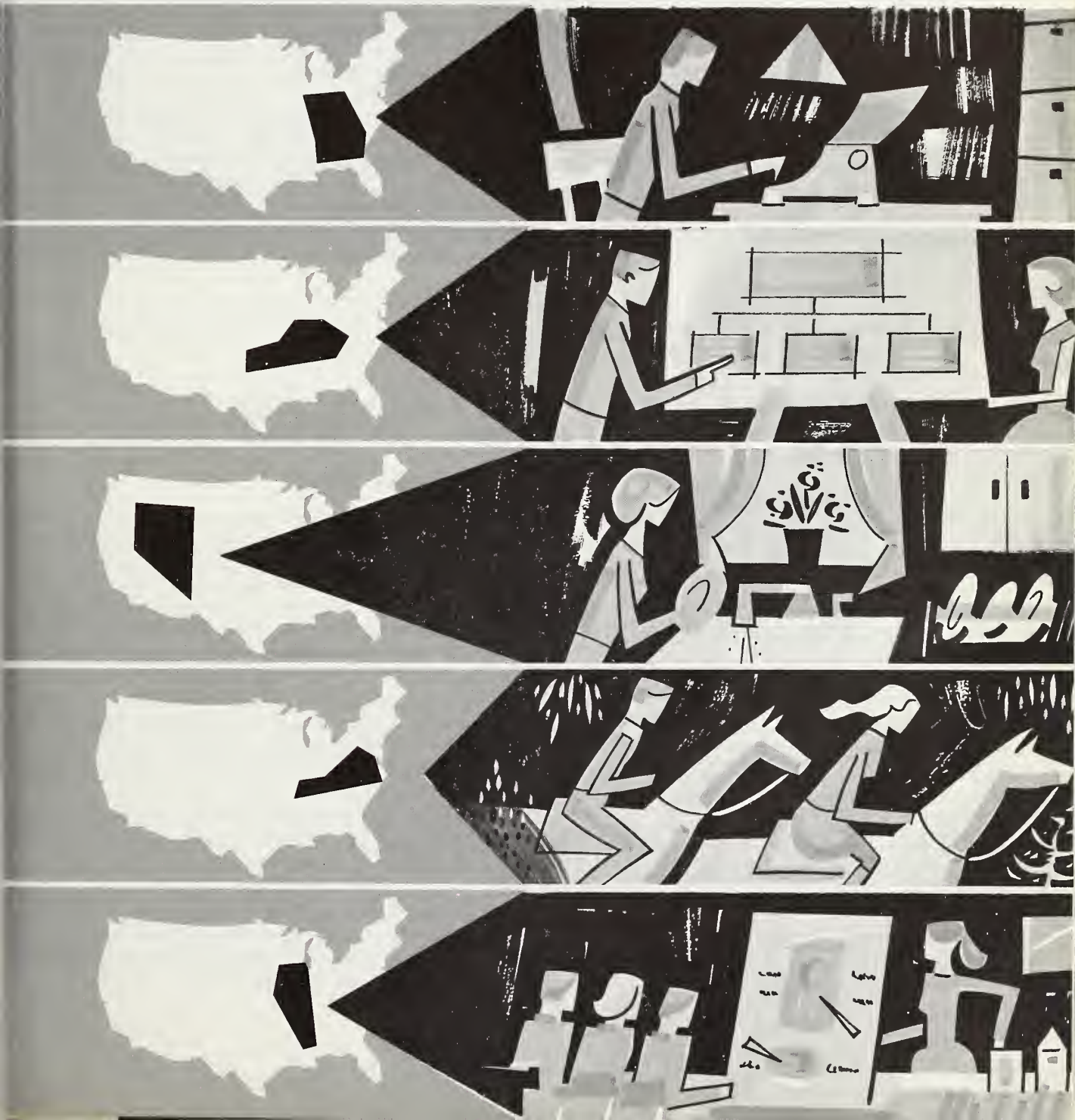


EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * SEPTEMBER 1966



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.

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, Administrator
Federal Extension Service

Prepared in
Division of Information
Federal Extension Service, USDA
Washington, D. C. 20250

Division Director: *Walter John*
Editor: *Walter J. Whorton*

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 1, 1963).

The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402, at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.

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

EXTENSION SERVICE

REVIEW

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

CONTENTS

| | Page |
|---------------------------------|------|
| Where the Action Is | 3 |
| Know Your Business | 4 |
| The Payoff Is Water | 6 |
| Horses—Vehicle for Education | 8 |
| Writing for 'Poor Folks' | 10 |
| Iowa Editor Receives NPFI Award | 11 |
| Better, Safer Food Service | 12 |
| 'Seeds for Congo' Project | 14 |

EDITORIAL

Image—A Jigsaw Puzzle

Next time you see an unassembled jigsaw puzzle—take a look at the pieces—one at a time. You'll see quite a range in color, size, and shape. You may like some and dislike others. But more than likely you'll be little concerned with the image of each piece. The lack of concern will stem from the fact that you know no individual piece truly represents the total personality of the puzzle—but rather the total image becomes fully apparent only when all the pieces are in place.

The Extension image is formed exactly the same way. Each deed whether good or bad will take its place in the total image—and whether or not the pleasing deeds overwhelm the bad—or bad the good—in the final analysis determines whether the total image is pleasing or displeasing.

Naturally we all hope Extension has a good image—that the good deeds will completely overwhelm the bad ones. That's the reason we often hear concern expressed over the public's image of Extension.

The articles in this issue describe programs that have already shown some degree of success. The success of these programs will definitely contribute to a favorable image—they are meeting needs—the first requisite of a good image.—WJW



Each staff member has a specific area to cover for the newspaper. In the weekly editorial conference, the Extension workers evaluate one week's features, news stories, and columns and plan the next week's copy.

You'll find the Clarke County (Georgia) Extension Staff

WHERE THE ACTION IS—

they're part of it

by

Virgil Adams

Information Specialist

University of Georgia

Twice through the week and once on Sunday, the Clarke County (Georgia) Extension Service staff communicates with about 16,000 families containing about 80,000 members.

How does the County Extension staff headed by Tal DuVall do it? Simply by providing the Athens Daily News and the Athens Banner-Herald with material the editors want to print and subscribers want to read.

DuVall does a weekly column for both papers. One is written for farm and non-farm people; the other is aimed primarily at farmers and agribusiness people.

The most ambitious editorial undertaking of the staff, however, is preparing copy for the "Adventures in Living" section every Sunday in the Daily News. This is a doublepage spread of information almost as varied as life itself. It includes feature articles, news stories, and columns by all members of the staff.

DuVall's staff keeps a supply of timely features on hand at both papers all the time to fill space still open at deadline time on days when news is light.

And, because of this, DuVall says his office averages a daily story or column in both papers.

When six people write this much copy, you do some planning—if for no other reason than to keep two people from writing about the same subject.

That's why, once a week, DuVall becomes more of a managing editor than a county agent, and other members of the staff become reporters looking for their story assignments.

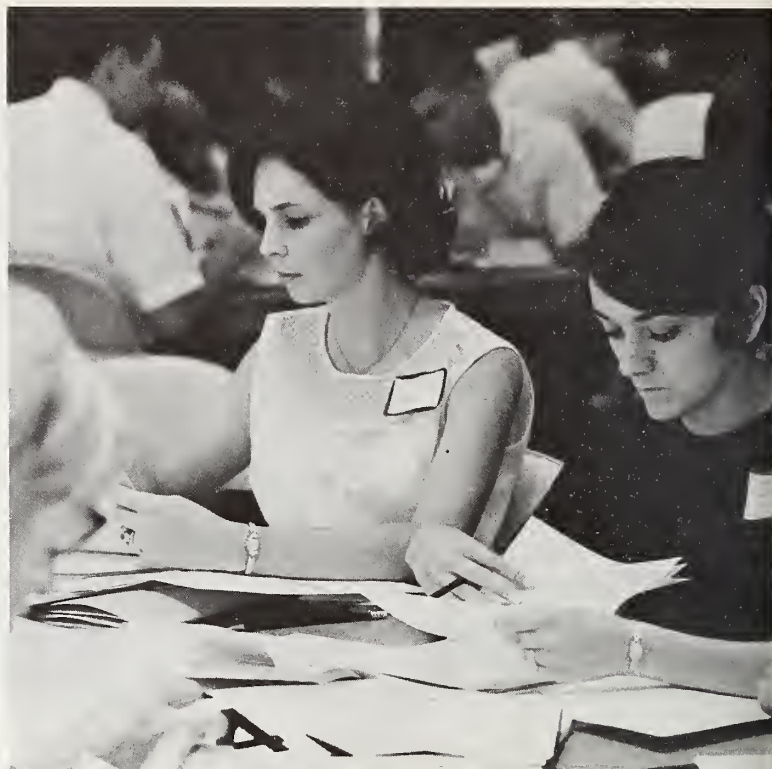
And just as the Extension staffers have specific areas of responsibility in their overall work, they also have specific areas to cover for the newspapers.

Continued on page 15

It pays to . . .

KNOW YOUR BUSINESS

by
Wendell C. Binkley
Associate Professor
Department of Agricultural Economics
University of Kentucky



Participants in the 1966 Kentucky Youth Seminar heard talks on the challenge of leadership and "operated" 20 corporations. Above, two participants ponder a major business decision facing the board of directors of their XYZ Cooperative.

More than 700 high school students in 34 Kentucky counties learned "It Pays To Know Your Business" in a new Extension youth program.

Some earned nominal awards locally for superior performance in structured exercises; others earned expense-paid scholarships to the 1966 Kentucky Youth Seminar at the University of Kentucky; and 14 earned complete scholarships to the 1966 summer meeting of the American Institute of Cooperation at Colorado State University.

The program, "It Pays To Know the American Private Enterprise System," is an outgrowth of an earlier youth project oriented to a study of cooperatives.

The new program, with revised content, materials, exercises and pro-

cedures, is the result of a careful evaluation by a committee of Extension youth specialists, subject-matter specialists at the University, and agribusiness leaders associated with the Kentucky Cooperative Council.

The new program includes several features representing departures from the traditional. A specific staff member and subject-matter department were assigned responsibility for the new program, which was set up on a "pilot" basis for the initial year.

Area directors of Extension selected individual Extension agents, interested in both youth work and the subject-matter area, to be the local "organizing" leaders. For each local Extension agent selected, the Kentucky Cooperative Council appointed a local "lay leader". All pairs of

local leaders were trained in a one-day orientation meeting at the University.

The new program permitted participation by existing older-age 4-H clubs and other youth groups, but specifically encouraged the organizing of specific interest groups at the local community level. Involvement of well-informed and committed local business, professional, and educational leaders was necessary from the outset.

The series of 10 meetings provided a comprehensive overall understanding of our democratic society, and of the various ways we organize resources to conduct business operations. This included an understanding of cooperative business associations, single proprietorships, partnerships, and business corporations.

Plans and materials were available to the leaders and to each youth scholar for each meeting. Each session included a "Payday" consisting of a true-false exercise. High scorers received locally provided awards and publicity. Near the end of the program, all youth scholars did a "Jackpot" exercise.

High total scorers, judged on "Paydays" and "Jackpot" along with other local evidences of leadership and participation, received locally-financed scholarships to the Kentucky Youth Seminar.

Ideas for adding more basic economic principles to the program were the responsibility of the local adult leaders and the local youth group, who were encouraged to use initiative and imagination.

Contrary to most youth group programs in the past, the emphasis was placed on small groups of preferably no more than 20, each of whom was selected and was interested in the specific program. High school counselors and teachers assisted in the selection in many instances. No requirement for previous 4-H experience was set.

Records in the Department of Agricultural Economics show that more than 400 local business, professional, and educational leaders worked directly in the program during the pilot year. This is a ratio of one adult leader to two local youth scholars.

Each adult leader, with the guidance and direction of the pair of trained leaders, assumed responsibility for the part of the total program for which he was qualified to handle best, by experience and training. Within the framework of his assigned topic and the available materials, he developed his own particular approach to vitalizing the instruction.

Youth scholars were provided basic study outlines and references, and were also encouraged to explore other uses they might make of the things they learned in the program—such as English compositions and papers for other high school classes, including the social sciences. One participant, without advice, assistance or knowledge of her adult advisors, entered and won fourth place in a national essay contest sponsored by the American Medical Association. Fourth place carried a \$100 cash award.

The 150 excelling in their local

group programs were selected to participate in the 1966 Kentucky Youth Seminar sponsored by the University.

During the three-day event, they heard five major talks on the challenge of leadership; "operated" 20 corporations, including 10 cooperatives and 10 other corporations; solved 12 tough business problems involving their companies; and completed two group exercises and one individual exercise (dividing \$100 cash awards).

Each scholar prepared, gave, and was scored on a brief talk on "What I Learned At The 1966 Kentucky Youth Seminar."

At the final luncheon, the 14 scholarships to the American Institute of Cooperation meeting were awarded. □

Four Lexington students won all-expenses-paid scholarships to the Kentucky Youth Seminar.

A local program leader discusses basic business organization with members of a Bowling Green 4-H group.



the payoff is WATER

for Lovelock Valley ranchers

by

Dave Mathis

Information Specialist

University of Nevada

Thirty-three miles of pipeline delivering quality water, clear and cool, is fast erasing what has been for years a bothersome and inconvenient situation in one of the more important agricultural areas in Nevada.

The new water system in the Upper Valley just north of Lovelock in Pershing County, was dedicated on June 11, after years of effort on the part of individuals, water users, and the city of Lovelock.

Bob Ferraro, county Extension agent, Max C. Fleischmann College of Agriculture, was among the individuals who invested time and talent in the project.

Lovelock Valley's agricultural area is divided into upper and lower portions by the city of Lovelock. The city has had a good municipal water system for years, and the lower valley has long had a tie-in with the city.

"People in the Upper Valley," said Ferraro, however, "depended for years on wells as their source of culinary and domestic water, and in some cases, for livestock watering. These wells were located on their property in the valley, but the water was of generally poor quality—highly mineralized with high contents of sulphur, sodium, and iron.

"Some of the ranchers hauled water daily from Lovelock, in some cases a round trip of 15 miles or more. Others made the best of a bad situation."

Residents of the Upper Valley, for over a decade, talked about and did some work toward obtaining quality water. It was three years ago, however, that the work and talk blossomed into a full-scale effort.

One impetus was the Nevada Area Development Committee. Headed by Llewellyn Young, local attorney, the committee made the Upper Valley problem a principal objective and development project.

Ferraro enlisted in the effort, and the Soil Conservation Service provided preliminary planning and engineering information. Prospective and potential water users in the Upper Valley formed the Valley Water Association and incorporated under Nevada statutes as owners and stockholders.

Others besides Young and Ferraro who figured prominently in the groundwork were Wilson McGowan, then State senator from Pershing County; Dick MacDougall, soil technician with the SCS; Pete Leidick, local consulting engineer; Joe Maestas and Joe Martin, ranchers and water users; and the officers of the Valley Water Association.

The city of Lovelock, wanting a separate and alternate water source to increase water and pressure input, joined the effort. This required that the project be expanded, and the city administration went all-out to back the proposal.

With organization and support be-

hind the project, drafting of detailed plans followed. Methods of financing also were outlined. A civil engineer was hired and his cost estimates were approved. The Valley Water Association developed a plan of assessments.

The sometimes frustrating job of securing necessary permits, easements, rights of way, agreements, and financing followed. Ferraro estimated that he spent as much as 40 per cent of his time involved in these things. He did most of the paper work and much of the necessary public contact and explanation.

The people planned at first to do the work themselves, but found it to be too big a project. A contracting company was secured, and work began on February 4.

Source of the water, pumped from wells, was at Oriana, about 12 miles north of Lovelock. The system tied into the Oriana well water at the city reservoir five miles north of Lovelock. A 12-inch line was run from the reservoir to Lovelock, thus supplying the city with its separate and alternate system. Lines were run from this line into Upper Valley.

The pipes followed rights of way and public land and did not cross private property except in the case of adjacent property owners and users.

A total of 23 miles of line in loop patterns reached users throughout Upper Valley. Pipes were run to private property boundaries, from where



Joe Landa, president of the Valley Water Association, explains to Ferraro that the water system is proving a boon to feedlot activities.



Lovelock Mayor Lyle Wilcox, left, tells County agent Bob Ferraro that the new Upper Lovelock Valley water system works "better than anticipated."

landowners ran private pipes to their dwellings, adding another 10 miles to the system.

Cost of the project was approximately \$280,000. The city provided about \$65,000, and the Valley Water Association raised \$10,000 through assessments of \$20 per unit to users. The rest was financed through a loan from the Farmers Home Administration. The repayment contract extends over a 40-year period.

Users or stockholders in the association are charged \$10 per month per unit. Units are based on acreages or separate dwellings served.

In addition, each user is charged a flat fee of 11 cents per 1,000 gallons of water. The bulk of these fees goes toward paying off the loan, and the remainder buys the water from the city and pays for operations and maintenance.

Most of the water is used for culinary and domestic purposes, including lawn watering and home gardening.

Some is used for livestock watering on individual ranches. The water figures prominently in large-scale livestock operations by serving the Improved Beef Feeders feedlots.

Joe Landa, farm manager for Improved Beef Feeders, says that already the water is paying off in the feedlot operations.

"Where immediate results have been noted is in the boilers that provide steam to operate our barley rollers," said Landa. "With our previous source of water the boilers became corroded in a short time and had to be cleaned along with all the pipes and other parts of the boiler system.

"We had to purchase and maintain a big supply of chemicals to periodically run through the system. Maintenance was a problem. Although the present water system is new, we have had comparatively little trouble with the boilers since it was installed."

Mayor Wilcox pointed out, "Shortly after the system was operating, it was necessary to close down the city's main line for repairs. Water use for the entire city, upper and lower valleys then was shifted to the new system. It worked better than anticipated, with ample pressure and water."

Ferraro pointed out that cost to the individual user should average no more than he was paying before.

"Large water users averaged as much as \$32 per month before this new system, medium users about \$14, and light users approximately \$8. The average medium use customer under the new system will probably pay around \$13 to \$15 monthly, with the larger users paying more based on units served."

The feeling of people in Upper Valley about the new water system perhaps is best expressed in the generally overheard comment, "By gosh, I won't have to haul water any more." □

Horses—Vehicle for Education

by
A. N. Huff
and
J. A. Reynolds*

The horse program is the common interest through which 3,000 Virginia youth pursue the greater benefits of 4-H—personal development.

Young people, horses, and interest are all present in Virginia, where the 4-H horse program introduced on a pilot basis in Bedford and Fairfax counties in 1958 is expanding rapidly.

Emphasis on physical fitness programs, more leisure time, and the trend toward more outdoor activities have all aided its development. Many young people—urban, suburban, and rural—owned or were interested in horses and ponies. Horsemen, parents, and 4-H Club members expressed a need for a horsemanship educational program.

**Huff, assistant Extension livestock specialist; Reynolds, associate State 4-H Club agent, Virginia Polytechnic Institute.*

The Cooperative Extension Service provides the organization, some subject-matter materials, and leadership for the program. Adult volunteer horse project leaders contribute their skill, knowledge, and enthusiasm.

In the early stages of development the Extension director appointed a State Extension 4-H horse program committee. Membership includes personnel from the State 4-H staff, county and district Extension staff members, and members of the animal science department. The program committee organized a consulting committee composed of 4-H leaders and people of the horse industry representing each of the six Extension districts.

These committees meet jointly each year to recommend guidelines, rules,

and materials, and to provide steering for the program.

District schools, shows, and events are coordinated by the district representatives through their Extension program leader. This has permitted greater development of many types of programs than would have been possible working from the State level.

District 4-H horse shows will be conducted in four of the six districts this year. Volunteer leaders and horsemen make up the majority of the task force for operating events at all levels.

Project groups, led by one or more highly qualified adult volunteer leaders, are the basic educational unit. The groups usually meet once a month during the winter, and conduct



A leader in the Virginia 4-H horse program instructs a group of young riders in the techniques of western horsemanship.

short courses, riding classes, and demonstrations during the fair weather months. Horsemen, veterinarians, feed representatives, farriers, and many other people help teach young people about horses from the hoof up—scientific feeding, management, and riding. Members also participate in the overall 4-H program.

Activities such as tours, shows, trail rides, parades, exhibits, and demonstrations help members improve skills in horsemanship, personal development, and leadership. Last year Virginia 4-H members showed 301 horses and ponies at the State Fair. The project has proven an excellent tool to further the overall objectives of 4-H.

Today, State enrollment in the horse program numbers approximately 3,000 supervised by 200 leaders.

Fairfax, one of the pioneer counties, has emphasized management and basic horsemanship. Members in Bedford, the other pioneer county, have excelled with their 4-H drill team. Craig county members conduct overnight trail rides in summer and fall.

The 4-H work has stimulated the already fast-growing horse industry. Members learn to appreciate quality,

and the result is a demand for more and better quality animals. Special clinics and schools have attracted participants from a dozen States.

Virginia Polytechnic Institute is becoming active in horse programs as a result of this project, and conducts special classes in equine science during the 4-H short course each summer. A newly formed Virginia Equine Educational Committee is working to develop a total horse program at the university. A new undergraduate course in basic equine science is now offered.

The horse industry has developed a plan of adult and youth work involving six subject-matter departments to meet the demand for information and assistance created by the 4-H horse program.

The horse industry has supported the 4-H programs, Virginia breeders have helped establish mare chains, and some companies sponsor awards in demonstration and achievement.

More young people than ever before are interested in horses and horsemanship. There is a tremendous need and demand for educational programs for these young people which can be met by using the 4-H Horse Program as the vehicle. □



This demonstration on determining a horse's age by looking at its teeth was State winner in the 1965 Virginia 4-H Horse Project Demonstration Contest.

The horse program has stimulated 4-H participation at the State Fair. These 4-H'ers entered the Fitting and Showmanship Class in the Virginia 4-H horse show last year.



Writing for "Poor Folks"

by
Jean Brand
Federal Extension Service

Does that title shock you?

Plain language does, sometimes, if you're not used to it. But all of us need to know more about writing plain talk if we expect to communicate with the vast new low-income audiences Extension is trying to reach.

We feel safer with terms like "economically deprived" or "culturally disadvantaged," while the people who fall into these categories may simply call themselves "poor folks." They know what they mean. They'll know what we mean, too, when we write in their terms.

Let's see what's different about this kind of writing . . .

Know Your Reader

Any writer must know his audience, but this is even more important with low-income readers.

Who are the poor? Statistics show them most likely to be female, or aged, or non-white, or rural, or combinations of these. But the one most common characteristic of the poor is their lack of education. This is the factor that most affects the way we write for them—the reason we're aiming at a fifth grade reading level to reach as many as possible.

We write for the low-income audience as if they were low-literates, because a high proportion *are*. The well educated poor are not a communications problem.

The 1960 census showed that 8.3 percent of the U. S. population over 25 had completed less than five years of school. State figures range from 21.3 percent in Louisiana to 2.8 percent in Utah. The literacy figures for your county will reveal the extent of your local problem.

Statistics tell only part of the story. There's no substitute for knowing your audience personally. A rule for writing for low-literates: listen to people—learn how they talk—then write the way they talk.

Pinpoint your reader. Picture one person you know who needs your message, whether in a bulletin or a simple letter. Keep in mind the important facts about him. What is his age, sex, income, education? Is he rural or urban? What is the problem you think he needs to solve? Does he regard this as a problem? Remember, for this reader, treat only one subject at a time.

Is there anything in his cultural background to make him resist your message? (Religion, nationality?)

What action do you want your reader to take? What's in it for him if he responds to your suggestions? In a lifetime of hard knocks he's met a lot of people trying to sell him a bill of goods. He suspects your motives. When you know your reader well, you'll write to allay his fears.

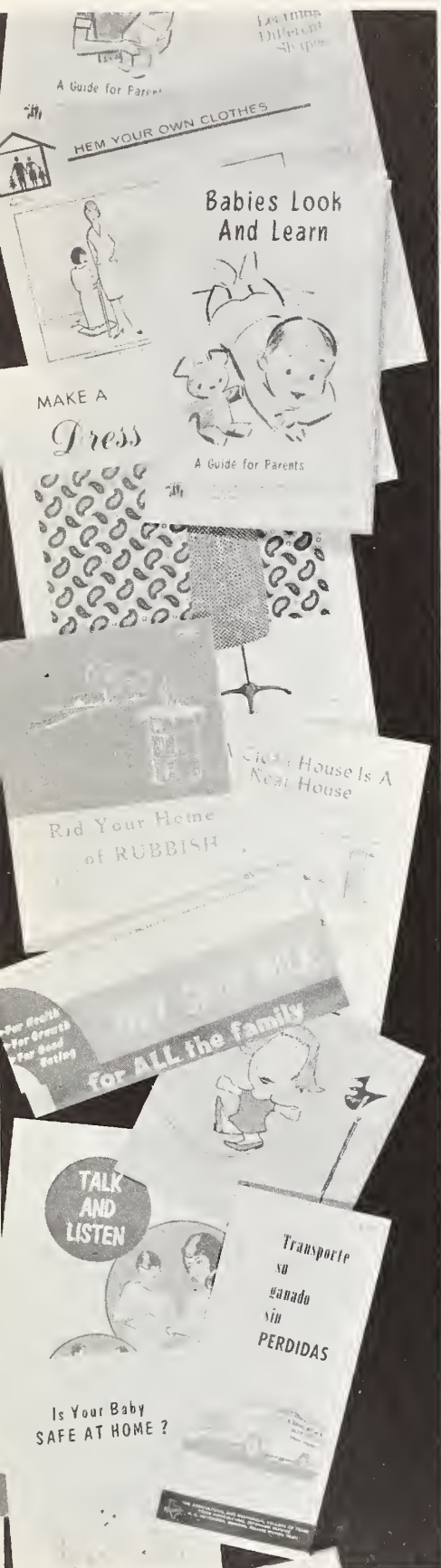
How To Write Plain Talk

You know your subject and your reader. You think he needs the printed word. Now to get your message on paper.

That tiresome step required by your first English Composition teacher works—outline. It's still the best way to put your thoughts in order. Then write.

You'll be surprised how a few easy techniques can help simplify your message. Try these:

Use short, easy words, familiar to your reader. Avoid words over three syllables when you can. If you know



your reader, you know which words he'll understand. A good word list to check against is the 5000-word *Functional Reading Word List for Adults* by Adele Mitzel.

Use short sentences. Sentences should average no more than 10 words. But vary the sentence length.

Use active verbs instead of passive ones. They're easier to read, more interesting.

Use personal words and sentences. Words like I, you, he, she, mother, Joe Jones—that refer to people—make more interesting reading. Sentences that are questions, exclamations, or quotes, do also.

Cut and trim your copy. Then cut some more. Throw out every excess word and phrase. We can't hold this reader very long. We're lucky to get him to pick up our publication at all.

How readable is it? You can check your writing by an easy, reliable, rating formula to find out whether your reader, with his amount of education, can understand it. Aim at the fifth grade level. One of the easiest formulas to use is the Gunning Fog Index. (Takes the "fog" out of writing!) Your State editor should have copies of this. And you may enjoy trying it on some of your other writing, as well.

How it looks, matters. For this reader, use large, legible types, but never all capitals. (They're actually harder to read.) Art—use lots. Can you replace some words with drawings? Do it! Charts and graphs are not for this reader.

It's Worth Your Time

The low-literate reader makes you say what you have to say in the easiest, shortest way possible. He makes you think of the most familiar word rather than the most erudite. He makes you keep him interested, or he leaves you.

It's far more work to write this way, but the practice will hone your writing style into a better instrument for reaching any audience.



Edwin O. Haroldsen, left, Iowa State University, receives the Agricultural Communications Award from Louis H. Wilson, National Plant Food Institute.

Iowa Editor Receives NPMI Award

Recipient of the Agricultural Communications Award at the American Association of Agricultural College Editors convention in Athens, Georgia, was Edwin O. Haroldsen of Iowa State University.

Haroldsen is assistant professor and editor, Center for Agricultural and

Several States and FES have issued publications specially written for low-income groups. Several State editors have held workshops for specialists and agents on this kind of writing, and they've found the techniques as useful for letters and newsletters as for publications.

This article you are reading checks out at about an eighth grade level on the Fog Index. Do you feel insulted? Probably not. We know you went to college, but we wanted to save you time for the hundred other things you need to do today.

You owe your reader the same consideration. And for your low-income, low-literate reader, writing at his level can make all the difference in getting across to him the facts he needs to know. □

Economic Development. The award, jointly sponsored by AAACE and National Plant Food Institute, consisted of a scroll and a check for \$500.

According to AAACE President K. Robert Kern, Extension Editor, Iowa State University, the 12th annual award was presented Haroldsen "In recognition of the most notable growth in competence and achievement" in agricultural communications during the past year.

He has wide experience in agricultural and journalistic fields. Since 1941 he has held positions with the Salt Lake Tribune, United Press, and Deseret News & Salt Lake Telegram. He has served as agricultural statistician for USDA in Portland, Oregon; agricultural editor, Utah State University; and on assignment as information advisor under the U. S. Point IV program to the Turkish Ministry of Agriculture in Ankara.

Haroldsen has been a member of the Iowa State University staff since 1961. His wife is the former Kathryn Baird of Brigham City, Utah. They have three sons and a daughter. □

Illinois RD Committee,
Extension Promote

BETTER, SAFER FOOD SERVICE

it's everybody's business

by
H. A. Cate
*Cooperative Extension Service
University of Illinois*

John Cipolla gives a Pope County food handler's class instruction in health codes, germs, food poisoning, sanitizing, pest control, and personal sanitation.



Food is everybody's business!

It is handled by many as it moves from the farmer to the consumer. It is processed, hauled, stored, wholesaled, retailed, refrigerated, cooked, and finally served.

How food is handled and the sanitary conditions at all stages affect the health and aesthetic sensibilities of everyone.

A growing tourist business already attracting more than six million visitors a year to southern Illinois provided impetus for better food service. The need for better food service was first recognized by the Area Resource Development Committee.

A special committee of this group with representatives from the Cooperative Extension Service, Quadri-County Health Department, hotel, motel, and restaurant associations, tourism and recreation councils, and Southern Illinois University developed plans, gave support, and stimulated public interest in the food handling schools.

The course was offered to handlers of Pope, Hardin, Johnson, and Mascac Counties. "Students" learned about health codes, germs and bacteria, food poisoning, cleaning and sanitizing, pest and insect control, grooming, and personal sanitation. John Cipolla, chief sanitarian for the Health Department, taught the course.

Personal contacts were made; letters and the course outline were mailed to every food handler. The letters varied in content and were directed to the specific food handler—the grocer, waitress, packer, restau-

rateur, school cook, prison employee, or tavern operator.

Class schedules were arranged for the convenience of the food handlers. Three classes—morning, afternoon, and evening—were held one day a week for 10 weeks in each of the four counties.

High school students who hoped to work in food handling during the summer were encouraged to attend the afternoon sessions.

The intense interest and regular attendance by the food handlers were attributed to the excellent publicity given the program by news media.

Industries, businessmen, chambers of commerce, and service clubs encouraged the program and pledged financial support to pay for pins and diplomas. The University of Illinois Dixon Springs Agricultural Center furnished office help and supplies for preparing lesson materials.

Cipolla is said to have earned much of the credit for the success of the course with his interesting manner of presentation. He came to Illinois with years of experience in his own restaurant and in public health work. He also has degrees in chemistry, biochemistry, bacteriology, public health, and education.

He is able to shed the formality of academic environs, and talks as one food handler to another. His friendly voice masks the insistence with which he drives a point home.

Cipolla strips his presentation of technical terms, is candid, and personifies disease organisms as "hoods"—Trixie for trichinosis and "Sammy" for salmonellosis—all of whom use food as a "hangout."

More than 430 food handlers completed the course. This is more than 80 percent of the food handlers in the area. The *Health Officers Digest* awarded the Quadri-County group the Honor Roll Award for the most successful health classes in the midwest.

Those completing the course were honored at a graduation ceremony in each of the four counties. A diploma



Les Broom, University of Illinois, presents a food handler's pin to a Pope County high school senior at "graduation exercises" for the food handlers' course.

and a distinctive, patented pin were presented to each.

The graduation program included a colored slide talk on the historic and scenic recreation spots in the area so that food handlers can better inform visiting tourists of places to see and things to do in southern Illinois.

Several restaurant owners have applied fundamentals learned in the course. Improvements include installing new dish drying racks and replacing booth cushions with improved seamless cushions. The owners are asking the advice of the Health Department in their remodeling plans.

Grocers have installed improved sinks, and a meat packing plant is planning to remodel following the Health Department guidelines.

Food handling businesses with personnel completing the Quadri-County course may display distinctive window decals to be provided by tourism

groups. The decals represent standards of quality which identify the establishments displaying them as those who participated in the program for the benefit of the tourist. The decals will also be used on recreation maps, guides, and other promotional material.

Cipolla said the food handlers in the area who did not take the course now realize that they are in the small minority and are asking for make-up classes.

The Health Department plans to continue inspection service and advice to food-handling businesses. New courses being planned will contain lessons on new foods and foods processed under new methods.

The success of the course in the Quadri-County area has awakened interest in adjoining counties. These counties are asking for help and information not only on food sanitation but also on other health problems such as air and water pollution. □

Mrs. Dorothy Jacobson, Assistant Secretary of Agriculture for International Affairs, commends Associate 4-H Agent Irving Blatt and a group of Nassau County, New York, 4-H members for their "Seeds for the Congo" project.



4-H'ers Praised for

"Seeds for Congo" Project

Mrs. Dorothy Jacobson, Assistant Secretary of Agriculture for International Affairs, honored a group of Nassau County, New York, 4-H Club members recently at the U. S. Department of Agriculture for their "Seeds for the Congo" project.

Mrs. Jacobson commended the Head-Heart-Hands-Health youth and their fellow 4-H'ers back home for taking the leadership in a fund drive to buy vegetable seeds for families in the Congo. The youth also collected money to send seeds to Vietnam and to buy kits of useful agricultural hand tools for both countries.

With about \$1,250, the 4-H'ers bought and shipped to Leopoldville—

through CARE, Inc.—1,000 seed packets and 5 kits of agricultural hand tools. To Saigon they sent, also through CARE, 5,500 seed packets and 25 kits of tools. The seeds were for green beans, tomatoes, peppers, greens, onions, and other vegetables; and each tool kit contained a rake, shovel, hoe, spading fork, hand trowel, and hand cultivator.

U. S. officials in the Congo and Vietnam were arranging for the seeds and tool kits to reach youth groups such as 4-H, schools, social welfare organizations and the like.

Nassau County, which has about 26,000 4-H boys and girls in its highly urbanized program, accepted lead-

ership and gained the cooperation of 4-H'ers in several other New York counties to accomplish the project.

The 24 youth from Nassau County were part of more than 200 4-H'ers from seven States at the 4-H Center for a 6-day Citizenship Short Course. In their regular weekly session at the Department, a panel of three 4-H'ers queried a panel of three USDA officials on the international aspects of the Department's program. It was at this meeting that special recognition was accorded the Nassau Countians.

4-H Club Extension Agent for Nassau County is Mrs. Dorothy P. Flint. Associate 4-H Agent, Irving Blatt, accompanied the New York group to Washington. □

Action

Continued from page 3

They make good use of subject-matter information received from specialists on the State staff. In fact, they often improve it by finding a local angle or by inserting the name of a local person for whom the new method or recommendation has worked well.

Clarke County citizens themselves supply many ideas for topics. The office secretary keeps tab on office visits, letters, and phone calls—and the kinds of information requested.

J. P. Carmichael, Extension editor and chairman, Division of Agricultural Information, says his staff is so confident in the ability of these people to get information published that it sends no material to the newspapers in Clarke County. Instead, the weekly packets of news stories and columns are mailed to the county agent's office and then taken—not mailed—to the editors.

One of the Athens papers prints offset, and uses Polaroid pictures. The editor told DuVall he would like a liberal sprinkling of photographs over the "Adventures in Living" pages.

DuVall's local government purchased a Polaroid camera for the Extension staff, and every member of the staff learned to use it.

That the editor, Glenn Vaughn, is appreciative of the Clarke County staff's effort is indicated in an editorial he wrote after DuVall had been in the county less than three months:

"The material which he (DuVall) and the county Extension staff prepares for the 'Adventures in Living' section of the Athens Daily News is receiving wide acclaim from throughout the northeast Georgia area," said Vaughn.

DuVall's exposure to 80,000 people almost daily results in more phone calls, office visits, and letters. Invitations to speak come from civic and garden clubs, farm and homemaker groups, and other outfits that didn't

know he existed until he started communicating.

This keeps him in touch with more people, helps him know their problems and interests—and thus he has more things to write about for the newspapers.

DuVall believes it's a "circle," and whether it's a "vicious circle" or not . . . whether it does something for or to the county Extension staff . . . depends on the personality and temperament of the staff members.

The staff that "just can't see how we can do any more than we are already doing" . . . that would really prefer fewer—not more—demands on their time and knowledge . . . has no business becoming involved in such an editorial communications program.

But DuVall and his crew like it. It not only puts them where the action is; it makes them a part of the action. □



Extension workers often take pictures to illustrate their news and feature stories.

Clarke County citizens often supply ideas for topics. County agent Tal DuVall, right, jots down interesting facts which will appear later in his regular column.



From The Administrator's Desk

At the Forefront of Progress

"We expect Extension to be at the forefront of progress in agriculture. We expect you to find the bits and pieces of research and other knowledge—and to interpret, adapt and integrate them to form better systems and techniques of production and marketing—and then to work with farmers in testing and demonstrating the improved systems and methods. Thus, you will provide, through your educational techniques, leadership for agriculture—the leadership necessary for growth and change if they are to bring progress and prosperity."

This is the essence of remarks made to me recently by leaders in agriculture and universities in several parts of the country.

This role of Extension has been the central force of our contribution to American agriculture—as I am convinced it will be in the future.

Few of us can devote our full time to fulfilling this role. Many of us have program possibilities other than agriculture. In agriculture we must help people with immediate problems—controlling outbreaks of insects and disease, analyzing current markets, selecting seed varieties, etc. We must know the established and conventional agricultural systems and practices—and help people with these. We must help all types of farmers make progress—not just those ready to move forward at the

forefront—but the forefront of progress is something and some place different for different groups.

But let's not slight this role. To fulfill it takes planning, initiative, determination, study.

To fulfill this role those of us who work with farmers should seek answers to questions such as these: What products or services that might be produced by farmers in my area are growing or likely to grow in demand? What are the new developments in science and technology that might provide advantages to "my producers" and how might they be used in practice? What alternative systems of farming or marketing might pay better? What are the "bottlenecks" or "roadblocks" in the way of growth and how might these be overcome? What might be the consequences if no group is working on the longrun development of agriculture in our area?

Of course, you can expand this list of questions and add questions more significant in your situation. But let's ask them. Let's find some answers. Let's build an important part of our program on the answers, no matter how busy we may be in serving immediate needs.

Let us take the lead in locating a destination and charting a course for agriculture in our area—and in moving the ship forward. Only then can we exert leadership. Then we will be where Extension, the USDA, and the university belong—at the forefront of progress. □