

**EXTENSION SERVICE**

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* JANUARY 1966

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## *IN THIS ISSUE :*

The Story of the Beech River Watershed Area-- an intensified agricultural program speeds progress to 1970 goals



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.

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## EXTENSION SERVICE

# REVIEW

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

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## EDITORIAL

As your editor of the *Extension Service Review* for the past four years I want to take this opportunity to say farewell. I'm retiring from the Department on December 30. Maybe I should put that in the past tense since when you read this I'll be retired from the U. S. Department of Agriculture.

I've enjoyed editing the *Review*. And I hope I've made some contribution to making it a positive force in Cooperative Extension's total educational thrust. If that is the case, a major part of the credit goes to the fine cooperation I've received nationwide from the Extension community. And I also want to express my thanks to my colleagues in the Federal Extension office for their many contributions, and particularly in the planning of special issues. My thank-you's also go to the editorial and arts and graphic folks in the Department's Office of Information.

Of inestimable value to me in piloting the *Review* has been the policy guidance and backing of the Federal Extension administrative staff.

I want to express my deep appreciation for the whole-hearted cooperation of the *Review's* Assistant Editor. Her professional skill is matched by her enthusiasm for Extension work.

And finally, a special note to my present secretary, and to her predecessor. Both brought to their duties experience as 4-H Club members.—WAL



*Increasing numbers of good Herefords find much good fescue for abundant grazing.*

## The Story of Beech River Watershed

by ALVIN C. BLAKE  
*Assistant Extension Editor  
Tennessee*

“SEVENTY-FIVE BUSHELS of corn per acre and a \$3 million increase in livestock production—by 1970.”

That's the goal of county Extension workers in the Beech River Watershed area—Decatur and Henderson counties, Tennessee. This is a rather ambitious goal when you realize that average corn yield in the area is now 47 bushels per acre—about the same as the State average—and that the livestock goal is twice that of the 1959 production of \$3 million. Yet this determined corps of Extension workers who have been involved since the intensified Extension effort began 11 years ago insists it can be done.

When the Beech River Watershed Program was initiated in 1955, the University of Tennessee Agricultural Extension Service and the Tennessee Valley Authority, as cooperating agencies, developed an intensified agricultural program with specific objectives. The overall watershed program includes industrial development, recreation, water conservation and flood control, and general economic development. A long-term project in-

volving eight water control reservoirs and 75 miles of channel enlargement, the construction phases of the watershed are just now nearing completion.

Periodic floods have long plagued the area, which contains several small creeks that regularly overflowed much of the better farmland. This discouraged farmers from planting the more productive crops in the bottom lands and from using desirable levels of fertilization for fear of losing the fertilizer due to flooding.

It should be kept in mind that agricultural progress in the watershed thus far has been almost entirely due to the intensified Extension effort. Expected benefits from water control will only be partially gained in the 1965 season and may not fully be realized for several years.

The specific agricultural program developed emphasized these three principal objectives: (1) profitable use of fertilizer, lime, and other recommended production practices on corn, cotton, and forage crops; (2) profitable livestock production by increased efficiency of production and expanded livestock numbers; and (3) develop-

ment of livestock markets.

The program is a cooperative effort promoted by the Extension Service and the TVA. Staff consists of an “extra” assistant Extension agent in each county in addition to the county agent and the agent assigned to 4-H duties. Resource development specialists at the State level, as well as other subject-matter specialists provide further guidance to the program as needed.

What progress has been made thus far which would provide the basis for the 1970 goals? Although year by year comparisons have not been made, there are some measures of progress.

Let's take a look at the first principal objective—fertilizer usage. Mixed fertilizer tonnage in the watershed has increased 21 percent since 1955, compared to 26 percent for the State as a whole. Not very impressive, you say. But look at nitrogen (ammonium nitrate equivalent)—an increase of 620 percent compared to 231 percent in the State.

Now let's consider cotton and corn, where much of this fertilizer was used. Both cotton and corn yields are still



*A test demonstration farmer and the Extension agent look at a good stand of Bermudagrass established for cattle pasture. Pines in the background number among some 35 million set out in Henderson County alone since 1935.*

less than the State average. However, corn yields in the watershed increased about 18 percent faster than the statewide yield during the same period. And cotton increased about 15 percent more.

Livestock is the area where there is room for growth and here is where the real effort is being made. Increased production of corn and forage crops, through proper fertilization and other recommended practices, is the basis for an expanded livestock economy.

"Our farmers have just seen in the last 3 or 4 years that they can grow corn," say the Extension agents. "For a while, some of these farmers who had been growing 30 to 40 bushels of corn per acre wouldn't believe they could grow 100 to 125 and even more bushels per acre on the same land. We promoted fertilization according to soil test recommendations and persuaded farmers in as many communities as possible to do this. They and their neighbors began to see the results. Now we have farmers trying to outdo each other in corn yield per acre."

The number of soil tests run in the two-county area has about doubled since the incentive fertilizer program started.

Persuading farmers to shift from primarily a cash crop economy to livestock and crops was not easy. It was slow at first, until it was demonstrated that it could be done. Now, the changeover is moving more rapidly. The declining importance of cotton probably helped.

Warren Jones, Extension agent in Decatur County, cites one of the leading farmers in the county who was farrowing about 15 sows back in 1955. He grew 55 bushels of corn per acre on 33 acres and sold \$6,700 worth of market hogs.

"In 1962, he had 70 sows and sold nearly \$27,000 worth of market hogs. And he now grows an average of 80

bushels of corn per acre on over 100 acres," says Jones.

"This same man has 80 Herefords on production testing and is using 3 bulls bought at a production testing sale. He raises mostly feeder calves and has improved his calves about two grades since he started this program."

Jones explains that the interest of hog producers was stirred when 15 crossbred meat-type sows were brought in from the U-T Ames Plantation in 1955. Nearly 200 quality sows, plus boars, were subsequently brought into the area.

"The size of the litters (10 to 12 pigs) was impressive. And they saw that improved prices came with quality," he says.

Bill Wilson, Extension Agent in Henderson, comments on the swine industry in his county.

"Quality improvement was the big factor, along with the development of good, dependable markets. Ten years ago, feeder pigs were selling for \$5 a head, with no particular regard for quality. Now the emphasis is on quality, grading, and selling at market prices."

Feeder pig sales are held every other month at Lexington and over 7,000 pigs per year are sold there. The farmers know what the market wants and produce for it.

Many of the market hogs are sold at Decaturville, where a large packer has a buying station. Hogs are bought on an estimated cut-out basis.

"The hog producers have confidence in this market," says Jones. "They know they are getting the market price and they get paid more for quality. The buyer gets back the actual cut-out reports and shows them to anyone who wants to see them. His estimates are uncannily close."

Thus, with a dependable market for finished hogs at Decaturville and a good feeder pig market at Lexington,



*Checking yields on a unit test demonstration cornfield in Decatur County, Tennessee.*

*Some of the top exhibitors in the Fat Cattle Show held each year at Scott's Hill are youth.*



*Fertilizer demonstration on the farm of E. L. Perry, a co-operator with UTD program.*



the swine industry has a solid basis for growth in the area.

Feeder cattle are sold at Huntingdon a few miles away and a fed cattle market, on a smaller scale, is within the watershed area. There are also private buyers in the area and a good percentage of all livestock is sold in private treaty sales.

"Overall, the livestock market development is one of the strong points in our whole program," Extension workers in both counties agree.

The Unit Test Demonstration method, familiar throughout the Tennessee Valley Area is the principal device used to demonstrate sound farm management principles including the profitable use of fertilizer and lime. TVA makes fertilizer available at incentive rates. The UTD demonstrator agrees to use the fertilizer along with a check plot with no fertilizer, and to make his crop available for showing to others.

To encourage feed and forage production, in 1965 TVA made nitrogen materials available to every farmer who agreed to follow soil test recommendations. These materials were offered at an incentive price and could be used on all crops except cotton. Corn and pastures have received most of these fertilizers.

Assistant Extension Agents E. J. Usery and Benny Gilliam are in charge of the UTD program and work closely with the demonstration farmers. It is interesting to note that the average corn yield of the UTD farmers is 74 bushels per acre. Some demonstrators produced yields well over 130 bushels per acre.

The crop improvement program had an eye-opening assist from Tommy Vernon, 4-H Club Agent in Decatur County, and 10 of his boys who grew 1-acre corn plots in 1964. Each boy agreed to fertilize according to soil test and keep accurate records of his project. Average yield of the 10 plots was 118 bushels and average profit was \$69 per acre. Ebenezer Community Club co-sponsored this project.

"This woke up a lot of folks," says co-worker E. J. Usery. "So this year



Tommy has around 35 boys who have corn projects and I have 10 adults who have about 50 demonstration acres of corn among them."

Examples like these have the Extension workers in the two-county area believing they are on the way to a rapidly expanding corn-forage crop-livestock economy in the watershed. They feel that the "trend has begun."

The only measurable period for which figures are currently available is 1955-59 when Census data show that sales of beef cattle and calves increased 122 percent in the two-county area, compared to 100 percent statewide. Hogs increased 81 percent in the same period compared to a 50 percent statewide increase.

The Extension workers believe that when published the 1964 Census data will indicate an even faster growth of the livestock industry in the area. They point out that cotton still accounts for about half of the farm income and will still hold an important place in the local agricultural economy for some time to come. However, they feel that there is more room for expansion in the cattle and hog busi-

ness and that there is where the more rapid growth will be.

Another area of Extension effort which may have an important impact on the future is that of farm management and organization. Bill Wilson says: "The Extension farm management schools have created more interest among farmers than any one thing we have offered. The farm situation is such that farmers are eager to learn ways which will help them to make a go of farming.

"Up-to-date farm management practices, along with constant improvement in crop and livestock production skills, will open the door for improved income on most farms in this area.

"While we have made many advances in livestock production and crop yields, we must remember that these are fairly new experiences for many of our farmers. They are becoming more and more quality conscious as far as livestock are concerned, more yield conscious on their crops and pastures, and more profit-minded when it comes to management. We have made a lot of improvement—and we're going to make a lot more."□

# Trained Babysitters Wanted

by MARY E. HULSHOF  
*Extension Home Economist*  
*Ste. Genevieve, Missouri*

and CAROL HUBER  
*Extension Home Economist*  
*in Training, Missouri*

**B**ABYSITTING is a booming business. On the average of once a week, a family with growing children will want a responsible person to care for their young ones. Mothers with young children who are employed outside the home want responsible "assistant mothers" on whom they can rely daily.

Recognizing this need for trained babysitters, Mary Emma Hulshof, Extension Home Economist in Ste. Genevieve County, Missouri, organized and took the lead in planning a Babysitting Clinic which has since become an annual project in that county. The idea for this Babysitting Clinic, the first in the State, came to Miss Hulshof when the 4-H Child Care Project of the University of Missouri Extension Division was presented in 1961 after being a pilot study in Northern Missouri.

With the cooperation of a county health nurse and a county child welfare aide, Miss Hulshof planned 2-hour sessions for 4 consecutive days during the first week of summer vacation in June 1963.

With the Extension home economist taking the lead, a program was planned with lessons taught by Miss Hulshof, the nurse and the welfare aide. The county sheriff, city police chief and city fire chief were later brought into the program to discuss police and fire protection available for babysitters.

A babysitter's packet is available from the Missouri Division of Health since the introduction of the Babysitting Clinic. This packet includes a teaching outline for training babysit-

ters and two publications of the U. S. Department of Health, Education, and Welfare: *What Teenagers Should Know About Babysitting and Play and Play Equipment.*

The key to getting a large enrollment each year was recruiting girls through the schools. The school administrators in Ste. Genevieve not only cooperated by having the planners visit the school, but also encouraged the 12-16-year-olds to enroll early.

Parents have wholeheartedly endorsed the clinics and have said they would prefer a babysitter who had "graduated" from the clinic to one who had not.

Effective publicity a month before each clinic has helped to bring a large annual enrollment. Ten-minute radio programs and spot announcements on the local station teamed with advance newspaper articles put the clinic in the public eye. Announcements were made at youth activities planned through the County Extension Office and at local 4-H Club meetings.

As a result of good public relations and good planning, 60 girls "graduated" from the first clinic which was open to any teenage girl who attended 3 out of 4 sessions.

After the successful clinic in 1963, the idea spread south to St. Marys, Missouri, when they made a request to the home economist for a similar clinic, which has grown to 5 days. Miss Hulshof received many inquiries from other country home economists in Missouri and from other States for a resume of their schedule, plans, and

informational material distributed.

More than 20 counties were able to use the same idea in Missouri alone. With two clinics in Ste. Genevieve County each of the past 2 years, 95 girls completed the course each year. Each girl received a Babysitting Card signed by the three instructors of the course which could be shown to their customers.

At the completion of the clinics, each girl takes the Babysitter's Pledge: *"I have one of the most responsible jobs in the world. I am in charge of a priceless possession—from the moment that I start my duties until the parents return."*

As a follow-up, lists of the full-fledged babysitters along with their telephone numbers were printed in local newspapers so prospective customers could clip the list and have it handy for contacting a trained babysitter. Newcomers were given a list.

One babysitter called within an hour after the first clinic saying she had received a 2-week job (which might extend to 4 weeks) as a result of having attended this clinic. The parents felt confident that after attending the clinic, this babysitter had been trained in her three distinct jobs: To play with the child, to protect the child, and to care for his physical and emotional needs.

Babysitting is becoming a big business, and just as in other businesses, trained people are needed. This is another chance for Extension to answer a need with other Federal and State agencies cooperating. □



## Virginia and Maryland Cooperate To Reach Metropolitan Consumers

by SHIRLEY J. MOTT  
*Extension Home Economics Editor  
 Maryland*

**C**OULD the Cooperative Extension Services of four counties in two States work together in a coordinated consumer education program? Would an area program better serve the entire community and involve other agencies interested in consumer problems?

These were the questions asked in July 1964 when a representative from the office of Mrs. Esther Peterson, the President's Advisor on Consumer Affairs, and a representative of the Federal Extension Service discussed the possibility of a concentrated consumer program in the Washington, D. C. metropolitan area.

Here were four counties—Montgomery and Prince George's in Maryland, Arlington and Fairfax in Virginia

—each with an active Extension Service, surrounding the District of Columbia which lacks this Service.

The counties and the District of Columbia are very similar: a high percentage of the residents are employed by the Federal Government; income and educational levels are similar; the same mass media cover the entire metropolitan area and the people shop in the same stores—inner city department stores have branches in the suburbs.

Was this an opportunity for the Extension Service to try to overcome some of the age-old problems of getting information to a large number of people who might or might not be familiar with the program? Was this an opportunity to start an action program to benefit the consumer? The answer was "Let's try it and see!"

The assistant director of the FES Division of Home Economics programs, Mrs. Helen Turner, met with the metropolitan area agents and the State leaders from Maryland and Virginia to consider possibilities.

The Metropolitan Extension Consumer Committee (MECC) was formed in July 1964 with the Extension home economics agents from the four metropolitan counties and State leaders making up the steering committee.

The educational objective set by the committee was to help families become informed consumers—to understand the marketing system and to develop judgment as consumers in order to achieve greater satisfaction from their purchases.



## VIRGINIA - MARYLAND CONSUMER'S CORNER



The short range objectives were: (1) to reach a large number of people with consumer information already available; (2) to coordinate resources of the Extension Services and the U. S. Department of Agriculture in the metropolitan area; (3) to contact other agencies such as Food and Drug Administration, American Home Economics Association and others interested in working with consumer problems; (4) to stimulate an exchange of ideas among consumer groups and other community groups; and (5) to have the already established Cooperative Extension Service offices become recognized as consumer information centers.

The committee decided that the first step in developing consumer centers in the counties was to enlist the support and cooperation of the press. To help accomplish this, Consumer Advisory Committees were formed by the Extension home economics agents in each of the four counties involved. Key people from other organizations and the press were asked to serve on these committees and thus became informed and interested participants in programs designed to assist the consumer.

It has been almost 18 months since the formation of the Metropolitan Committee. During this time several major projects have been undertaken in a concentrated effort to reach the urban consumer.

Extension personnel from Federal, State, and county

*The booths at the Washington Flower Show (above) and the Home Furnishing Show (below) drew groups of interested homemakers as agents discussed Extension programs.*





*Conserving Nutrient Values in Foods—a popular exhibit.*

levels were invited to present a panel discussion on "Working with the Extension Service" at a training meeting for Food and Drug Administration consumer consultants. A member of the MECC was the county representative on this panel. The program pointed out how effectively these two agencies can and do work together.

The committee sought out resource people who might be able to cooperate with them. The Exhibits Section of USDA's Office of Information discussed public events, as possible locations for Consumer Information Center exhibits.

This contact brought about the first major undertaking of the MECC. The Annual Flower Show held in the Washington, D. C. Armory has always drawn a great number of people. So in March 1965, with the assistance of the Exhibits Section, a "Consumer Corner" was set up at the Show. The physical setup was financed by the Maryland Cooperative Extension Service and USDA. The Extension Service of Virginia bore the expense of printing the flyer describing the Extension program and giving the locations of the four participating county offices and how to contact them. The flyer is now used by all four counties in promoting consumer education.

The theme of the exhibit booth was *Beltway To Better Living—Through Your Local Extension Office*. For 10 days from 10 a.m. to 11 p.m. the agents with the assist-

ance of trained volunteer leaders manned the booth, gave periodic demonstrations, and talked with individuals about the Extension program.

An estimated 14,400 people had some contact with the "Consumer Corner" during the Flower Show.

In April of 1965, the MECC decided to present a pilot program for consumers in all four counties on the same evening. This would permit one release to the metropolitan news media to inform people that they could attend the same program at either Fairfax, Arlington, Montgomery or Prince George's locations.

It was decided to make this a *Bride's School* to reach the young women who were about to be married or who had been married only a short time. Consumer information was geared to those items newlyweds would be buying as they established their first home. The USDA "Bride's Packet" was distributed to those attending.

A total of 160 young women participated in the program and their enthusiasm was encouraging. All wanted further meetings in order to cover more information.

The Show Management for the Washington International Home Furnishings Show, which was to be held in the D. C. Armory in late September 1965, contacted the MECC in April 1965 about the possibility of an Extension Consumer Corner at that Show. (They had noted the "Corner" at the Flower Show and thought it would be a good addition to their Show.)

The committee felt this was another excellent opportunity to get the Extension message to the consumer and so a booth, *Consumer Center—Cooperative Extension Serves You*, was set up with a consultation corner, a demonstration area, and a place for the audience to sit as they watched the demonstrations.

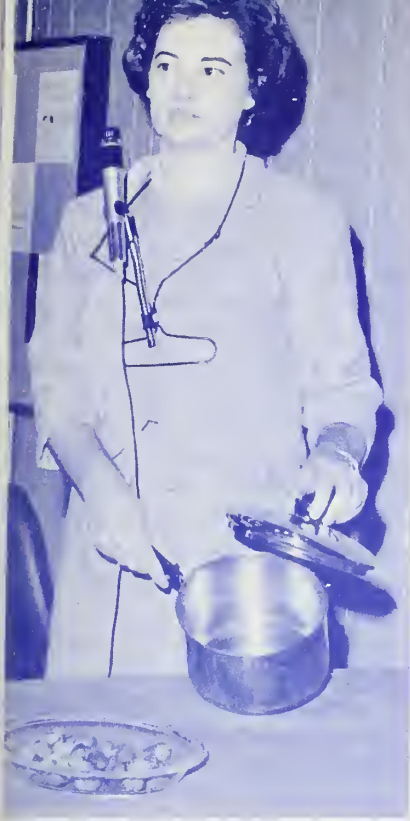
Discount tickets with space for advertising were made available by the Show Management and carried this information:

**The Show Management Presents The Consumer Corner  
Timely Demonstrations—Up-To-Date Information  
by the Extension Home Economists of the  
Cooperative Extension Services of Maryland and Virginia**

In the four counties, 18,000 tickets were distributed to homemaker groups, at County Fairs and through the Extension offices. This was certainly one way to publicize the Extension consumer program!

News releases were sent from the University of Maryland Information Department to metropolitan daily papers and to Maryland weeklies. Virginia sent the same releases to their news media.

Demonstrations were given every hour with subject matter planned around home furnishings and home management. Many people stopped to watch the demonstrations and the idea of having a place to sit down was an added attraction. It was realized that some people only



Above, a Maryland agent demonstrates proper cookware. Right, the Virginia agents plan a lighting exhibit.



stopped to rest, still Extension had the opportunity to get its message across!

The Home Furnishings Show did not have the tremendous appeal of the Flower Show but nevertheless in a week's time over 5,000 people had some contact with the Extension Service consumer program.

Having been involved in two costly projects—costly in time and money—the MECC has seriously evaluated its function.

It's agreed that this has been a fine opportunity to work together in an area program, across State lines, and that the special projects have reached a large group of consumers who might otherwise not have received needed information or who might have remained ignorant of the educational programs offered by the Cooperative Extension Service. Often heard during both shows was the remark "I thought you had to live on a farm to call the Extension office. This is good, I'm glad to know about it."

The agents on the committee place high value in the sharing, as a group, the ideas on consumer programs and improved ways of reaching the consumer.

Problems, yes, they were to be expected as in any new undertaking. The committee has not solved the communications problem with the metropolitan press and

radio. Although some progress has been made, space in large daily papers is at a premium.

The committee also feels the need for a coordinator. Someone who could devote a large part of her time to promoting and publicizing consumer activities and to involving other groups in these activities. It is also necessary that definite arrangements for financing the special educational materials and exhibits be made in order to insure quality.

When the MECC was formed neither the activities of the group or its financing were included in the four counties' plans of work or budgets for 1965. With the start of a new program year this has been taken into consideration. Thus when special events require participation, the counties will be ready to meet the challenge.

Right now the MECC is looking ahead to April 1966 as it plans for a repeat of the program "School for Brides." This program will again be carried simultaneously in the four counties. Only this year it will be a series of three meetings instead of the one-shot meeting.

The committee feels that it can answer a resounding "yes" to the two questions it asked itself at its inception: four counties in two States *can* make a greater impact in a metropolitan area with a concerted effort to meet the needs of the consumer. □



*Participants at the Graphics Workshop prepare an exhibit.*

## Graphics Workshops For 4-H Leaders

by WILLIAM R. EASTMAN, JR.  
*Extension Visual Aids Specialist  
Wyoming*

“COULD YOU give a workshop to 4-H leaders which would help them prepare visuals for demonstrations, achievement displays, and record books?”

The answer to this question definitely had possibilities as well as challenge, so I accepted. I patterned the 4-H workshop after some former workshops I had given to our annual conference of ministers.

The 4-H workshop was first presented in conjunction with the annual 4-H district leaders conference during the last week of January 1965. It was repeated in five Wyoming districts—in motel conference rooms and various meeting halls. Despite bad weather and road conditions, nearly 350 people attended, including about 50 junior leaders. It was again repeated in a sixth area in July.

Set up 2 hours in advance, the “show” was arranged around the audience, so that by turning their chairs, they

could follow the action and see the demonstrations clearly. Whenever possible, demonstration “punch lines” were kept hidden until needed, so there was always an element of surprise or guessing as to the final outcome. The schedule called for me to complete the demonstrations within an hour, so they had to run smoothly and rapidly. In several cases extra time was allotted for the audience to try out new materials. The value of this procedure was so great that we now feel *future workshops must have added time for audience participation.*

At the workshop we stressed that any 4-H endeavor worthy of visualization should be prepared and presented in a professional manner—getting away from the common quickie chalk-crayon presentation on wrapping paper. Price of visualization materials should fall within a \$10 bracket. The cost of labor? Love and dedication.

The workshop began with “methods of presentation.” Most school districts have an opaque projector which they will loan to 4-H groups upon reasonable notice. To demonstrate, I placed a page from the 4-H livestock judging book into the opaque projector. It showed the labeled cuts of a beef animal. When material of this type is projected onto a wall or screen, a 4-H'er can point out each area and talk about it with little cost or effort. A wide source of projectile material is available. You can use quality illustrations from publications, a wide variety of clip art, actual photographs—black-and-white or color, or original artwork.

All of our county agricultural offices and a large percentage of 4-H families have some sort of 35mm projector, so use of this projector for demonstrations was discussed next. Here, I showed how a slide story could be photographed, projected, and talked about, using the chronological steps of fitting a sheep for showing.

Next, I demonstrated the opaque and the 35mm projectors by projecting a variety of material onto either poster or illustration board. This material can be traced by pencil or felt pen for preparing charts and posters or cutouts for flannel, magnetic, hook-n-loop, or pegboard uses.

This presentation logically led into the use of charts or graphs on an easel. Readability standards were stressed and demonstrated for audiences of various sizes. Charts were always prepared so that the man in the back row could easily read the material. Material was culled and only a few important entries were stressed and demonstrated through a series of graphs and charts. These were made beforehand on 30x40-inch double-weight illustration boards. Actual letter sizes were 1½ to 3 inches high and line widths were nearly ¼ inch.

Next, by splicing two illustration boards, I produced

a 60x80-inch layout of a bedroom floor plan for a room arrangement project. The wall outlines were made with black matte chartpak 1/2-inch wide. Suggested furniture placements were in 1/4-inch blue matte chartpak and labels were in 1-inch red transfer letters. To make the chart more versatile, I suggested the furniture not be outlined, but instead cut out from colored poster board and attached or moved about as desired with plastic "hold-it."

Then I demonstrated the flip chart. For design and emphasis this previously-prepared chart material had been traced and colored from opaque projections, chartpak, transfer letters and colored Bourges sheets.

This demonstration included entire presentations on one sheet, to flip-sheet buildups toward a finale. Simpler on-the-spot entries with felt-tip pens were also demonstrated. We are now using felt pen markers with half-inch nibs to make broad lines in one quick sweep. A wide variety of colored inks can be used in this pen.

At this point, I moved to a 4x8-foot flannel board on legs. In position on the flannel board was the outline of a beef animal which just filled a 60x80-inch illustration board. The meat cuts had been removed and variously colored, and floktite applied to the back of them. I now assembled the beef, cut by cut, pointing out features on each cut as I had done in the original opaque projection at the beginning of the workshop. This time, however, I showed how a speaker, using this method, can gradually unfold his story and keep the audience's attention throughout the presentation.

Using the same beef story, I now progressed to a magnetic board. A 22x30-inch sheet of galvanized sheet metal had been bolted to a plywood backing with an easel leg and the entire unit had been spray-painted light blue. In this case, I prepared all my cutouts with magnetic tape backings. I cut part of my lettering from cardboard and color-sprayed it. The remainder of the letters were of commercially-cut cardboard from Upsom board.

I went a step further here and showed how cutout details could be added over the magnetic cutouts with the use of "Hold-it." Also, I pointed out that articles too heavy for flannel board could be used with a heavy magnetic board covered with flannel. The combined flannel board and magnetic board approaches can be used on the same panel. This in essence might be called the bridge to hook-n-loop where both light and heavy articles are combined.

Naturally then, hook-n-loop was described next, and the heavy and bulky tools of the horseshoeing trade were demonstrated. I bragged upon hook-n-loop's holding quality and then purposely used insufficient hook tape on a heavy rasp to add a needed break of comedy. The rasp fell off seconds later when my back was turned, and I then explained the error.

This first phase of the workshop was concluded with a pegboard exhibit. Although the board was fully as-

sembled, I explained how it was planned and how each panel was designed and executed. The three 2x3-inch panels used in the tabletop pegboard exhibit were attached to each other with pipe stem cleaners.

The left-hand panel was horizontal. A heavy, clear plastic sheet covered a sheet of blue poster board. These boards were pinned to the pegboard with star fasteners. Gold self-adhering plastic letters spelled out "EASTER at the University of Wyoming," giving this title panel a look of richness, but costing under \$5.

Pin-backed plaster letters listed the hours of church services on the vertical center panel. To accept the pin-backed letters, this panel had been prepared with two layers of corrugated cardboard covered with a pink sheet of poster board. All were star-fastened to the pegboard. In the lower corner of this poster board was a traced drawing of a church opaque projected from a clip-art book. The church was colored in tempera. The right hand panel, also vertical, was covered with flannel. In various types of lettering were floktite-backed labels showing the various religious denominations. Thus a combination of approaches was demonstrated in one exhibit.

From "Methods of Demonstration" I now turned to materials for various creative effects, the first being lettering. I demonstrated and explained LeRoy, Wrico, Feltpens, typing, Scott Plastic's "stickee" letters, Mitten letters, cardboard, gummed paper (Redikut), construction paper precut letters, artype, fototype, instant or transfer letters, stencil, and Embosograf. This introduction gave the audience a firsthand look at a wide variety of lettering approaches. Use of Styrofoam for Mitten pin letters was suggested.

Where shading might be involved, I demonstrated different uses of tempera, water color, Zip-a-tone (black-and-white patterns and colored adhesive sheets), stipple, LeRoy, and Rapidograph lining.

For art work and symbols I demonstrated clip books, instant transfer, Chartpak, paste-ups from clippings, or original artwork.

For backgrounds the audience watched demonstrations of colored or white illustration and poster boards, Color Match paper (fine quality for backgrounds, cutouts, and accents), and Bourges cut-o-color sheets (color transparency sheets for spot, accent, and design effects).

These wide varieties of materials (procured from coast to coast) are available to each Wyoming leader through his county Extension office. Leaders may either order these materials directly from the State office of Agricultural information or from their county agents, who in turn order from the States office. We guarantee delivery to the agent's office within 3 weeks. We billed the agents and the leaders paid them when they picked up the materials. In this manner, leaders in even our remote communities can get any of these materials with relative ease. And they have.□

In the Arkansas 4-H Special Youth Project, Craighead County explored the ways and means of employing sub-professional program aids to reach youth from culturally- and economically-deprived families. They are striving to reach youth who never before have been reached by an informal educational program. Essentially the project is a research for the educational content, methods, and processes for work with disadvantaged youth.

## 4-H Outreach For the Unreached

by CARL D. HARRIS  
*Associate County Agent  
Jonesboro, Arkansas*

"I CAN'T" changed to, "What are we going to do next week?" This came from children in a special youth program in Craighead County, Arkansas last summer.

A new approach to youth work by the Agricultural Extension Service was tried with the objective of reaching disadvantaged youth with an educational program through area Extension aides (sub-professionals).

Dr. Gene Word, State 4-H Agent (special project), explained the possibilities of such a program to members of the Craighead County Extension staff in March 1965.

Dr. Word stated that funds were available and that this would serve as part of a broad study to learn how children can be reached where they do not participate in our present 4-H Club program.

County staff members were enthusiastic about the program and agreed to work in two sharply contrasting areas of the county.

One area is a rural residential hill section where part-time farmers work in small factories in Jonesboro, or receive welfare support. The other area is a cotton and rice area with many families who are employed as day laborers on farms.

People who had standing in the community and knowledge in the field of working with youth were sought as aides.

Mrs. Louie Walker, a substitute school teacher with 3 years of college training was selected to work in the hill area north of Jonesboro. Mrs. Walker has also been a successful 4-H Club leader for several years.

Miss Sue Thetford, a college graduate of last spring, was employed to work with families in the cotton and rice area of the county. She had completed college training as a school teacher and has since started her career.

Because of the unusual nature of this program, very little training was given aides before they began work. They were thoroughly briefed in the objectives of the program and resources for teaching, but a great deal of their own initiative was required to launch the program. Miss Juanita Fuller, Home Demonstration Agent worked closely with the aides in planning schedules and materials.

Informal groups were formed during the last week of May by aides. Names were placed on participation cards and family information gathered without a formal interview.

Local adults who volunteered were used as "helpers" and were not designated as "leaders." Older youth were also asked to "help" with projects for younger children.

Miss Thetford involved 85 children who met in 8 groups with two local "leaders" for each group. Twenty-eight of these 85 children had once belonged or still belonged to an organized group; 19 of them attended Sunday School; 11 were 4-H Club members.

Mrs. Walker worked with 65 children in 7 groups representing 27 families. Only 6 of these children had ever belonged to an organized group; 5 to Sunday School and 1 to Little League.

Groups in both areas were from low-income families primarily, although other children were not excluded. Both girls and boys were in each group and ages ranged from 5 to 18 years.

In many cases where older children were asked to serve as "helpers" their skills were no better than the younger children, but this gave them incentive to make the same items and participate fully in the program. This fulfilled an objective of making each child feel that he could do something worthwhile.

Two-hour meetings were held once each week at homes of the group members. Extension aides met with each group at every meeting because "helpers" could not be developed into leaders in this short time for conducting meetings.

Subjects or projects were limited to things that could be finished in one or two meetings. Each item made by a member was for his personal use even though materials were furnished.

One meeting each month was devoted to personal appearance such as hair care and dental care. One child was very proud to show his school teacher that he had started brushing his teeth.

Progress cards were sent to the county Extension office by aides after each meeting with a report of the project worked on at the meeting.

A typical card read as follows: Number of youth attending 8. Work done at meeting such as items or projects being made, tours, exhibits, etc. "Did demonstration on

care of teeth and helped with tomato canning." Comments (or interest of group, help needed from agents, etc.): "They are good to listen and they also helped read the booklet. Then I gave them a new brush and they made a soda and salt tooth powder and brushed. Three here had brushes." The card was signed by the Extension aide.

There was a definite improvement in the girls' appearances after demonstrations were given on shampooing and arranging the hair. Some girls came to all subsequent meetings with well-groomed hair with ribbons.

Mrs. Walker worked with children from slightly lower income families than could be found in the other area because many families were headed by widows or welfare recipients in an area where old houses are available at low rent.

Housing is furnished in the cotton and rice area to families with wage earners who work on the farm.

Because of the low income of participants, tools and materials were furnished for all activities. Some handicraft materials were obtained free of charge by aides.

Mrs. Walker obtained scrap leather for making billfolds or coin purses for each of her participants. Toothbrushes, combs, shampoo, hair brushes, and deodorant materials were furnished through the program for personal care. Salt and soda were mixed to make a dentifrice.

Handsaws, leather punches, braces and bits, coping saws, and rasps were furnished as non-expendable items. Handicraft patterns made up by aides, county Extension workers, and State specialists were used for making projects.

Completion of the first simple projects began to bring about changes in the children that were readily seen. Those who had said, "I can't" at the beginning were soon eager to begin a second project.

"At first they would get on bicycles and ride around or go watch television and I would have to convince them that they could make something," said Mrs. Walker. "I

just kept going to their houses and saying, let's don't quit," she stated.

The children would grasp tools, glue, or other material at first as if someone were going to take them away, but after a few meetings they were saying, "Do you need the scissors?" According to Mrs. Walker's observations developing the ability to share was one of the most encouraging changes she observed.

Some of the children whose homes are dominated by older people showed that they were helped by working in social groups of their own age. Both aides stated that discipline was no problem after all the children started to making something they realized could be taken home.

Projects included making wooden holders for note pads, decorated boxes for keeping trinkets, pictures for their rooms, bird houses, cookies from mixes, and sewing.

Children were never allowed to feel that they were slow or incompetent. Those who could not complete a project within a period of time were permitted to take the project home with necessary tools for finishing. Those who finished first were asked to help others. This was done to keep the projects on the time schedule.

Parents attitudes ranged from being very appreciative at the beginning of the program to those who said that they didn't want their kids in "that Government program."

At the end of the summer these people wanted their children in any future program and wished that they could have attended the awards ceremony.

One mother said she was happy to know that her boys could do something. She said she didn't know they could do anything.

A program called an "Exhibit Night" was held in each community August 27 and all the children and parents gathered to show projects that had been carried out. Judging was done by State 4-H Club Agent Dewey Lantrip and John Cavender, Extension Civil Defense Specialist.

Groups displayed their projects together on makeshift tables or building steps. Each child was given a 4-H Club Mechanical pencil and a certificate of participation signed by the county agent, home demonstration agent, and Extension aide.

One group in the New Haven community has asked for organization procedure for forming a 4-H Club.

Total expenditure for this program was \$1,088 including transportation for aides and their salaries which were paid on a contract basis. This was a cost of \$8.24 per youth reached by the informed educational program of approximately 3 months' duration.

Directly involved in the work were 179 youth and adults and 25 people learned to do a promising job of leadership.

With the encouraging results of last summer, this program is being resumed to determine whether or not it can be successful during school months.

It has been a gratifying experience for all agents, specialists, and Extension aides. □

*Crafts (trinket boxes, memo pads) are shown at the Fair.*



## From The Administrator's Desk

### These are the Winners

We have many occasions in the course of Extension work to recognize and honor winners. Recently at the National 4-H Congress I had the stimulating opportunity to participate in ceremonies recognizing many State and National winners of 4-H awards. It occurred to me that, in some activities, whenever there are winners there are also losers. I then asked myself, "Who are the winners? Who are the losers?"

Here are some of the people in the winners' column:

The young lady who, through 4-H, learned to make clothing—winning for herself a skill that will serve her all her life in saving money, giving pride and satisfaction.

The young man who, through 4-H, developed the interest, knowledge, and motivation that resulted in his owning a small herd of cattle—winning for himself valuable experience, confidence, financial awards, new aspirations.

The millions of 4-H members who gained, through these and a host of other activities, some measure of new skills, new pride, new aspirations—no matter how small the gain.

The hundreds of thousands of adult 4-H leaders and donors—winning satisfaction from helping others, pride

in the accomplishments of those they helped, everlasting gratitude from the young people they served.

The public bodies and the taxpayers supporting Extension—winning a more dedicated, more devoted, more responsible, more productive group of young citizens and a better community and Nation for their service.

And, of course, those who win 4-H awards—winning for 4-H a recognition of its value to youth, for other youth inspiration to greater achievement, and for themselves pride in past accomplishments and motivation to greater future service.

These are the 4-H winners. There are no losers among them, only differences in the winning—the amount, the nature, the time, the place of the gain.

Where are the losers? There are no losers—except those who did not participate in 4-H or some equally-valuable program because of a lack of opportunity, because of a lack of motivation, or because we failed to provide the opportunity or the motivation. If we failed, then we too are losers—losing the greater satisfaction we might have had.—*Lloyd H. Davis*