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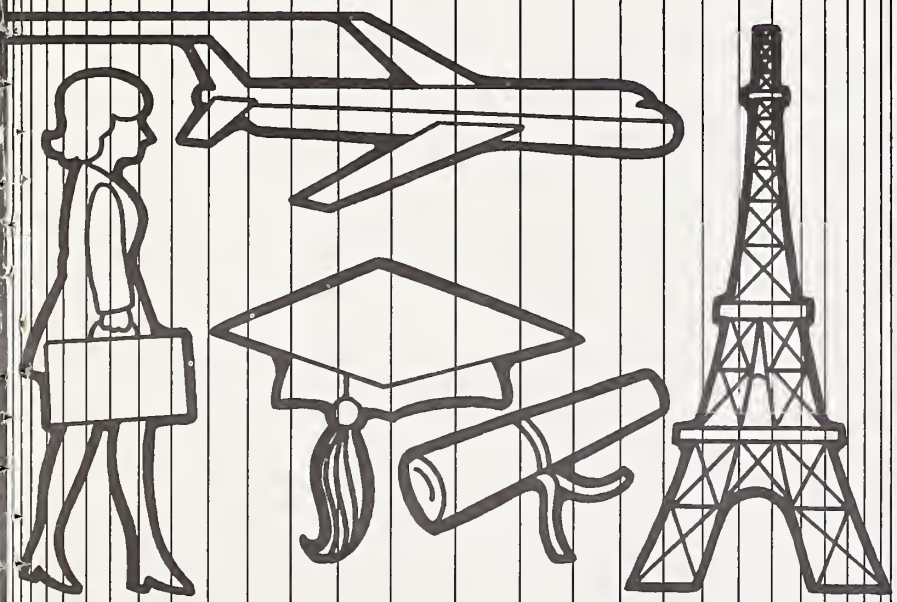
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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a 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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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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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Interested in improvement?

On pages 8-13, you will find listed a variety of opportunities for professional improvement—some available to the general public, others for all Extension workers, and still others limited to specific disciplines within Extension.

By publishing this information all together, at one time each year, we hope to give you an idea of the scope of opportunities open to you and to make it convenient for you to compare the features of those that interest you.

This means, of course, that since deadlines for application vary from school to school and organization to organization, not all items can be completely timely. Most of the schools and grants are offered each year, however, with few changes. If you can't meet this year's application date for something that interests you, make a note now to apply early next year.

The list of opportunities has been growing from year to year, but there must be many more that we do not know about. If you can suggest an addition to the list, let us know now so we can plan to include it next year.—MAW

3 Dec. 1971

Recipes help aides make friends



A homemaker holds a "Minne card" as the program assistant demonstrates how to prepare the recipe. The cards contain nutrition and food-buying tips, too.

by
Leona S. Nelson
Assistant Extension
Information Specialist
University of Minnesota

Minnesota's 3- by 5-inch "Minne cards"—carrying recipes and food tips—are a living memorial to a program assistant who died suddenly after working only one year on the Expanded Food and Nutrition Education Program.

Minnie Long, a program assistant in Mille Lacs County, Minnesota, was a good listener and concerned about what she saw and heard. As a new program assistant she had just learned about good nutrition and the basic four food groups from her supervising Extension home economist.

Minnie came to her supervisor perplexed that sometimes she had trouble getting into a home where she knew the

homemaker needed help. "I need something that I can hold in my hand and keep handy in my purse," she said. "I'm not selling pots and pans, am not a case worker, nor an inspector, but a friend with something to help her.

"If I had a recipe to interest her in feeding her family, or one for a child to make, I think I could get in anywhere."

Minnie went about making her calls, and State Extension staff members did something about Minnie's pleas for help.

Verna Mikesh, Extension nutritionist, and Leona Nelson, information specialist, discussed the facts they already knew about food for low-income groups and what research has shown about the food habits of people—that diets of most Americans are lacking in fruits, vegetables, and milk.

From their experience they knew that as a rule homemakers like "one-dish" oven meals. It is also known, however, that some homemakers don't like to use the oven; they prefer to prepare top-of-the-range foods.

Some homemakers need basic cooking directions; others look for something "different" or "fancy." Desserts are no problem in most homes.

And so recipes were developed, family tested, and put on 3- by 5-inch cards. In addition to a simple, easy-to-follow recipe, directions were given for incorporating the food into a simple meal.

Tucked in also were nuggets of nutrition information relating to the foods being used. For instance: "Cabbage contains vitamin C which you need every day," or "Deep yellow vegetables are rich in vitamin A. You need vitamin A for good health."

Good buying suggestions were added on some cards: "Buy noodles which are enriched with B vitamins and iron," and "Liver is a less expensive cut of meat. It is practically all meat, and so there is very little waste."

The Minne cards contain many one-dish meal suggestions, but also some top-of-the-range ideas. Recipes for vegetables, fruit desserts, and snacks, as well as plentiful foods in season are used.

Included for children are some ideas such as Pink Popcorn Balls made from melted marshmallows; Ovenless Cookies featuring instant nonfat dry milk, rolled oats, and peanut butter; and Hobo Bread full of raisins and baked in a tin can.

The 3- by 5-inch cards fit into a standard size recipe box, but they also fit into a shoe box. Program assistants encourage homemakers to use a shoe box so that other materials left can be kept there too. They sometimes decorate the boxes with colored paper or crayon designs.

And there is a blank Minne card with the same heading, that allows the homemaker to add her own favorite recipe or one she has exchanged with a friend.

Program assistants were encouraged to send in favorite recipes they found so others could enjoy them. Women enjoy seeing a Minne card with their favorite recipe being used over the State.

Minnesotans believe that Minne cards have a great future and will be useful wherever women are concerned about good food for their families. □

by
Susan E. Pieplow
Assistant Editor—Press
University of Maryland

4-H'ers care about conservation

"The trouble with kids today is that they just don't care." "Teenagers don't think about anything but themselves."

If the people who make these comments could have been in Maryland for just one week in June, they might think twice about repeating them. Why? Because Maryland has some teenagers who really do think and care about people and their land.

More than 100 teenagers, ages 14 to 19, devoted a week of their summer vacations to attend the Maryland State 4-H and Youth Conservation Camp. They came to camp because they wanted to learn—because they care.

Since a substantial part of the State is under water and marine biology is of special concern to Marylanders, the theme for the camp was "Marine Biology in Our Environment."

Camp Calvert, a rented facility on the shores of Breton Bay in St. Mary's County, was selected specifically for the subject matter of the camp; the facilities provided ready access to the water and the many life forms it shelters.

Camp Calvert did offer one unexpected surprise. When the 4-H'ers arrived at the camp, they found huge piles of discarded lumber and rubbish all over the grounds. What a site for a conservation camp!

Many of the buildings were old, so they were being torn down, but the debris had not been hauled away. So the 4-H'ers got together and set out to clean it up; and clean it up they did. This unexpected, and at first unpleasant, situa-

tion created a spirit of enthusiasm and willingness to work together—a spirit which remains with many of those 4-H'ers today.

Gene C. Whaples, State 4-H program leader and conservation camp director, explained that the camp's dual purpose was "to develop a better understanding of marine biology as a part of our environment through a learn-by-doing experience, believing that individuals learn through involvement in real problems. And secondly, to develop and encourage leadership.

"The camp was designed so that the 4-H'ers could be involved in the operation of programs and activities. They selected their own areas of interest to study in depth, and they were responsible for making decisions in the day-to-day operation of the camp, such as planning special evening programs and activities," Whaples added.

The camp was divided almost equally between boys and girls, with just slightly more boys. Camp delegates were recruited through traditional 4-H contacts, including the Soil Conservation Service, gun and sports clubs, and conservation clubs throughout the State. For the first time, Extension agents contacted high school biology teachers and it proved to be a very worthwhile effort. Interest in the camp far exceeded expectations. Enrollment was filled long before the registration deadline.

The charge for the camp was \$25, but no one who wanted to attend was kept out because he did not have the money. Scholarships were provided by conserva-



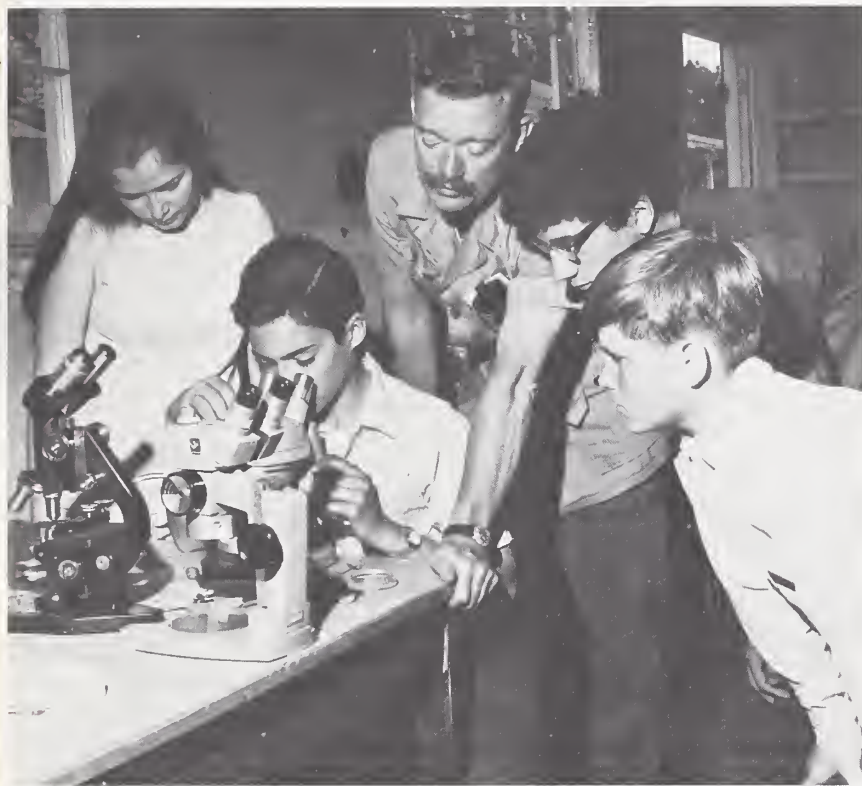
tion groups and garden and sports clubs. In some instances, the clubs located their own needy delegates to attend camp, while others donated the money to counties for distribution.

Staffed by professionals from the University of Maryland Extension Service and other volunteers, the camp featured such program areas as gun safety and skeet range shooting, art, and marine aquarium and aquatic insect learning labs.

In the gun safety and skeet shooting class, campers developed interest and ability in an outdoor sport that could be continued throughout their lives. The art learning lab gave the teenagers a chance to develop free expression, and take a look at themselves and the world around them.

In the marine aquarium lab, the 4-H'ers studied marine-related life in and along Breton Bay. Among their collected discoveries were crabs, fish, and even a snake or two. The aquatic insect class collected many specimens that inhabit water areas. They studied them

At left, 4-H'ers collect various forms of marine life from Breton Bay. Below, Dr. Gene Wood (center), Extension entomologist at the University of Maryland, helps the campers discover the world of aquatic insects.



in depth and finally mounted them for later use and examination.

Guest speakers during the week included staff members from the University of Maryland, Johns Hopkins University, Chesapeake Bay Institute, Maryland Geological Survey, and Chesapeake Biological Laboratory of the Natural Resources Institute. Through these resource people, the 4-H'ers were able to take a look at career possibilities in the field of conservation and get first-hand information on the geological history of Maryland, the history and

condition of the Chesapeake Bay, and man's impact on ecology.

A highlight of the camp was the Maryland Department of Water Resources research boat, "The Monitor." Representatives from the department's Water Quality Investigations Division took campers out on the boat every day to demonstrate how they test water. It didn't take the kids long to catch on, and by the middle of the week they were testing the water themselves for oxygen, temperature, pH, visibility, and salt and soil content.

Before the camp, most of the 4-H'ers had no idea how water was tested, so this experience both fascinated and intrigued them. In fact, several have already decided that they would like to make a career in water research.

After the camp was over, letters poured into county and State offices and to volunteer staff members, all saying what a great camp it was, how much everyone learned, and that everybody was looking forward to next year's camp.

The impact was felt in the total statewide camping program, as a number of the 4-H'ers attending Conservation Camp went home to become counselors for their own county camps. Because of their fine experience at camp, these teenagers decided to make it their duty to spread the word about conservation and to generate in others a keen environmental interest.

The experience they gained at Conservation Camp was indeed "worth its weight in gold." The teenagers not only learned about water conservation and other related topics, but also had the opportunity to help organize and operate the camp. And all teens need and respect this type of responsibility.

A close adult-youth relationship existed between staff members and campers, contributing much to the total aspect of the camp. It gave the 4-H'ers an opportunity for personal contact with mature, successful adults and a chance to explore career possibilities. Staff members and teenagers spent many hours involved in deep discussions and participating in recreational activities.

In a letter to all prospective campers, the president of the cartridge corporation which has sponsored the camp for a number of years, said, "In all of the 37 years of working with the 4-H Club Conservation Camp, the need for knowledge about our natural resources is greater than ever before. . . . It is your duty to become involved in any problems dealing with conservation, for it is the heritage that has been given to you and the one you must pass on to future generations."

Maryland 4-H'ers agree. □

by
Gene McMurtry
Director, Community Resource Development
Virginia Polytechnic Institute

2001

Extension helps communities

People are concerned about what happens to their communities. They believe in their communities and want to live there, but they need guidance and counsel in solving their problems and improving their environments. The Virginia Tech community development and county Extension staffs have responded to this need.

Community development depends to a large extent upon the ingenuity and ability of local leadership. Leaders can be effectively involved in problem solving to bring about desirable change, thereby fulfilling the needs and aspirations of their communities.

Groups and organizations working cooperatively, with support from local Extension staffs, can contribute substantially to the social and economic betterment of all citizens.

Correct development decisions made by communities are the key to improving the quality of life for all citizens.

Threads of common problems weave through all counties, but no community can borrow solutions from another. The leaders of each community must define their own problems and initiate solutions to meet their own needs.

Improving communities through problem solving requires two basic ingredients. The first is community leadership. This means not only people who have been identified as decisionmakers in the community, but also concerned individuals who can be developed into leaders. Second, there must be identification of the real problems to be solved. Sometimes the things "bugging" a community most are deeper than the outward symptoms.

Research at Virginia Tech has shown that a leadership survey is the best and most practical way to understand and reach communities. Such a survey not only identifies community leaders, but also provides insight into the problems of the areas as seen by these leaders.

To start the leader-identification process, the Extension staff and three or four other knowledgeable people in the county suggest the names of about 30 people they think are the leaders.

These people are interviewed first. They, in turn, suggest other names, until the interview list expands to 70 to 90. Through this process, the leadership list is confirmed—no leader is overlooked.

Interviews are conducted by a survey team which includes a local Extension staff person and, usually, a University staff person. Many times, other agency staff members—including planners—are members of the survey team.

In the leadership survey, the inter-

viewer asks: "Will you indicate the concerns or problems as you see them in your area?" This approach stimulates each leader to give careful thought to problem areas. Often the survey itself creates a desire among community leaders to do something about the concerns they list.

The second request is: "Please give us names of individuals whose good judgment you respect and who are concerned about their community (men, women, black, white)." This question helps to find the people in the community who could be effective in bringing about change because of the trust placed in them by their fellow citizens. Many of them are unfamiliar with Extension programs.

While studies have shown that there are leaders at all income levels, our surveys found that more than half of all community leaders interviewed had incomes of \$10,000 or more. Money income may relate to the way the individual perceives its importance in his own life and to the time he has available for community efforts.

When the individuals interviewed are classified by occupation, business and professional employment tend to predominate. Having time to devote to community concerns is of great importance.

Education, whether formal or informal, is an important factor in how leaders view their communities. Our surveys showed that generally about 50 percent of those interviewed had attended college and about 33 percent had some high school training. Only about 20 percent had only a grammar school education.

This is the fifth in a series of articles on Extension's rural development responsibilities. Next month—Arizona's techniques for developing its recreation potential.

ocate their 'leaders'

Younger leaders generally had more years of formal education. All leaders showed a willingness to learn those things that are necessary to make themselves relevant to the concerns of the community.

The interview process helps county and city leaders to focus on overall problems and broad concerns. Emphasis on problem areas varies by geography, urbanization, and time of survey.

Interviews with 2,610 community leaders in 30 counties and cities in Virginia revealed that they saw more than 9,000 community problems, which can be grouped this way:

Problem Areas	Percent
Public facilities	17.1
Public policy	15.6
Education	12.8
Recreation, beautification	11.7
Social	10.5
Motivation, communication	10.4
Employment and jobs	10.2
Health and welfare	5.9
Agriculture	5.8

These broad problem areas cover many specific community concerns. For instance, the four things leaders said they needed most in public facilities were: more water and sewage facilities; an increased supply of low-income and middle-income housing; better solid waste collection and disposal; and adequate streets and highways for communities.

In public policy, the top four were: better planning and zoning; updated forms of local government; new sources of revenue; and better law enforcement.

The surveys have provided the basis for positive community-wide action programs. In most cases, these projects have been a spin-off from discussion groups of community leaders.

The successful projects have included such things as planning and zoning ordinances; community beautification projects; removal of discarded vehicles; sanitary landfills; establishment of industrial development committees; feasibility studies for recreation enterprises; area-wide planning; recreational opportunities for young people; and litter control programs.

Some Extension staffs have presented and published accomplishments of the county study groups. One of the most important achievements has been the development of a "sense of community" among the leaders and government officials.

While there has been greater involvement of Extension staff in community decisionmaking, not all projects or groups have met with success. The surveys have provided the framework and confidence necessary to bring community leaders together. This approach has been a most effective way of building community trust in Extension for non-traditional roles.

And the overall Extension programs

in the counties have benefited from the scientific survey process, too. Agents now have a better idea of people's priorities and can adjust program emphases to reflect those priorities.

One county supervisor said, "The opportunity to review the concerns of the county has been of great benefit to me in my job."

Reaching communities involves not only the identification of leaders, but also the opportunity for their development as competent problem solvers. They develop and learn as they work through their community problems under the guidance of the Extension staff. In this way, it is possible to develop local initiative.

Individuals with motivation create a kind of spontaneous action because they sincerely feel the desire to work for the good of the community. This is the basic concept involved in a "sense of community"

A "sense of community" is achieved through communication and understanding. Good communication is a tool for reducing conflict and distrust by providing cooperation on common projects. Distrust develops where competition erupts into conflict, and it often takes years for people and communities to forget.

The challenge is to rise above the problem of community distrust and not let it be a stumbling block to the cooperation and progress of a project.

Like a sheet of music, leadership efforts are ineffectual unless performed. The quality of the performance will depend to a large extent upon the development and training of the leadership in the community.

Community leaders can bridge the gap between community development theory and effective action within a community. We must be able to develop community leaders whose performance can skillfully and sensitively deal with the needs of the community if we are to be successful in our educational efforts. In a real sense, Extension staffs can put the stamp of their own spirit upon their communities. □

Professional improvement opportunities

. . . schools and workshops

Colorado Summer School

The National Extension Summer School at Colorado State University is being planned for June 12-23, 1972. For further information regarding the program, contact Dr. James M. Kincaid, Jr., Director, National Extension Summer School, Room 213 Liberal Arts, Colorado State University, Fort Collins, Colorado 80521. □

N. C. Summer School

This 3-week summer session will be held June 19 - July 7, 1972, at North Carolina State University, Raleigh.

Tentative plans include courses in ecology and environment, supervision of paraprofessionals, use of volunteers, administration of county Extension programs, working with disadvantaged adults, program development, issues in adult education, community colleges, and other areas relevant to technical agriculture and home economics.

Address Dr. Jerry Parsons, Department of Adult and Community College Education, 109 Ricks Hall, North Carolina State University, Raleigh, North Carolina 27607. □

Western RD Workshop

The second Western Regional Community Resource Development Workshop will be held June 13-23, 1972, at Colorado State University. It is open to participants from throughout the U.S.

Participants will be provided (1) the opportunity to begin analysis using their own "tools" in one of three selected laboratory communities (2) the proper group atmosphere to interact on, test, and develop their own or new tools and arrive at an increased understanding of the community resource development process.

This workshop will be participant-oriented, with major emphasis on maximizing the opportunity for each individual to develop the approach most significant to himself while sharing his approach with others and gaining awareness of other approaches. All but the most essential structure has been removed, to provide a flexible situation.

Special evening seminars to pursue related content areas will be provided for those interested.

Details concerning registration fees and accommodation rates will be announced later. For additional information contact: Dr. Donald M. Sorensen, Workshop Coordinator, Department of Economics, Colorado State University, Fort Collins, Colorado 80521. □

Missouri CRD Shortcourse

The fifth annual University of Missouri Community Development Shortcourse will be held May 15-26, 1972, at the University of Missouri, Columbia.

The theme will be "The Community Development Process in Area and Regional Planning and Development." The University of Missouri Department of Regional and Community Affairs invites the participation of planning directors and agency personnel interested in application of the community development process. No credit will be given, and participation will be limited to 40 persons.

Registration and course fee will be \$85. For more information, contact Department of Regional and Community Affairs, University of Missouri, 723 Clark Hall, Columbia, Missouri 65201. □

Arizona Winter School

The 11th Western Regional Extension Winter School will be held January 24 - February 12, 1972, at the University of Arizona, Tucson. Courses scheduled are (1-2 semester credits each): Public Affairs Education, Space Planning and Mobile Living, Developmental Approaches in Consumer Education, Innovative Methods in Extension Education, Environmental Education, Accountability in Extension, Modern Extension Communications, and Agri-Business Management.

Maximum load is two courses, with a total of three semester credits. Total fees will be \$72.50 for two courses.

Obtain the Winter School brochure from Ronald E. Stoller, Director, Western Regional Extension Winter School, Cooperative Extension Service, The University of Arizona, Tucson, Arizona 85721. □

. . . opportunities for women

Electrical Women's Roundtable Grants

The Electrical Women's Round Table, Inc., an organization for women in the electrical industry, annually offers a grant of \$1,500, the Julia Kiene Fellowship, to a woman for graduate study in electrical living and allied fields. This year, commemorating the 25th anniversary of the Electrical Women's Round Table as a national organization, a 25th Anniversary Fellowship of \$2,500 will be granted. The Julia Kiene Fellowship of \$1,500 will be awarded to the runnerup.

Graduating seniors and women with degrees from accredited institutions are eligible to apply. Applications are judged on the basis of scholarship, character, financial need, and professional interest in electrical living. Study is toward advanced degrees in such fields as advertising, education, electric utilities, electrical engineering, electric home equipment manufacturers, Extension, housing, journalism, radio-television, and research. The college or university selected by the recipient must be accredited and

J. C. Penney

An annual fellowship of \$2,000 has been established by the J.C. Penney Company to provide an opportunity for Extension home economists who have shown competence and achievement in home economics Extension programs to receive additional professional improvement through graduate study at the master's or doctoral level.

Each State may nominate one candidate. Nominations, due May 1, are to be sent to the national professional improvement committee chairman. Final selection is made by the national scholarship committee.

Forms may be secured from the professional improvement chairman of the State Extension Home Economists Association or from the national chairman, Miss Ida E. Martin, Franklinton, Louisiana 70438. □

approved by the EWRT Fellowship Committee. Completed applications must be in by March 1.

For application forms and further information, write to the Chairman of the EWRT Fellowship Committee, Miss Janice L. Heckroth, Better Homes & Gardens, 1716 Locust Street, Des Moines, Iowa 50336. □

Grace Frysinger Fellowships

Two Grace Frysinger fellowships have been established by the National Association of Extension Home Economists to give Extension home economists an opportunity to study and observe Extension work in other States.

The \$500 fellowships cover expenses for one month's study. Each State may nominate one candidate. Nominations are due May 1, and selections will be made by the National Association schol-

NAEHE Fellowship

One fellowship of \$2,000 has been established by the National Association of Extension Home Economists for a member of that organization. This fellowship is for the purpose of professional improvement through advanced study.

Each State may nominate one candidate. Nominations are made by the State scholarship committee and must be received by the national professional improvement chairman by May 1. Final selection will be made by this national committee.

Forms may be secured from the professional improvement chairman of the State Extension Home Economists Association or from the national chairman, Miss Ida E. Martin, Franklinton, Louisiana 70438. □

Tyson Fellowships

The Woman's National Farm and Garden Association offers a \$750 Sarah Bradley Tyson Memorial Fellowship for a woman who wishes to do advanced study in agriculture, horticulture, or "related professions," including home economics.

Applications should be made by April 15, 1972, to Mrs. Lydia Lynde, 6008 Grove Drive, Alexandria, Virginia 22307. □

arship committee. Applications are handled by the State Association professional improvement and fellowship chairmen in cooperation with State home economics leaders.

Forms may be secured from the professional improvement chairman of the State Extension Home Economists Association or from the national chairman, Miss Ida E. Martin, Franklinton, Louisiana 70438. □

NSF Traineeships

The National Science Foundation will support an estimated 1,800 graduate students in 1972-1973 through its graduate traineeship program. This support represents commitments made to universities in prior years. No new graduate traineeship starts are contemplated.

The selection of individuals to hold traineeships is the sole responsibility of the grantee. The names of universities holding continuing traineeship programs will be announced by the National Science Foundation on February 15, 1972. All inquiries about traineeships should be directed to the universities having traineeship awards. □

opportunities for 4-H agents

Rockford Map Publishers

The National Association of Extension 4-H Agents administers a \$100 scholarship provided by Rockford Map Publishers. This scholarship is limited to Extension agents doing youth work in Minnesota, Indiana, Wisconsin, Ohio, West Virginia, Michigan, Illinois, and Pennsylvania. Applicants do not have to be a member of the Association to receive this scholarship.

Application forms may be obtained by contacting Miss Mildred Benz, 1002 Hanson, Box 160, Murphysboro, Illinois 62966, Chairman of the NAEA Professional Improvement Committee. They must be submitted before October 15. □

Washington State

The Edward E. Graff Educational Grant of \$1,100 is for study of 4-H Club work in the State of Washington. Applications are due April 1. Contact Lester N. Liebel, Assistant Professor of Extension Education, Room 323, Agricultural Sciences II, Washington State University, Pullman, Washington 99163. □

U. of Maryland

Two graduate assistantships in the Department of Agricultural and Extension Education are available to Extension workers interested in pursuing the M.S. or Ph.D. degree in Extension and Continuing Education.

Additional assistantships may become available. Assistantships are for 12 months and pay \$280 per month or \$3,360 for the 12-month period, plus remission of fees which amount to \$1,200.

Contact Dr. E. R. Ryden, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland 20742. □

. . . land-grant university programs

Carver Fellowship

The University of Missouri College of Agriculture offers a 2-year George Washington Carver Fellowship for outstanding graduate students in an area of study and research supervised by a department within the College of Agriculture.

Stipends for a Master of Science candidate are \$4,400 for the first year, and \$4,600 for the second year, and are renewable. The Fellowship is designed for promising young scientists who will bring distinction to the Missouri Agricultural Experiment Station with research and contributions as members of the research staff.

For further information and applications write to: University of Missouri, Dean, College of Agriculture, Agriculture Building, Columbia, Missouri 65201. □

UK Assistantships

The Center for Developmental Change at the University of Kentucky will award assistantships to outstanding M.A. and Ph.D. candidates desiring to concentrate in their selected disciplines on relevant themes about change. The Center correlates certain domestic and international research, action, and training programs. Domestic projects are focused on Kentucky and Appalachia, with regional studies of urban and rural problems. The international projects include technical assistance and educational support programs.

Applicants must meet the standards of the Graduate School and their department as well as of the Center. Selected candidates each devote 20 hours weekly in Center-sponsored project activities while working for their degrees in academic departments of the University.

Assistantships are for a period of 10 months and include waiver of nonresident tuition. Awards are \$2,500 for students working for the master's degree,

Hatch Fellowship

The William H. Hatch Fellowship offered by the University of Missouri Agricultural Experiment Station is for candidates for the Ph.D. degree. This distinguished fellowship honoring the author of the Agricultural Experiment Station legislation which is widely known as "The Hatch Act" carries a stipend of \$5,000 the first year, and \$5,200 the second year. There is no restriction on the area of study and research except that it must be supervised by a department within the College of Agriculture. The candidate may choose his department.

The effective date of this fellowship is July 1; however, applications must be submitted for consideration prior to January 15, 1972, as the recipient will be announced on February 15 or soon after. The Dean of the College of Agriculture is in charge of selection.

A copy of the brochure and details regarding information to be included in an application may be obtained from the Dean of the College of Agriculture, 2-69 Agriculture Building, Columbia, Missouri 65201. □

U. of Wisconsin

The University of Wisconsin-Madison offers a limited number of assistantships through the Division of Program and Staff Development, University Extension, consisting of \$325 per month for 12 months, plus a waiver of out-of-state tuition. Contact Patrick G. Boyle, Director, Division of Program and Staff Development, 432 North Lake Street, Madison, Wisconsin 53706. □

\$3,100 for students with a master's working for a doctorate, and \$3,700 for students who have successfully completed prethesis examinations for the Ph.D.

For information write Daniel L. Wentz, Administrative Officer, Center for Developmental Change, University of Kentucky, Lexington, Kentucky 40506. □

Florida Academic Program for Black Students

Through a Rockefeller Foundation grant, the Institute of Food and Agricultural Sciences, University of Florida, offers an academic development program in agriculture and related fields for black American students.

Students applying for admission are required to take the Graduate Record Examination. The GRE score and grade point average for the junior and senior years are used in determining admission to the Graduate School. A combined score of 500 (including GPA of 2.75) will qualify an applicant for full admission.

Graduate assistantships for one-third time service, at \$315 per month, are available to students who meet requirements for admission.

Persons who are considered to have potential for graduate work are eligible to apply for up to three quarters of course work, after which they may be admitted to the Graduate School. Dur-

ing the period of pre-graduate study, the student will be enrolled as a special post-baccalaureate student and will receive financial assistance of \$290 per month.

For application forms and other information, write to: Dr. Marvin A. Brooker, Institute of Food and Agricultural Sciences, Dan McCarty Hall, University of Florida, Gainesville, Florida 32601. □

University of Arizona

The University of Arizona offers financial assistance to graduate students in the form of research assistantships, teaching assistantships, and tuition scholarships.

In most cases the registration fee of \$175 a semester is not waived, although nonresident tuition of \$445 a semester is waived. Assistance ranges from \$1,450

Ohio State University

The Ohio State University offers research associateships of \$3,600 to \$5,400 and a number of university fellowships on a competitive basis, about \$2,400 each. All associateships and fellowships include waiver of fees.

Application deadline is February 1. Contact Dr. C. J. Cunningham, Department of Agricultural Education, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210. □

to \$6,700 per year. Graduate study includes work toward both master's and doctoral degrees.

Applications for appointments should be filed with the department heads before March 1. For forms and further information, write to Dean of the Graduate College, The University of Arizona, Tucson, Arizona 85721. □

University of Vermont

One graduate research fellowship is available in the Department of Vocational, Technical, and Extension Education for workers interested in pursuing a Master of Extension Education degree. The fellowship pays the full \$2,200 out-of-state tuition plus a \$3,100 salary on an 11-month basis.

Contact Dr. Gerald R. Fuller, VOTEX Education Department, 105 Morrill Hall, University of Vermont, Burlington, Vermont 05401. □

Cornell University

The Department of Rural Sociology provides Extension, research, and teaching assistantships paying \$3,600 annually plus payment of fees and waiver of tuition. These grants are available only to graduate students majoring in development sociology who are full candidates for a degree.

For further information contact Dr. Harold R. Capener, Head, Department of Rural Sociology, New York State College of Agriculture, Cornell University, Ithaca, New York 14850. □

. . . other opportunities

Resident Scholar Program

The Corps of Engineers' Board of Engineers for Rivers and Harbors, Department of the Army, conducts a resident scholar program. Participants eligible are scholars in a broad range of disciplines and specialties including economic, political, and other social sciences; geography; ecology and environmental planning; systems analysis and operations research; and urban and regional planning. Preference will be given to individuals in graduate level teaching on sabbatical leave or who desire to take a year's leave of absence.

One resident scholar will be employed each year at the Board offices in Washington, D.C., for a 12-month period. Applications for the July 1973 through June 1974 period must be submitted by the end of October 1972. The discipline has not been determined from which selection will be made. Salary ranges from \$20,000 to \$25,000 annually (\$80 to \$100 per day). Moving expenses

to and from place of residence will be paid.

For further information write to: The Resident Member, Board of Engineers for Rivers and Harbors, Department of the Army, Tempo C Building, 2nd and Q Streets, S. W., Washington, D.C. 20315. □

Behavioral Science

The Center for Advanced Study in the Behavioral Sciences provides scholars free time (at their normal university salary) to devote to their own study and to associate with colleagues in the same or related disciplines. The Center requests nominations from certain graduate departments and research centers. Fields: the behavioral sciences. Write to the Director, Center for Advanced Study in the Behavioral Sciences, 202 Junipero Serra Boulevard, Stanford, California 94305. □

University of Chicago

The Midwest Administration Center, University of Chicago, serves as a locus for graduate study in educational administration. It promotes research, the dissemination of research findings and new concepts relevant to administration, and experimentation with new patterns and methods of pre-service and in-service education of administrators.

The program normally takes 3 years to complete, and includes course work in general education focused on administration. Offerings in the social sciences and the humanities provide a wide variety of opportunities for developing the special interests of the student. The aim of the program is to prepare humanistic and analytic educational administrators committed to sound conceptual approaches to the solution of social problems.

Selection of candidates is based on scholarship and leadership potential and a demonstrated commitment to education as a means of improving society. A limited number of fellowships are available. The basic fellowship includes a stipend of \$5,000 for a full calendar year, plus full tuition allowance and dependency allowances.

For information and application forms, address: Bruce A. Thompsett, Director of Student Services, Midwest Administration Center, 5835 South Kimbark Avenue, Chicago, Illinois 60637. □

Warner Scholarship

Mu Chapter of Epsilon Sigma Phi will award one scholarship of \$100 to professionals in Extension Service for study of Extension methods through one of several ways—a 3-week summer or winter Extension school, academic study while on the job, or study leave.

Applications may be obtained from the State Extension training officer, or from the Staff Development Office, Extension Service, USDA, Washington, D.C. 20250. The deadline for filing applications is April 30, 1972. Announcement of the recipient will be made in May; the award will be granted after the study is completed. □

Harvard Fellowships for Government Careers

Littauer Fellowships

These fellowships are for public servants who have had considerable experience in government, and preferably some graduate study in the social sciences, and who plan definitely to continue their careers in government service, at either the Federal, State, or local level.

Students in the School pursue individual programs of study. These may be concentrated in one of the social sciences, particularly economics or political science, or they may combine two or more fields in a manner suited to specific needs.

The fellowships are adjusted in amount to the needs of the student and may normally carry stipends up to a maximum of \$6,800. Exceptions may be made at the discretion of the Fellowship Committee. □

Administration Fellowships

These fellowships are for recent college graduates who have had some experience in the public service and a distinguished record in their undergraduate work. A limited number of these fellowships are also available to recent college graduates without government experience who intend to enter the public service. Administration Fellowships carry stipends up to \$5,400 with amounts adjusted to the needs of the student.

Persons interested in fellowships or admission may obtain application blanks, catalogs, and other information by writing to the Registrar, 123 Littauer Center, Harvard University, Cambridge, Massachusetts 02138. Applications should be filed by March 1, 1972. □

National Defense Graduate Fellowships

No new 3-year fellowships will be granted in 1972-73. Some vacancies may be available for re-award, as a number of students currently on 3-year fellowships are expected to resign during 1971-72. Make application directly to the institution, not to the Office of Education.

For the 1971-72 listing of approved doctoral institutions and graduate programs (valid for 1972-73) write the Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. The publication number is: OE 55017-72. □

Adult Education Fellowships

Extension workers who are concerned about the future role of universities in the urban setting and their own part in shaping that role are invited to apply for a \$6,000 doctoral fellowship in adult education. Each award, which is provided by the Carnegie Corporation, will provide the recipient with firsthand knowledge of the complementary and the competing functions of publicly and privately supported adult education programs in metropolitan areas.

Applicants should be preparing for positions of administrative leadership in broadly based programs involving both Cooperative and General University Extension and should have a commitment to improving the quality of life in the city through the extension of university resources.

Scholarships and assistantships for specialists and county workers who wish to work toward the Ph.D., M.A., or Certificate of Advanced Study in adult education are available on a competitive basis.

Applications for the 1972-73 academic year must be submitted no later than February 1, 1972. Application forms and further information may be obtained by writing to: William S. Griffith, Department of Education, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637. □

Florida State University Graduate Programs in Adult Education

Florida State University conducts a graduate program in adult education that may be of interest to many Cooperative Extension personnel. This program is available to degree and non-degree pursuing students and can lead to Master's, Advanced Master's or Doctoral degrees.

Although no rigid curriculum is prescribed, most students pursue a core of studies in adult education, educational

foundations (history, philosophy, and sociology of education) and the behavioral sciences.

In addition, students can design a program of studies that focuses on one or more specialized areas such as community development, program development and evaluation, computer assisted instruction, adult counseling, management and administration, basic education, and others.

University fellowships and a number of assistantships are available, but vary from year to year, depending on the nature of the projects being undertaken by faculty and students.

Past projects have included technical assistance and materials preparation for public school, adult basic, and migrant education programs; training of educational leadership for the aged; development of a simulation program development model; workshops for correctional education instructional staff; evaluation of statewide adult education programs; and national workshops for State-level administrators of adult education.

In addition, experiential internships have been available with the following agencies: Federal Correctional Institution, State Department of Education, Board of Regents, FSU Division of Continuing Education, and several others as the need and opportunity arises.

Admission applications for the graduate program need to be submitted at least 6 weeks prior to the expected enrollment date; at least 3 to 4 months is preferred and desired.

Applications for fellowship awards are needed by early February for the following academic year. Assistantship applications are accepted at any time, but early spring is preferred.

These awards range from \$200 to \$600 per month, depending on student experience and funds available.

Additional information about this program can be obtained from: Dr. Irwin R. Jahns, Associate Professor and Graduate Coordinator, 920 West College Avenue, Department of Adult Education, Florida State University, Tallahassee, Florida 32306. □

University of New Mexico

The Division of Public Administration at the University of New Mexico has developed the Program for Advanced Study in Public Science Policy and Administration for mid-management officials in Federal and State scientific and technological agencies. It is designed to help prepare personnel trained in a scientific-technological field for overall higher-level administrative posts.

Approximately 15 In-Service Fellows are selected each year for an interdisciplinary course involving the social sciences and management, leading to a Master of Arts Degree in Public Administration. These Fellows are sent by their respective agencies under the Training Act, and the University provides tuition, fees, and book costs. Outstanding science administrators participate in special lectures and colloquia in the Program.

In addition, approximately five Pre-Service Fellows are selected from outstanding graduates in scientific and technological fields.

For application forms and other information write to: Dr. Albert H. Rosenthal, Director, Program for Advanced Study in Public Science Policy and Administration, Mesa Vista Hall, University of New Mexico, Albuquerque, New Mexico 87106. □

Farm Foundation Fellowships

The Farm Foundation offers fellowships to agricultural Extension workers, giving priority to administrators, including directors, assistant directors, and supervisors. County agents, home economics agents, 4-H Club workers, and specialists will also be considered. Staff members of the State Extension Services and USDA are eligible.

Courses of study may be one quarter, one semester, or 9 months. The amount of the grant will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that study center on the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

Applications are made through State Directors of Extension to Dr. R. J. Hildreth, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago, Illinois 60605. Forms are available from State Extension Directors. Applications must reach the Farm Foundation by March 1. □

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Environmental Thrust ?

Never heard of it? Or maybe you've seen something about it, but at the moment you can't recall what it is all about? We hope you aren't in either group. If you are, however, now would be a good time to recheck recent mailings from your State Publications Distribution Officer. Dig out the brochure entitled "Environmental Thrust—citizens' projects for a Better America" and the USDA "Environmental Thrust Handbook," and get acquainted or reacquainted with the details of the concept.

The "Environmental Thrust," described in the two publications, is designed to bring together the concerns and energy of local citizens and citizens' groups on the one hand and the Department's resources and technical expertise on the other to solve one of our most pressing national problems.

In the tradition of both Extension and the Department, "Environmental Thrust" is not a program to be imposed on people from the Federal level. Rather, it provides guidelines for attacking 22 commonly identified environmental problems. Since such problems vary widely from area to area, it is not intended to be exhaustive, and local people are encouraged to develop and implement their own projects to deal with their own unique environmental problems.

Copies of the two publications have been mailed to leaders of many national organizations. The idea has captured considerable attention among these groups and is rapidly spreading the idea that the Department of Agriculture is genuinely concerned about environmental quality. Several of these organizations are definitely planning to sponsor projects relating to their interests. Their local units will no doubt be calling on Extension and other USDA personnel at the local level for guidance and technical assistance.

In announcing "Environmental Thrust" and redefining the Department's interest in environmental quality, the Secretary of Agriculture in part said:

"The threat to our environment as a healthful and pleasant place to live has captured the attention of all people throughout the breadth of the country—the old and the young, the rural and the urban, the rich and the poor. Truly there is a national consensus that something must be done—and now!

"Therefore, it shall be the policy of the U.S. Department of Agriculture to lend all possible support to individuals, civic and service clubs, development committees, and local, county, and State governments in pursuing activities, projects, and programs whose goals are to reverse the trend of greater and greater degradation of our environment."

Alert citizens can see pressing environmental problems that are not included in the handbook. It is hoped these concerned citizens also see opportunities for voluntarily working together to solve these problems. The 22 project outlines list the expertise and resource assistance that can be expected from the Department for those particular problems. Similar kinds of support are available to locally planned projects.

The whole national problem of environmental degradation is made up of so many smaller problems unique to specific areas that the only feasible way to tackle it is through citizen action at the local level. Only when enough local communities become concerned and tackle their own local problems with the support of the Department and such other help as is available will this trend to environmental degradation be reversed and become a trend toward a pleasant and healthful America for ourselves and future generations.—WJW