, and Lawrenceville and Bridgeport, Illinois.

The relationship between the Purdue Extension Service and Vincennes University began several years ago when arrangements were made for the junior college to offer students their first 2 years of agriculture training.

When the president of the junior college began serving on a local community development committee, he discussed with Extension representatives the possibility of jointly sponsoring a public television course on community problems. The result was the "Community '70" series.

During each program in the 13-week series, a resource specialist presented information about a community problem, and a panel of community leaders reacted.

Vincennes University and the Extension Service both helped secure resource specialists. Those who helped with the television series were University personnel, State and Federal agency personnel, the president of the Indiana Medical Association, and professional educators.

Panel members included retailers, labor union heads, housewives, farmers, an insurance agent, postmaster, business executives, doctors, and university staff.

The president of Vincennes University moderated two of the programs, and the area Extension community



development agent moderated the other 11.

Telephone lines were provided so the viewers could call in their questions or comments.

The program was produced "live" from 7 to 8 p.m. each Wednesday and was taped to be rerun on Sunday at 11 p.m. Vincennes University provided the station facilities and all the production personnel.

The series was funded cooperatively by Title I of the Higher Education Act, Vincennes University, and the Extension Service.

Extension and the junior college worked together to choose the subjects to be covered. They were: Your Community—a Place To Live and Work; Comprehensive Community Planning; Better Government Services at a Price You Can Afford; How Is Local Government To Be Financed; Knox County the Beautiful—Land Conservation; Industrial Development; Making a Minority Group Feel at Home; Medical Care Costs; A House

by
Billy Beach
*Area Extension Agent
Community Development
Purdue University*

COMMUNITY '70



A panel of community leaders on one of the 13 "Community '70" television presentations reacts to material presented by the main speaker. Third from right is Extension area community development agent, Billy Beach, who moderated 11 of the programs.

To Live In; How Can We Have Clean Water; What's To Be Done About Garbage; Recreation Services in a Technical Age; Organizing for Better Schools.

The "Community '70" series was publicized through news stories and advertising in the local daily and weekly newspapers and on the television and radio stations. Apparently the word reached potential viewers: a high school survey group on Main Street found that 135 out of 500 people interviewed had watched that week's program.

Action has resulted from the series, too. One lending institution, for example, decided to participate in Federal housing loan programs after they were discussed on one of the programs. As a followup to the program on financing local government, 40 leading citizens participated in a seminar on taxes.

The series was so popular with citizens, panel participants, resource personnel, and University staff that

another is being planned. "Solving Problems of the Wabash Valley" is scheduled for September through December 1971.

This second series will be based on the Wabash Valley Comprehensive Study, and will consider such topics as land use, pollution, water needs, recreation, and organizing for action. Four local communities will have followup seminars.

Resource people for the new series will be representatives of the Corps

of Engineers, Soil Conservation Service, Indiana Department of Natural Resources, Federal Water Quality Administration, Illinois State government, Purdue University, Wabash Valley Association, and Wabash Interstate Compact Commission, as well as interested laymen.

These series are proving to be an excellent way both to use the public television medium and to cooperate with a community college in doing community development work. □

An attempt by Extension to find out what jobs were available in Missouri's Ozark Gateway Planning Area has led to 26 months of cooperative effort between school counselors, business and industrial personnel workers, and mental health workers. As a result, they have organized a formal organization to insure the continuation of these efforts.

Through this cooperation:

—school counselors are alerted to job opportunities for their students,

—personnel workers are made aware of the prospective employees graduating from local schools, and

—mental health workers are informed of the needs of schools and businesses in their communities.

The series of meetings for these three different but related groups during the past 2 years has brought together school counselors, area personnel executives, psychologists, social workers, vocational rehabilitation counselors, youth workers, and interested area residents.

With coordination supplied by the area Extension programer, the series of meetings began in March 1969. "Counseling Today for Tomorrow" was the topic of the first session. Its purpose was to assist those who worked in counseling, adult education, and hiring to better meet the needs of their clientele.

A representative of the regional Employment Security Division staff spoke of jobs available to women at that time and the educational requirements necessary for filling these vacancies. The personnel director of an area utility discussed the kinds of jobs personnel men foresaw, and predicted the educational requirements and requisite personal attributes.

Some participants had driven over 75 miles—and many stayed to talk for an hour after the official conclusion of the meeting.

The evaluation forms which participants completed suggested several topics of mutual concern. In response, during the summer of 1969, a representative committee planned a 1969-1970 program. They tried to find topics and approaches that would

Area focuses on employment

meet the various needs of these professionals who should work together.

The planning was spearheaded by the Extension continuing education programer. The Extension Center clerical staff mimeographed and mailed brochures announcing the series.

A tour through a division of a nationally known corporation began the series. Small groups were escorted through the plant and offices, learning about employment possibilities, entry-level to management, the educational requirements, physical skills needed, and the prognosis for future hiring. The tour group included school counselors, personnel directors of other local industries, Employment Security and area vocational rehabilitation counselors, and others.

Next came a dinner meeting on "What about the hard-to-place unemployed?" The 24 participants included industrial personnel directors, members of the clinical staff of the regional diagnostic clinic, a State college placement director, a minister, a speech therapist, and public school and college counselors.

The four major thrusts of the local Economic Security Corporation staff were described as well as the operations of the four-county sheltered workshops. A constructive discussion afterwards dealt with ways in which the community could facilitate the programs of these groups.

Cooperation was offered by several industrial representatives who had not before hired either the untrained or the handicapped. Some asked to be alerted to placement needs. Others

by
Ruth K. Bernstein
*Area Extension Programer
Continuing Education
University of Missouri*



offered opportunities in the community for "telling the story" of the needs and activities of these special clients.

The May 1970 topic, "The health services, an encompassing educational employment enterprise," offered an overview of the varied opportunities for educational careers in this broad field. Speakers were administrators of local hospitals, the area diagnostic clinic, and the newly opened community mental health center.



fessor Arthur McArthur, University of Missouri-Columbia, at the winter program. He stressed that some of the same skills are needed whether one works with children in a school setting or with adults in an industrial locus. A campus security officer and a Chamber of Commerce administrative secretary added other "working-with-people" dimensions.

Behavior modification techniques utilized successfully by the staff of the Regional Diagnostic Clinic with a portion of its resident patients were demonstrated during the concluding session. The adaptation of specific rewards as incentives in industry as well as the classroom related the approach to the total audience. New members of the group at this meeting were members of the education faculty of the local State college.

Evaluations revealed that strong working relationships had been established between local industries and the helping agencies. Decisions to organize formally, to select a name, and to increase the scope of educational services for the community were made at this last meeting. Volunteers will begin organizational structuring and program planning before the 1971 fall meetings.

Extension will serve as the coordinating agent until the group is self-sustaining, and after that, will continue to provide backup and support.

To reach this stage of organization the Extension programer has provided the leadership for the creation of committees and has worked closely with committee chairmen in coordinating facilities and speakers. Mailing and reservation collection have been handled by the Extension Center clerical staff.

What have these efforts meant to Extension? Two major results have been achieved:

—Another way has been developed to help meet the needs of clientele not reached by traditional Extension activities, and

—Another effort has been successful in maintaining positive relationships with other educational institutions and community services. □

Staff members of a Regional Diagnostic Clinic, such as the teacher above, demonstrated behavior modification techniques at one meeting in the employment series. A tour of the sheltered workshop, left, led to development of other such facilities in the area.

ices of a nearby sheltered workshop opened the season. Sheltered workshop "employees" package small parts in plastic bags for inclusion in outdoor barbecue kits manufactured by the corporation.

Attending this meeting were representatives of several other communities interested in developing sheltered workshop facilities. Personnel directors were alerted to the need for contracts for the workshop employees. Social workers and educators discussed the tutorial needs of workshop members being met by junior college volunteers and the need for counseling in the areas of personal health and sex education.

Because of the renewed cooperation of civic groups and industries, three sheltered workshops are now operating in two Ozark Gateway counties—serving residents of three counties.

Common denominators in working with others were discussed by Pro-

Among the guests were the local college placement staff, members of the Neighborhood Youth Corps staff, vocational rehabilitation workers, industrial personnel, school counselors, and others.

Evaluation following this third meeting again indicated an interest in future sessions, so a committee developed 1970-1971 program plans.

A late September tour of a Neosho, Missouri, industry that uses the serv-

by
Donald Untiedt
County Extension Agent
and
Bonita Augst
Extension Home Economist
Olmsted County, Minnesota

County officials take the initiative

Officials in a southeast Minnesota county have taken the initiative to bring to 178 families information which is helping them enjoy a better home life than they had just a few months ago.

This work, in Olmsted County, is being done through a county program similar to the Extension Service's Expanded Food and Nutrition Education Program.

Olmsted County did not qualify for funds for the Federal program because of its unique economic resources: a high proportion of professionals among the 4,000 people working for the world-famous Mayo Clinic; the large number of engineers at the IBM plant; and higher than average incomes for people working for several smaller businesses in the community.

These factors made the average income per household \$11,210 in Olmsted County—\$1,021 higher than the average income per household in Minnesota as a whole.

These income statistics, however, do not erase the problems of people living on limited incomes. The commissioners, as members of the County Welfare Board, recognized the problems of poor people and were convinced of the need for an educational approach to reach and help them.

At a 1969 national meeting of county officials in Portland, Oregon, the commissioners heard of the successful work that was being done through the Extension Service's Expanded Food and Nutrition Education Program in Salina, Kansas.

Shortly after they returned home,



they invited Olmsted County Extension Home Economist Bonnie Augst and Extension Agent Donald Untiedt to a meeting of the County Welfare Board to explain the program. Expanded nutrition pilot programs were then in operation in six Minnesota counties.

The Welfare Board asked the agents to arrange for a meeting with Edward Becker, University district supervisor of county Extension work; Caroline Fredrickson, low-income programs coordinator; and the County Extension Committee to explore the possibility of initiating a homemaker educational program for the residents of Olmsted County.

The commissioners wanted the county Extension office to carry out the program because they felt that representatives of the Extension office would find great acceptance among the people in the community. But they were told that no Federal funds would be available to finance the program.

Feeling deeply the need for a proj-

One of Olmsted County's homemaker consultants, Mrs. LaVerne Eisert, right, counsels with a mother of seven children whose husband has employment problems.

ect to teach people to help themselves, the commissioners called a second meeting a few months later to see if a program could be implemented if it were county-financed.

Special legislation requested from the State legislature made county financing possible for the homemaker educational program. A \$25,000 county appropriation was made for the salaries of five full-time assistants for a year. The University of Minnesota was to provide staff to train the program assistants and supervise their daily work.

Mrs. Ceda Hammer, left, homemaker consultant, talks with a handicapped senior citizen about planning and preparing convenient, nutritious meals.



The county financing, which was necessary to implement the program, also gave county officials the flexibility to design the content of the educational program to meet the most urgent needs of the local people.

They realized the importance of nutritional training, but they felt that the program, through its informal approach, should attempt to teach solid home management principles along with the principles of selecting food for a balanced diet and purchasing food economically.

They also felt that the program

should emphasize the importance of caring for one's health.

It was decided that the women to be hired to carry out this mission would be called "homemaker consultants."

Extension Home Economist Bonnie Augst made many contacts with representatives of various social agencies and individuals concerned with improving the welfare of the community, once the decision was made to implement the program.

Every effort was made in the development of the program to insure

that it would not duplicate the services of any other institution that was helping people in the community. Several local people made good suggestions that were incorporated into the program in its early months.

Everyone realized that the success of the program would depend largely upon the individuals who were selected to do the teaching. A help-wanted ad placed in local newspapers a month before the supervising home economist was to start work created a flood of inquiries. Ninety-five women with widely diverse backgrounds completed application blanks.

The county Extension home economist, with her other responsibilities, did not have time to supervise and train the homemaker consultants as well as promote and publicize the program. So the University of Minnesota Agricultural Extension Service hired Mrs. Sarah Boyer as supervising home economist for the program.

A month after she started work, she held interviews to select the homemaker consultants. Four were hired to work full-time, and two were hired to work on a half-time basis.

After a short training period, the homemaker consultants began working with families that had been referred to them by various community institutions and community leaders.

Three months after they started work, the homemaker consultants reported on their accomplishments at a special meeting of the Extension Committee. County commissioners praised the accomplishments that had been made in such a short time.

Within 6 months 164 families were receiving training from the program. The family members in these families totaled 531 individuals, 324 of whom were children.

This county-financed program, the most ambitious and far-reaching educational effort ever undertaken by Olmsted County, illustrates what can be accomplished when county officials are convinced of the value of an Extension program. □

Many doors to new opportunities have been opened by 4-H Club work for members of special education classes at South Shepherd School, in Franklin County, Tennessee.

The first club was organized in 1969, and all the students in three classes of teenagers participated. Workshop-type meetings were chosen as the best format, and the Extension agents worked closely with the one man and two women teacher-leaders in planning and conducting the activities for the 27 boys and 17 girls who participated.

Learning to use the sewing machine was the first goal for the girls. Two treadle machines were found in the department of education, and a vacant room was made available for the girls' use.

Mastering the machine was not easy, since many obstacles had to be overcome. Only two of the girls had previous experience with a sewing machine. Some were very reluctant to try, but one 10-year-old was thrilled to learn and progressed quickly.

At the first meeting, the agent demonstrated how to sit at the machine and to sew without thread on straight lined paper. A church group provided leaders, who received help from the agent and followed up the work done at the 4-H meetings. With the help of leaders the girls practiced stitching curves and corners on paper.

At the second meeting, the use of thread was introduced. Leaders continued meeting with the girls weekly until each had completed a cobbler's apron.

For the girls, meetings switched to

Miss Crocia Roberson, associate Extension agent, helps 4-H girls from special education classes learn to use measuring equipment in the preparation of a simple cookie recipe.

breadbaking, with lessons on corn meal muffins and biscuits. At the girls' request, the group had a breadbaking contest. Five members exhibited breads, and all received blue awards.

Meanwhile, the boys had learned to build bird houses, with instruction from Associate Extension Agent Marvin W. Belew. Fourteen boys exhibited their work and received blue ribbons.

The boys moved on to building simple electric motors, and to learning care and repair of small motors. Two boys participated in the 4-H poultry chain project and received blue awards at the county show.

In fall 1970, 32 students enrolled in 4-H, 13 for the first time. The girls chose the "Let's Groom Your Room" project. Programs for the year included making beds and folding sheets, dusting and cleaning, storage, and making something for your room.

In March, they participated in another breadbaking contest along with other clubs.

Just before last Christmas, the 4-H girls had a special workshop on making Christmas cookies. This effort was described by one teacher-leader as "a real Christmas present" to those who participated.

by
Crocia B. Roberson
Associate Extension Agent
Franklin County, Tennessee

Help for 'special' 4-H audience



The workshop was developed as a method to help the special education students learn to associate numbers, understand fractions, and interpret recipes. Proper measuring techniques and simple principles of cooking also were taught.

Sessions were held on three consecutive mornings in a conference room supplied by the board of education. The Extension agent and teacher-leaders furnished small equipment, and most food supplies were obtained through the school lunch program.

The 12 girls who participated were divided into three working groups. Duties for the groups rotated each day to allow participants different experiences within their capabilities.

The recipes were written in picture form to help the members interpret them. The first lesson, on a no-bake cookie recipe, began with an introduction of the equipment, supplies, and recipe. Supplies were labeled to help associate the word which identified the ingredient. Dry measuring cups were used.

Color-keyed symbols for the equipment were placed on a flannelboard as each piece was discussed. The agent demonstrated the making of the cookies and then the girls tried it themselves in their working groups.

The use of a liquid measuring cup was introduced in the second day's lesson, and the girls made cookies requiring top-of-the-stove cooking.

The third session began with each girl drawing an item of equipment from a dishpan. Each then identified what she had drawn and told about its use and the symbols which identified it.

A coffee cup was included to demonstrate that it is not used for measuring. Filling it with water and emptying it into a standard liquid measure showed that it held only $\frac{3}{4}$ cup. Various sizes of tablespoons were also shown to illustrate why only standard measuring spoons should be used for measuring.

The girls indicated that none of them had dry measuring cups at home, so they were shown how to measure a fraction of a cup of shortening in a liquid cup, using shortening and water.

Repetition is important for the learner with limited ability. The third cookie recipe provided opportunity to repeat use of information from previous sessions, and also introduced new challenges for learning, such as using the oven.

Tasting the results of their efforts was a part of each session. They presented a tray of cookies to the education department employees in appreciation of their support and the use of their facilities. The rest were frozen and stored to provide refreshments for the school Christmas party.

The workshop was an excellent interchange of valuable experiences. Through the cooperation of personnel of the education department, the special education coordinator and teachers, school lunch personnel, Extension agents, and students, each benefited.

These benefits included:

—better relationships between cooperating agencies. The education department became more familiar with the work of the Extension Service. They expressed appreciation and a desire to establish facilities for other homemaking skills to be offered to these students,

—new contacts with school lunch personnel and a chance to answer their requests for foods information,

—opportunity for the teacher to learn different methods of teaching the special students,

—rapport between agent and 4-H members,

—increased awareness by the agent of the value of audience participation in teaching, and ways to get audience participation,

—understanding of the agent about the limitations of special education students and how to plan future teaching activities to more nearly meet individual needs.

The 4-H members had opportunities:

—to realize a sense of achievement through successful experiences,

—to make practical application of classroom information,

—to know standard measuring equipment and how to measure ingredients,

—to learn simple cooking principles,

—to practice good personal grooming and cleanliness.

How much individual members benefited is difficult to measure. An example, however, is one young student who tossed her recipe back on the first day, saying, "I can't read that." At the third session she rather easily and correctly indicated where to fill the liquid measuring cup for each fraction of a cup. Two of the other girls report having made cookies for their families.

The boys are continuing to work with the small engine project. Preventive maintenance is the aim of this program. They are learning the parts of the small engine and to make minor repairs.

When they finish the small engine project, they will begin a new unit of the electric project which has been planned to help them learn the principles of simple wiring in making an extension cord.

The 4-H special education clubs have been a fruitful experience. 4-H has opened new doors of opportunity for these youngsters to gain practical knowledge and skills for everyday living. And agents are becoming aware of the special needs of this audience and how to adapt 4-H training to meet these needs. □



Rural development

Rural development means different things to different communities—different things to different individuals. And well that it should. Opportunities, needs, and problems vary from location to location and from individual to individual.

Rural development is the concept which local or area groups can use to determine what their opportunities are, and to develop and choose between alternatives for exploiting these opportunities. Because of the nature of the rural development concept, leaders can tackle opportunities and problems to serve their needs with some assurance of success. It also provides a way for the community to arrive at a consensus regarding priorities for action.

Some needs or opportunities are purely local. Others encompass a multi-county area or are statewide, and some cross State lines and become national in scope. Reviewing activities and priorities designated by State committees on rural development, Extension plans of work, and correspondence, we have selected six areas that have been

identified most frequently as problems or opportunities. They are: human resource development, economic development, housing and community facilities, manpower training, organization structures for conducting rural development work, and quality of communities.

These six areas will be featured in a series of articles starting next month in the Extension Service Review. The first article will feature the Kansas PRIDE program and its success in the field of economic development. The others will appear monthly until the series is completed.

The case histories featuring the various topics will be chosen to show the wide range in types of opportunities to which the rural development concept is applicable; the educational techniques that have proven effective in each case; the broad range of individuals and groups that can increase rural development contributions to a better life in rural communities; and the successes the selected projects have enjoyed.—WJW

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