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EXTENSION  
SERVICE  
**review**

U. S. Department  
of Agriculture  
March  
and April  
1976



# EXTENSION SERVICE review

The Extension Service Review is for Extension educators—in County, State, and USDA Extension agencies—to help people learn how to use the newest research findings to bring about a more abundant life for themselves and their communities.

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Secretary of Agriculture

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## Living with Change. . .

Extension educators all over the country are helping consumers deal with change. ES-Home Economics is supporting these efforts with a new project, “Living with Change.”

In May, states will receive materials especially designed for county workers — one packet per county. These materials will include:

- “Living With Change” logos in camera-ready copy to be used on 1, 2, or 3-column newspaper stories, newsletters, publications, etc.
- “Living With Change” newsletter heading to which you can add your address.
- “Living With Change” poster in camera-ready copy for easy reproduction and a sample of the finished product.
- A consumer clip-art collection.
- “Living With Change” publication.
- Information on a new USDA “Living With Change” slide set.
- Radio spot scripts.
- Samples of the four “Living With Change” quizzes designed to accompany the four new “Living With Change” consumer exhibits.

States will receive one print each of three new “Living with Change” TV spots (60, 30, and 10-second) developed by Kansas State University. And, a reel of consumer radio spots taped at USDA.

ES-Home Economics hopes that through efforts such as “Living With Change,” Extension Home Economics can better serve people on a national basis.—*Elizabeth Fleming.*



by  
Josephine H. Lawyer  
*Family Resource Management Specialist  
Extension Service-USDA*

with change in their homes and communities. As costs increase, many people may need to spend a larger share of their income for necessities such as housing, food, and transportation. No doubt lifestyles, standards, and expectations will continue to change. Hopefully, people will consciously make the necessary adjustments in attaining and enjoying a "better way of life" without wasting resources and damaging the environment.

Extension faces the challenge of helping people recognize the basic choices they have when using resources. They can:

- Use fewer resources — spend

less and have fewer goods and services.

- Use resources to better advantage — extend and expand income and other resources.
- Increase resources — increase income and human production; use more community resources.

Extension can help people realize that living with change is part of living, and that their decisions make a difference in how well they live now and in the future.

**"Living With Change"** is a vital concept today. By learning this, people can maximize control of their lives by setting goals, making plans, and taking action. □

What's new about the idea: **Living with Change?** Plenty!

Yes, it's true. People have always lived with change. But — change today is different than in the past. Economic, social, political, technological — we've got them all! And sometimes, these changes all occur at once. People today often feel they have little or no control over the rapid changes affecting their lives.

No one knows what change the future will bring. However, some clues are found in the past. At least for the next few years, it is expected that:

- Costs of just about everything people use will continue to rise.
- Incomes, on the average, will continue to increase at a slightly faster pace than costs of goods and services.
- Energy use and conservation will need to be taken into account in all private and public decision-making.
- We may need to alter expectations and goals to meet new limitations related to natural and other resources.

Such expectations help define Extension's challenge as people cope



*A young couple computes their monthly budget.*

# Family day care — “developing a sense of wonder”

by  
Roy E. Blackwood  
*Extension Associate,  
Media Services  
Cooperative Extension Service  
New York State*

This is a story about children. Don't let the fact that it talks a lot about adults, teenagers, buildings, programs, and administration fool you — it's about Cooperative Extension's Family Day Care Program in Nassau County, New York, and the program is, after all, about children. Extension Specialist Barbara Pine, program administrator, feels



*The wonders of sea life are explored while examining a shell.*

that a responsive human service program must be run from the place where the people are.

The three-room, ex-wig shop in the village of Roosevelt, that serves as a resource center, is the hub of the program. The building itself is unimpressive; and in this respect is an integral part of the community. The large signs on the front proclaiming it a family day care resource center,



however, make it very visible. Anyone, who even glances inside the large front window, could hardly mistake its purpose.

The purple walls, plants, gerbils, books, games, toys, home-made decorations, bright carpet — all combine to create an environment rich in learning experiences. When the children arrive this room really comes alive. It's easy to see when the girls and boys begin to play with and learn from the various elements in the room that this is its purpose; and it does its job well. So do the two program aides and the senior citizen aide, who help plan, supervise, and participate in the activities of the children, while their caregivers are involved in the other activities of the center.

Down a narrow hall behind the playroom is a combination staff office, storage room, and loan closet where family day care parents can check out on a free-loan basis anything from story books to play pens. Most of the items stay checked out, making the rounds of day care parents. They need not be returned to the center before being checked out again. The name on the inventory card is simply changed to reflect the new user.

Behind this room is the third — a combination conference, lunch, and work room. Here, on Wednesday mornings, day care parents meet to learn about child development, to hear talks by subject-matter specialists and resource persons, to exchange ideas, to discuss problems, or to learn new activities to share with their children. This room is also used as a classroom for the family day care parent certificate training program conducted by Extension, and loaned to other community service organizations as a central meeting location.

Here the three teen aides, trained in child development by the staff, prepare materials for "house calls" to the homes of family day care parents. There they spend a few hours with the children, demonstrating many developmental activities, and in turn learning about

children by working with them in a creative atmosphere. An interested observer is the day care parent, who, during a teen visit, not only has the opportunity to learn new activities to share with the children, but also to step back and see them interact with other caregivers.

It is from the storefront that groups of day care parents, children, and staff leave on excursions to the library, fire house, zoo, or park. These trips help both children and caregivers expand their knowledge of the community, and increase their awareness of available facilities and how they may be used. A police department bus, driven by a uniformed officer, often provides transportation — the result of one successful effort to involve other agencies in the program.

The project has established a cooperative relationship with an impressive number of organizations. The relationship between the program and the Department of Social Services shows a continuing and active cooperation. From the time the storefront day care center began in December 1972, the local library has given special loan privileges as well as establishing story hours for day care parents and their children, and participated in training programs.

Public Health nurses also participate in training classes. From its beginning, the family day care program has been closely associated with the Cooperative Extension Expanded Food and Nutrition Program, sharing resources and exchanging services. Other cooperating agencies include the Parks and Recreation Department, Fire Department, Day Care Council, Verbal Interaction Program, Senior Community Service Project (which supports the senior aide for the program), Neighborhood Youth Corps (which supports one teen aide), Distributive Education Program, and Family Day Careers Programs.

The fact that so many agencies cooperate with the project is not an accident — one of its original goals

was to link family day care to the existing human service network in the community.

When Cooperative Extension initiated the program at the New York State College of Human Ecology, very little was known about the people who provided family day care to children, about environments in day care homes, or about the needs of the caregivers. One study noted that some families preferred family day care to child care in a center because children could remain in their own neighborhoods; several children in the family, from infants to school age, could be cared for in the same home; and the flexibility met the

needs of irregular work hours.

Child care centers had been considered by many the best way to care for children outside their home. However, there were not enough spaces in existing centers to accommodate the large number of children needing care. In New York State, up to six children, including those of the caregiver, may be cared for in one family day care home.

Realizing that increasing numbers of parents of young children were entering the labor force, and would need child care, Cooperative Extension sought to strengthen and support existing child care — family day care — a viable option preferred by

many families. An effort was made to learn more about the needs of family day care providers, who share with parents the responsibility of caring for children and providing an environment that promotes optimum growth and development.

The early years are critical in the development of a child's ability to learn. This program seeks to help the caregiver understand child development and the importance of providing a rich environment that capitalizes on the child's natural curiosity and sense of wonder.

Since the program began in 1972, an effective communications network with day care parents has been built. An analysis indicates that a measurable increase in knowledge and awareness of skills and resources has taken place in the participating caregivers. It is through this kind of increased awareness, and the improved self-image that results, that caregivers will be able to improve the kind of care they give their children. And it is this quality in the program that has made it noticed by other communities and agencies. Several areas throughout the state plan to replicate parts of the pilot effort in Nassau County.

Recently, lack of funds forced the closing of all three day care centers run by the Department of Social Services in Nassau County. The decrease in child care options caused by these closings has brought vividly into focus the need for a support system for family day care. In fact, it has become the only viable alternative left many families.

A newly released report from the U.S. Department of Health, Education and Welfare (HEW) estimates that 91 percent of all day care in the United States is currently provided by family day care parents. This figure outlines the need for programs that will help assure that this care is developmental, rather than custodial.

One way of doing this is to rely on programs like the Cooperative Extension Family Day Care Program in Nassau County. That's why this story is about children! □



*Children learn to share at the family day care center.*



by  
Sabina D. Brown  
Health Educator  
Cooperative Extension Service  
University of Arizona

and  
William L. Ivey  
Former Deputy Coordinator  
Arizona Regional Medical Program

"We believe we're making you an offer you can't refuse—or at least shouldn't," Gerald R. Stairs, dean of the University of Arizona College of Agriculture and director of the Cooperative Extension Service, wrote in a letter to Extension faculty.

Apparently, Extension personnel agreed. Stairs was offering them an opportunity to participate voluntarily in a demonstration of personal health assessment called Health Hazard Appraisal (HHA) during the 1975 and 1976 annual conferences in Tucson. This appraisal is part of Extension's new self-provider health program—"Project Well Aware About Health," designed for Arizona's rural communities.

Ninety of the 140 attending Extension staff showed up at appointed times for physical tests including height, weight, blood pressure, lung capacity and blood samples; then filled out questionnaires providing a short medical history. A computer analyzed the results. Each participant then received a confidential report indicating her or his risk factors for various diseases during the



*Participants in Project Well Aware receive individualized professional health-risk counseling.*

next 10 years. The report also recommended how to reduce these risks.

The demonstration was one of the most talked-about portions of the conference, which also included health education sessions. The HHA acquainted Extension faculty with Project Well Aware and enabled agents to later assist interested groups and communities who wanted to adapt the new program for local use.

Presently, ten rural communities with limited medical facilities are participating in Project Well Aware, which is funded by the Arizona Regional Medical Program with a \$70,700 first-year grant and a new

\$64,250 second-year grant.

Stairs believes strongly that good health care is an important element of the rural service programs offered by the Cooperative Extension Service. He backs this up with sobering facts.

"When we were organizing this project last fall," he said, "the need for better understanding of the serious health risks we all face was dramatically driven home to us with the untimely deaths of three of our faculty—all under age 50."

When the Arizona Extension conference was over and inquiries about Project Well Aware started rolling in from all directions, no one was more encouraged than the program staff.

In support of the staff, county agents themselves have become walking examples of the project. One agent took results of his appraisal testing to his doctor, began a supervised activity program and lost 30 pounds. A young staff member in her 30's became alerted to a high blood pressure reading, went to her doctor, began a program of aerobics exercise, and knocked 15 points off her blood pressure. Two months after taking the appraisal test, 17 agents had lost weight or begun exercise programs.

One benefit of Project Well Aware is that participants learn to identify the signs and symptoms of acute or chronic illnesses. This makes every participant a "self-provider"—better equipped to care for themselves, their family, friends, and neighbors. In many areas, where suitable professional care is not readily available, this valuable reassuring skill may save lives.

Besides better awareness and application of good health habits, Arizona residents are moving on to the next step of developing real health skills by taking emergency medical training in community college Extension courses. Another interesting by-product of this new health emphasis—people with health backgrounds, such as retired nurses, are volunteering their skills to improve community health care.

In each of the ten selected Arizona communities where Project Well Aware is at work, a project health team has developed a volunteer group of between 50 to 125 adults. This group has taken the HHA test and provided additional information about the community. From this data, the health team formulates an educational program tailored to fit each community's major health problems.

This gives participants the information they need to reduce the risk of chronic and degenerative diseases, such as heart disease and arteriosclerosis, cancer, stroke, liver, kidney and respiratory diseases, as well as motor vehicle and machinery accidents.

Along with the health screening, Project Well Aware has developed a wide range of educational materials available to all county agents. A fact-filled monthly publication, *Well Aware About Health*, is also distributed through county Extension offices. The screening program and educational materials are both developed in Spanish for workers on

farms, ranches and orchards in Arizona.

Project Well Aware services are also available on a group basis anywhere in the state. The group can consist of residents in a community, farm organizations, groups of workers, or any other quantity of people. Services are provided for \$15



*Blood pressure, a dangerous thread that runs through several of the risks patients encounter in their lifetime, is measured in the Health Hazard Appraisal (HHA) test.*



per person. This cost covers laboratory fees, computer health analysis, and educational materials.

Of course, the Health Hazard Appraisal is just one tool used in the growing field of prospective medicine—a new approach to identifying an individual's potential future health problems by systematic analysis.



*Paul Drake, assistant state leader for 4-H, measures his lung capacity for a pulmonary function test.*

For many years our time and money have been invested in fighting infectious diseases and treating chronic illnesses. Now we need to learn how to prevent these degenerative diseases, or at least catch them early so they can be treated effectively. Much of this depends upon an individual's willingness and ability to assume more responsibility for her or his own good health.

This unmet need is what attracted the interest of the Arizona Regional Medical Program (ARMP) to Project Well Aware. ARMP has put major emphasis on developing better health services in Arizona's rural, medically underserved communities. In addition to Project Well Aware, it has funded vital health programs to control high blood pressure, streptococcal infections, and dental dis-

ease, among others. Project Well Aware offers additional opportunity to apply techniques and preventive skills in many underserved areas.

As John J. Hanlon, assistant surgeon general for the Public Health Service, explains it:

"Regretfully, it is extremely difficult to impress individuals with the importance of their roles and responsibilities for their own health and well being . . . That is the unique thing about Health Hazard Appraisal. It lets the patient know exactly where he stands, and in terms he can readily understand . . . The choices are there before him to accept or reject—but he now knows the consequences."

In Arizona, thanks to Project Well Aware, more people are beginning to know where they stand today in terms of personal health. □

# Georgia agents reach millions daily with TV spots

by  
Charles S. Thorp, Jr.  
*Extension Editor,  
Visual Communications  
Georgia Extension Service*



*After the animated logo opening for each spot, the agent appears for a brief period of time. The Georgia Extension Service identification appears as a chroma key over the agent's shoulder.*

The typical Extension program is a half hour on Saturday morning. The format is traditional—almost sacred.

We just assume it meets our programming needs. After all, what is there to compare it with? And the stations like it because it's more than adequate to meet the Federal Communications Commission (FCC) desire for agricultural information.

But, who's watching television at 7 o'clock on a Saturday morning? Who, indeed!

In 1973, nearly a quarter century after Extension discovered the "tube," we decided it was time to find out. According to TV station surveys, practically nobody was turned on.

One program director told us a thousand households is all you can expect at 7 a.m. Saturday. With a potential 1,647,000 households—which happens to be the number in Atlanta—there was no way we were going to be satisfied with a thousand.

So, we scrapped several of the longer "productions" and went to 60-second spots or public service announcements (PSA's).

We're happier. The TV stations are happier. But more important, our viewers are happier.

And there are more of them now. We know that because they're responding. They're calling us—we don't have to call them.

The Georgia Extension information staff presented the spot idea first to WSB-TV in Atlanta, and it was with them that we got off the ground.

Here's how it works. Most important is a well-made plan and a schedule.

Once a week two Extension agents to the TV station. The woman home economist tapes four spots and her male coworker does three. Although some time is spent in studio rehearsal, agents find that each week's package of seven spots usually takes less than one hour to produce.

Each spot starts with a 7-second animated introduction to identify it with Extension. Then comes a 43-second message from the agent,

backed up by three-to-four slide visuals. The visuals are either full-screen or chroma-keyed.

The remaining 10 seconds show and tell the viewer where to go for more information or help. The closing is both audible and visual (for more information, call your County Extension Office.)

Reaction has been tremendous. Agents say there has been a marked increase in calls. Many callers mention a specific spot (date, time, station, subject) and ask for followup information relating directly to it. Some say they didn't know about the Extension Service until they saw it on TV.

John Cone, public service director at WSB-TV, says these Extension spots would cost \$500,000 a year if we had to buy them.

The PSA's also help the station meet its public service obligation, and Cone likes them better than the longer format because he feels his station is really serving the public now. At least, it's putting viewers in touch with Extension professionals who can help. Very few people watched the old 30-minute shows, and only a small percentage of those who did were really "turned on" by the subject matter.

The spots get to the people, give them an idea quickly and painlessly, and viewers don't tune us out—even when they want to—because they know it'll be over in less than a minute.

After Atlanta, we moved on . . . to Columbus, Macon, Augusta, and Savannah, using agents from those viewing markets.

They agree with their Atlanta cousins . . . they're reaching more people and serving them better . . . getting a lot more followup . . . with the 60-second spots than they were with the 30-minute programs. And they're doing it in much less time.

In Columbus, for example, the spots are on three or four times every day—including prime time. The old drawn-out show was a weekly one-shot deal, early in the morning!

The subject matter decision is left

to the Extension agents who do the spots. They know what they're comfortable with. And they have a better idea what their people want and need.

Once that's decided, the Extension specialists get involved. They counsel the agent to be sure the information is up-to-date and accurate. But the agent actually writes the script.

We in the Information Department review the scripts, do minor editing when it's needed, prepare the visuals, and handle station liaison.

Most spots cover food, clothing, home management, lawns and gardening. But no subject is off-limits if the agent thinks it's timely.

What about the future of Extension television? We aren't putting down the half-hour shows because they are still a part of our TV effort. But right now we believe our new concept is putting Extension and its people and services on the minds of more people.

Here's a breakdown of our potential audience and the number of times our spots are used in Georgia's major TV markets:

<i>City</i>	<i>Area TV Households</i>
Atlanta	1,647,000
Augusta	570,700
Columbus	690,700
Macon	693,400
Savannah	203,700

<i>City</i>	<i>Spot Use</i>
Atlanta	Twice daily
Augusta	Daily
Columbus	Four times daily
Macon	Twice daily
Savannah	Three times daily

Admittedly, spots can't answer all questions about a topic. They aren't supposed to. We merely want them to tease—create an awareness. "Here's a place (Extension Service) I can go for information."

The response we're getting will keep spots before our eyes—and before the eyes of TV viewers in the Peach State for a long time. □

# Busing — a crisis averted

by  
James T. Bray  
*Area Youth Specialist  
Cooperative Extension Service  
University of Missouri*

For 18 months an Extension educational assistant (paraprofessional) has walked a tightrope between irate parents (both black and white), community groups, and the school board and school administration in one of the St. Louis school districts because of court-ordered school integration utilizing busing.

Positive results of this involvement include:

- The school district is integrated.
- No major problems arose to split the community.
- A vocational preparatory school was established.
- Teachers, parents, and school administrators because involved in human relations training.

To understand how this happened, let's trace Extension's function in this community. For 2 years we had conducted educational programs, both 4-H and non-4-H, in the school district, developing excellent relations with several school administrators. We had also integrated the summer employment program to avoid "labeling" and stigmatizing either the workers or the program.

As soon as the educational assistant heard about the forthcoming busing order, she alerted me and together we mapped out a philosophy and strategy for making

the plan work as smoothly as possible:

- Work behind the scene, keeping a low profile.
- Attempt to block any plan that could cause over-reaction by either the black or white segments of the community.
- Keep all outsiders away from the school, including the press.
- Keep all events, good or bad, in low profile.
- Work with factional groups to appease them before problems became magnified.
- Meet with all concerned from the superintendent of schools to youth groups to keep them informed on developments.
- Maintain a neutral position, if possible.
- Establish a rumor control system.

School administrators unofficially accepted the above plan and an open-door policy was granted the educational assistant.

De facto segregation was in practice in the area. When the school district was ordered to desegregate its elementary schools, a desegregation proposal was made that would have been detrimental to the black neighborhoods.



After this first plan was blocked, the school district proposed another plan calling for the closing of all black schools and busing the black children to the white schools. This plan not only had the white parents upset, but also the black parents, who were losing their neighborhood schools. However, it was approved and put into effect in September 1974.

Immediately problems sprang up and had to be dealt with:

- The term "busing" had bad connotations for both black and white parents.

- Black children and their parents had never been involved in school transportation.

- School boundaries changed to accommodate increased student enrollment thus forcing white children to change schools, resulting in more angry families.

Using the strategy and philosophy described earlier, leaders of community groups were contacted and asked to keep their organization from discussing the integration process during meetings. "Busing" has been called a volatile term; we, therefore, attempted to remove the explosive ingredient. The term "school transportation" was used instead of "busing" at all meetings. School boundaries were changed to

improve education quality, not to conform to busing. This was agreed to by both school leaders and community leaders. Through mutual agreement the press was kept uninformed. Maintaining this low profile also meant no sensational media stories.

Was everything harmonious—not at all! The anger, frustration, and hatred were all there. We but-tonholed, high pressured, politicked and soft-sold community people until they were convinced that outsiders would reduce the chance of everybody getting what they wanted.

The Extension educational assistant was continuously in the middle of everything that was happening—to spot possible rough spots, yet retain the trust of both sides; and many times to be the communication link among various factions.

To insure that the black youth got on the right bus and arrived at the correct school, the educational assistant followed (with school administration's approval) some of the busses. She also rode the school busses occasionally to check out reported problems, then arranged to have school administrators ride them, too.

To ease the feelings of the black parents that they were losing their schools, the assistant arranged to keep the formerly black elementary school gymnasiums open evenings for community youth groups. She identified leaders and established programs.

Even though real efforts were being made to reduce tension, problems continued to flare up. Extension then suggested human relations training for both community people and school personnel. The University of Missouri-St. Louis developed a series of Human Relations Workshops to deal with integration and prejudice. The school district sponsored the workshops in the area.

This school district has not solved all of its problems. However, potentially explosive situations that could have developed into violence were handled quietly.

One reason things were quiet is that there was a person on the scene, who had a clear understanding of the community and could move quietly from group to group, handling each problem as it appeared—the Extension educational assistant. □





by  
Howard E. Frisbee  
*Assistant Extension Editor  
Cooperative Extension Service  
Ohio State University*

Fluctuating grain markets have ruined many a calm night's sleep for Ohio farmers as they dreamed of making a profit on their crops. But the Cooperative Extension Service has a remedy for awakening new market understanding among farmers — a college-level course in grain marketing. And the farmers don't even have to visit the campus to participate.

During the winters of 1974 and 1975, John Sharp, grain marketing professor at the Ohio State University, conducted such a course for almost 600 farmers. The nine 3-hour sessions included homework, finals, grades, and (for those who qualified) graduation certificates. However, participants received no official college credit.

"Many farmers are excellent producers, but poor marketers," Sharp insists. "They are losing money because of poor marketing practices." He explains that farmers are big businessmen: many of those taking the course sell \$60,000 to \$100,000 worth of soybeans and a similar amount of corn each year.

"If a farmer has some bad experiences with the market, he may get the impression that he's a bad farmer. He may be just a bad marketer," Sharp said. "Once

farmers have the tools, they can become their own best marketers; they know their operations better than anyone else."

These grain marketing courses are an answer to requests by farmers, elevator operators, and Extension agents in the major grain producing areas of Ohio for help in making marketing decisions. The first course, held in Wood and Henry counties from December 1973 to March 1974, was attended by 115 large grain farmers and elevator operators.

"This program is the result of a very intensive effort," Sharp is quick to point out. "Seven years ago, few farmers realized how much a better understanding of the market could do for them. They had little interest in taking a tough, college-level course that would train them to make wiser marketing decisions."

In 1968, Sharp shifted to a 75 percent Extension Service appointment. He immediately began a 5-year plan to build interest in marketing education among grain farmers. Speaking at countless field days, vo-ag and other meetings, he emphasized the benefits of greater grain marketing knowledge to farmers. Through this program, he reached an estimated 35,000 farmers, and by the fall of 1973, his enthusiastic message had created a demand for indepth training.

In 1975, Sharp received more requests for the marketing course than he could handle. As a result, he ex-

panded the course to three locations — Wilmington, Tiffin and Ottawa — with total attendance limited to 450 farmers. Extension agents helped to organize and conduct the sessions. Sharp has received requests to hold eight such schools in the 1975-76 season — more than he can handle.

Comments from farmer-students include:

"The course surely made a long winter short and, hopefully, gave us the sense to put more cents in our pockets," Grace Heinze, Fostoria.

"If I don't gain a cent by using much of the information we learned, I got my entry fee paid for just by learning of the many things and information that go into making up our pricing and marketing structure," Walter Hoagland, Pettisville.

Sharp describes the program as "bringing college to the farmers." It begins with economic principles involved in marketing, moves on to the structure of the market, and ends with practical applications of the principles learned. Subjects covered include the futures market — theory and practice, supply and demand factors affecting grain prices, elasticity of demand, grain contracting, hedging, delayed pricing of grain, "basis" pricing of grain and feedstuff, transportation, storage, and world trade in grains.

A \$25 enrollment fee includes a 6-month subscription to the *Wall Street Journal*, which is used by participants to make paper transactions on the futures market. Secretaries in county Extension offices serve as brokers.

For a first-hand look at grain trading, participants have the option of taking a bus trip to Chicago. There they spend a day at the Chicago Board of Trade and the Merchantile Exchange. Each class has voted to get together again 1 day each year for an update on the grain market and a discussion of "what's new" in the grain marketing picture.

As Sharp puts it, "Once they have the tools, farmers can improve their income by using sound grain marketing practices." □

## Being male in a formerly female field

by  
Elizabeth Fleming  
*Information Specialist-HE*  
*Extension Service-USDA*

Meet Bill. . . Rich. . . Frederick. . . Everett. . . Michael. . . Wayne. . . and Bob. These men are all Extension educators at the local level. They work in states like Missouri, New York, Michigan, and Nevada.

"So what," you say. "There are thousands like them all over the country — called Extension agents, 4-H agents, or CRD agents." Guess again. These men are members of a select group of 10 male Extension home economists at the local level. (There may be a few more than 10, but that's all the EMIS/SEMIS computer discovered in a recent search).

What kinds of jobs do these men do? How do they feel about being classified as home economists? What do they like — and dislike — about home economics jobs? With the help of State Leaders-HE and the male home economists themselves, we got the answers to some of these questions.

Out of the 10, seven answered our requests for information about themselves and their work. Their titles were different — no two alike.

Four of the agents or area specialists indicated that most of their work is in the human relations or child and family development field. One works in 4-H; another in EFNEP; and another in housing and interior design.

When asked if their jobs as male home economists differ from those of female home economists, few variations were noted. Responses to this question seemed vague and the thought occurs, "Is the writer strain-



*Rich McCaffery demonstrates proper blender care.*

ing to establish a difference here?" Each home economist, male or female, interprets a job in a different way. The question still remains — does the male home economist's job really differ from that of the female home economist?

In preparation for their jobs, the male Extension home economists hold degrees in such varying fields as: child and family development, family relationships, human ecology, psychology, food science, community development, and housing.

When asked what they especially enjoy about home economics work, the men commented:

"... Actually, I don't consider

myself a home economist; but rather a family and human relations specialist. My being considered a home economist is more by circumstance than design."

*Bill Burk*  
*Hillsboro, Mo.*

"... It's such a broad area which encompasses something that is helpful and/or useful to nearly our entire clientele — youth and adults."

*Richard M. McCaffery*  
*Cooperstown, N.Y.*

"... I believe that home economics is a liberating force in America. It is the only discipline I can think of that

teaches practical everyday living skills that make people less dependent on institutions in our society.”

*Frederick H. DuFour  
New Hartford, N.Y.*

What did they view as the least favorable aspect of home economics work? The men said:

“...Being classified and administratively treated as a home economist. My job as I perform it would probably be more effective and better received were it classed in some other category.”

*Bob Cusick  
Mexico, Mo.*

“...In my role, the least favorable aspect is the administrative paper work — reports, recordkeeping, etc.”

*Michael J. Tate  
St. Joseph, Mich.*

How does it feel to be a male home economist in a field dominated by thousands of women? Here are some of the agents’ reactions:

“Didn’t realize I was one of such a small group.”

“Wonderful! It’s a great, expanding field and there’s plenty of room for men and women.”

“At times, it’s a real pain!”

“Refreshing to work in a non-machismo oriented department. Find the women I work with are more willing to share feelings and ideas than the men I have previously worked with.”

“Sometimes embarrassing when you are in all male company and you’re introduced as a home economist.”

Asked if being male helped them do their job, the group was split in their answers. Two said yes. *Everett*

*Pollard, Las Vegas, Nev.*, said, “Being male helped me when I worked with Indians because I got along better with the Tribal Council.” One said no.

*Wayne Grossman, Ellicottville, N.Y.*, called the question “irrelevant,” saying that personalities — not sex — make the difference in how well one handles the job. Two said they honestly didn’t know. And one respondent said he just couldn’t answer.

The two male home economists who said that being male helped them to do a better job gave these reasons:

“...Have had more success than female counterparts in getting men interested in home economics subject matter.”

“...Was able to help a local professional man building a new



*Wayne Grossman (right) makes a point in his home economics role.*





*Fred DuFour teaches a class on constructing low-cost children's furniture.*

home iron out a housing problem. Feel that my being a male area specialist helped."

The men were also asked if they would consider other jobs in home economics. Three said yes; four said no. Those who expressed interest mentioned fields such as social gerontology, nutrition, and research-teaching in child-family development on a university campus.

The last question the men were asked was "Why do you feel that home economics is a good field for men?" Here are their replies:

"...Let's not rush to predrawn

conclusions!"

"...Men can and do work well in child development, family relationships, and the field of aging."

"...I think it is a field that needs some men to obtain a measure of balance. That's something most fields don't have in the U.S. today."

"...I feel that if a man likes working with people on an informal, educational basis, this type of job is ideal."

"...I believe that people have to break out of the roles they are placed in on the basis of their sex."

"...If a man's field of interest is

classified under home economics, then — home economics is a good field for men."

The male Extension home economists surveyed for this article expressed their views very candidly. Obviously, their chosen role as "pioneers" is not the easiest path to follow. There are some real problems associated with being a male home economist.

How does one summarize such a story? The men spoke — and spoke well — for themselves. Perhaps their opinions and concerns can serve to stimulate individual thought and useful discussions among others in local, state, and national offices of the Extension Service. While small in number, male home economists can contribute much to the effectiveness of Extension home economics. Their insights, their experiences should be drawn upon and better utilized.

Only three of the seven men said they'd be interested in seeking other home economics jobs in the future. Some expressed satisfaction with where they are; others did not.

If we want to achieve true equality in the future, we should ask ourselves:

- Why aren't some of these men more positive and proud of their connection with the profession of home economics?

- How can home economics (and Extension home economics) improve its image so that more men are proud to be associated with the field, and more men will seek employment in it? □

## Have tools. . .will travel

by  
Linda Benedict  
*Assistant Extension Editor  
Cooperative Extension Service  
Iowa State University*

Just like borrowing books from a mobile library, people in Scott County, Iowa, can borrow tools from a tool lending van.

They can even get them delivered right to their door and learn how to use them.

That's a "come-on" feature of the Ship Shape (Self-help Home Im-

provement Project) operated by Joan Zelle, housing aide. She works out of the county Extension office under Extension home economist Mable Flint.

Joan's main job is making home visits to people requesting help with simple home repairs, like fixing leaky faucets and toilets and repairing

electrical outlets. During the warmer months, she helps a lot of people fix torn screens and during the colder months, shows them how to putty windows and install weather-stripping.

A typical day for Joan includes four or five home visits. During a week she'll also speak to two or three



*Joan teaches Mary Camp, a Davenport widow, how to do some electrical repair work.*

groups on home repairs. Monthly she puts on a public demonstration at a nearby shopping center or neighborhood hardware store.

Joan parked her van at the Scott County fair this past summer to publicize her simple home repair program. She asked for a small deposit before giving out the tools. The deposit is returned when the tools are. The deposit varies from 50 cents up to \$10 depending on how many tools are borrowed for how long.

Joan has the longest simple home repair program going in Iowa. She's been on the job since October 1974. But she's not the first, nor the only housing aide.

This type of individual teaching from an equipped van began as a 6-month pilot project in Cedar Rapids, May 1974, with the assistance of Mary Yearns, Iowa State University housing specialist, and Dean

Prestemon, forest products specialist.

Mary first visualized the repair van service in Iowa. Dean helped with the funding requests and equipped the van — constructing the interior fittings to make it a mobile teaching unit.

The first aide worked in Cedar Rapids. Her success inspired the Extension staff there to hire another aide to cover all seven counties in the greater Cedar Rapids area. However, this system spread the aide's time too thin and didn't prove as effective.

A little farther west near Ft. Dodge, a similar effort is just getting underway. It's taken on a little different slant, though, since it's being funded as a rural development project. The aide there, Jo Ann Albright, covers three rural counties and doesn't have the advantage of shopping centers and densely pop-

ulated neighborhoods for public demonstrations.

She also doesn't have a showy van. She packs her tool kits in her car and does a lot of door knocking.

The basic philosophy of these programs has been to teach people to help themselves. Their main resource of reference is the Extension publication, *Simple Home Repairs*, PA-1034. The target audience is low-income and elderly people.

The housing aides stick to simple home fix-ups so they don't interfere with the business of local plumbers, carpenters, and electricians.

Before Joan got started in Davenport, Mable alerted the trade unions and businesses asking for their suggestions and help. "I've been in Extension long enough to know you don't surprise people if you want their support," she said.

Joan received free training and supplies from these local tradespeople. The \$300 worth of tools she loans out were donated from local individuals and businesses.

During her first 9 months of service, Joan put into dollars and cents how much she'd saved Scott County citizens with her program. For water faucet repair she saved her clientele \$989 based on the going rate for plumbers of \$21.50 per hour.

For electrical repairs she saved them \$337.50 based on the rate of \$18.75 per hour for an electrician.

And that doesn't include all the other types of training she provides—nor the people she reaches through group meetings.

Joan has no idea what repair problems she'll run into during her daily rounds. And there's no job she won't tackle, her supervisor said.

"I'm always learning," Joan laughed.

An 85-year-old man called Joan to his house and donated some tools to her van. He was so impressed with the story of her program he told her:

"I don't know how you get your funds, but you're a godsend to this county."

Wouldn't it be nice to have Joan and a simple home repair van in every county? □



Joan shows a passerby some of the tools available from her lending library.



# MAKING ENDS MEET- TODAY & TOMORROW

by  
Bernadine H. Peterson  
*Family Living Education*

and  
Nellie McCannon  
*Agricultural Journalism*  
*University of Wisconsin-Extension*

In a time of rising unemployment, lack of money is often the worst family worry. So when 159,000 Wisconsin workers were laid off in mid-January 1975, this was an opportunity for University Extension to reach a "new" audience—families living with unemployment.

Laid off auto workers in Kenosha and Janesville had helped swell unemployment figures and Special Unemployment Benefit (SUB) funds were running out.

Extension staff, including county home economists Phyllis Northway and Penny Landvogt worked with representatives from local auto workers unions in both cities to plan the program—"Making Ends Meet."

Coping with stress as a family unit is a major concern in families where a wage-earner is unemployed. The effects of stress were explored in one session, "Getting it All Together." Jane Tybring, Extension specialist in family relationships, and Wilbur Thomas, human relations specialist, role-played several ways of handling stressful family situations related to unemployment and involved participants in analyzing and discussing these.

Evaluation by participants identified areas of new learning. Marion Longbotham, housing specialist, and Glenn Barquest, agricultural engineer, demonstrated tools, methods, and products for simple home maintenance and repair. They also discussed ways to avoid home repair frauds.

Ruth Diez, specialist in textiles and clothing, demonstrated selective purchasing of jeans and T-shirts. Pitfalls to avoid and substitutes for money (time and energy) were presented by Margaret Nelson, Extension specialist in family economics, as ways for families to avoid overspending.

"Money can be saved in the supermarket if we use wise buying practices," said Charlotte Dunn, food specialist. Jane Voichick, nutritional sciences specialist, discussed saving money and still maintaining an adequate protein intake by making wise food choices. "Many of us get more protein than we really need," she said.

Fact sheets, carrying the "Making Ends Meet" heading, covered "Reinforce Readymade Clothing for Extra Mileage," "What is This Crisis Doing to My Children?," and "Consumer Protection for Job Seekers."

During the noon break there was time to chat informally with specialists and view Extension exhibits on gardening, food preservation, food safety, home repairs, and the services of the local Extension office.

Community services and agencies, including the Food Stamp office,

area technical school, library, Transit Authority, Family Planning, Social Services, and the United Auto Workers Credit Union, also provided exhibits to alert families to local community sources of help and information.

The program was advertised via local media and handbills. The United Auto Workers local in Janesville told about the program in a large newspaper ad. *The Kenosha Labor* newspaper ran a series on "Making Ends Meet," including an editorial headed "Help in Hard Times."

Although fewer individuals than expected participated in the program, certain positive outcomes were noted. New contacts were established between United Auto Workers and the University of Wisconsin-Extension in both communities.

A nucleus appears to have been created for developing a "new" audience for Extension programs in the two counties. One program participant wrote: "This meeting is only a drop in a huge knowledge desperately needed."

Both Janesville and Kenosha Extension home economists find themselves in a better position to work with people in their communities since involvement with the program. In Kenosha, Phyllis has continued to use fact sheet information in newspaper columns. In Janesville, Penny is continuing efforts to work with area unemployed in "Making Ends Meet." □



*A young family learns about home maintenance procedures from Glenn Barquest, Extension agricultural engineer.*

## Filmstrip-cassette unit proves timely teaching tool

by  
Karen A. Rugh  
Asst. Home Economics Editor  
Cooperative Extension Service  
The Pennsylvania State University

**Slide #4** *Meet Henrietta, Aggie and Alvi—people who have budgeting problems.*

**Slide #5** *And this is a special shopper—a wise manager, who has to budget her family's food money.*

**Slide #6** *There are bill beasts, ready to attack a victim of poor credit management.*

**Slide #7** *And here's Stan, a doorstep delivery person, who can deliver headaches to your door if you're not careful.*

What all these folks have in common is that they and other personalities appear in a series of 15 filmstrips produced for people who work in consumer education.

Colorful personalities and clever scripting, aimed at teaching low-income families how to better manage resources, are typical of the lessons developed in a special project undertaken by The Pennsylvania State University Cooperative Extension Service.

Project Director Harold E. Neigh, Extension consumer marketing specialist, says the project was designed to develop and evaluate educational material for a synchronized audiovisual system.

Neigh has developed 15 lessons, each with a single concept, under the broad categories of budgeting, food shopping, consumer protection and credit. Input for lesson contents came from many sources. But because nutrition aides working with the Expanded Nutrition Education

Program in Pennsylvania were more familiar with the consumer needs of the intended audience, their experience and ideas were relied upon heavily for the lessons.

The delivery system selected for the project was a filmstrip—cassette tape playback unit. The sound track is synchronized with the film advance. The viewing screen is 3 by 4 inches—suitable for one to three viewers at a time. The proximity of the machine and viewer tends to draw the viewer in and make for a more personalized type of instruction. Weighing about 8 pounds, the machine is very portable. It can be operated on ordinary house current and used in a variety of study situations.

“The playback unit is an effective technique in gaining the attention of homemakers,” reports Neigh. With the machine, information can be taught in the same way to all recipients with little or no chance that an important point will be forgotten or overlooked. Although it was not demonstrated, nutrition aides using the machines and lessons, felt they were able to communicate more effectively with poor readers.

Neigh feels there should be no problem of transferring the teaching system and lesson contents to other states and other clientele. The approach is intended for low-income consumers on a one-to-one basis. The lessons have already been used in various ways outside the scope of the project. The film-strip and cassette can be operated in a number of different teaching machines.

The material is being made available on a cost basis to other state Extension Services, agencies, and commercial firms. Pennsylvania county Extension staff members are already maximizing it by developing education programs in similar subject areas for various audiences. □



## Agents armed with crop and livestock data

by  
Gary L. Vacin  
Assistant Extension Editor  
Agricultural Economics  
Cooperative Extension Service  
Kansas State University

Kansas Crop and Livestock Reporting Service, headed by Ray Hancock, and two Extension economists, Joe Kropf and Richard Fenwick. The result was a series of five



Joe Kropf, (left) discusses the statistical marketing program with Raymond Hancock (center), and Richard Fenwick.

Ever since the U.S. government began collecting marketing statistics in 1839, many farmers and ranchers have been critical of public release of crop and livestock reports. This criticism has intensified since the big Soviet grain purchase in 1972 and the break in livestock markets in the fall of 1973.

As a result, county agents across Kansas saw the need to educate farmers on the value and application of the crop and livestock estimates issued by USDA and the Kansas Crop and Livestock Reporting Service. So they turned to Kansas State University for help.

K-State, in turn, involved the

regional meetings across the state designed to arm county agents with information they would pass on to Kansas farmers.

The day-long programs emphasized three basic points: how crop and livestock estimates are developed; why crop and livestock reports are needed; and how to use the data.

Fenwick opened the sessions with a discussion of why timely, accurate statistical information is necessary if agriculture is to maintain any semblance of an open market system.

As an illustration, he cited the obvious production and marketing differences between manufacturing

and farming. "The tractor industry is characterized by few producers selling to a large number of buyers," Fenwick pointed out. "Public market information is not necessary because there are so few manufacturers. Prices reflect costs and markups; output is geared to demand, and if the market softens production is simply curtailed."

On the other hand, farming is characterized by many producers selling to relatively few buyers. A farmer in northwest Kansas is not aware of the production plans of a farmer in southeast Kansas. Thus, production estimates and price fluctuations serve as signals to both farmers.

"Knowledge of production and price data is necessary if farmers are to make rational management and marketing decisions," Fenwick said. "Accurate and free access to market information is one of the requirements for competition-among-the-many. The continuation of an open market agriculture much as we have today partially depends on accurate crop and livestock reports."

Hancock outlined his agency's role in the overall effort; that of collecting raw material, reviewing survey results and publishing estimates readily accessible to all. He itemized the reports coming from his Topeka office, which include summaries of crop and weather conditions, production prospects, pasture and range situations, cattle on feed, slaughter, livestock coming into and leaving the state, and prices for farm products.

Kropf stressed that the real value of crop reports is not that they are free, but that they come from an unbiased source. "They don't present the information as it ought to be or what biased interests might like it to be, but rather as it is," he said.

"Commodity organizations can be biased in their situation and outlook estimates, either by chance or design. The producer needs the most accurate situation and outlook statistics possible. Only then can he effectively manage his marketing." □



## people and programs in review

### 4-H'ers Sing A Salute to America

The Salute to America Singers — a group of 36 4-H'ers—is putting the Lakes Country area of Southwest Missouri on the Bicentennial map. Offering a singing salute to their American heritage, the brightly red-white-and-blue attired youth premiered at the 1975 Missouri State Fair and will soon release a record album entitled: "A Musical Salute to America." Other plans for the Bicentennial year include a national tour in the spring of 1976 and a trip to Europe in late summer.

The singers were organized as part of an inter-county program to strengthen the citizenship aspect of 4-H youth development by University of Missouri Extension Youth Specialists Jim Sawyer and Bill Young. After official approval by the Missouri Bicentennial Commission, the program received some funds from the University of Missouri, a grant from the Missouri 4-H Foundation, and financial support from area 4-H and Extension Homemaker Clubs.

### Summer Workshop Scheduled in Farm Management

A summer workshop called AEc 510, Advanced Farm Management for 9 hours of graduate credit, will be offered for Extension workers in all states June 21 - July 31, 1976 at Oregon State University. Deadline for enrollment is May 15. For more information on the course and housing, etc., write to Manning H. Becker, 213 Extension Hall, OSU, Corvallis, OR 97331. (505—754-1484).

### Rural Health Week Planned

April 4-10, 1976 is National Rural Health Week. ES and the National Extension Homemakers Council are among the several agencies and organizations cooperating in this week. Planners of the event have prepared a kit of materials which (1) describes the activities of all participating and sponsoring groups, (2) offers suggestions for local NRHW events, and (3) contains information about additional available rural health materials. ES is supplying kits to states in sufficient numbers to distribute to all county Extension offices.

NRHW is intended to be a Bicentennial event and will coincide with the National Conference on Rural Health to be held in Phoenix. The American Medical Association will sponsor a 1-day Extension workshop and research forum on rural health at that same time.

### New Applied Forestry Journal Seeks Manuscripts

The *Southern Journal of Applied Forestry* is a newly formed quarterly being published by the Society of American Foresters. The journal will provide a medium for communications among those concerned with forest land management in the South by disseminating the latest technical information and applied research results.

Volume 1 is scheduled for 1977. Manuscript submissions and inquiries about the journal should be addressed to:

Harold E. Burkhart, Editor  
*Southern Journal of Applied Forestry*  
Department of Forestry and Forest Products  
Virginia Polytechnic Institute and State University  
Blacksburg, VA. 24061.

### Sewing Without Seeing

Sewing a garment isn't easy; and if you're blind, it's next to impossible. In Michigan, Wayne County Extension Home Economist John Criner organized a recent workshop — "Sewing Without Seeing" — to assist teachers and occupational therapists in instructing the blind to sew.

Aided by the Greater Detroit Society for the Blind and volunteer instructors (some of them blind), the workshop proved so successful Criner plans to hold another one on teaching knitting, crocheting, and rug hooking to the blind.

### North Carolina Offers Special Summer School

The annual Special Summer School for Extension and other adult educators is scheduled for June 28 - July 16, 1976 at North Carolina State University. Courses will be offered in agricultural waste management, commercial vegetable production, farm management, program development, evaluation and accountability, food preparation, aging, and leadership.

Printed brochures with application forms are available from P.O. Box 5504, Raleigh, N.C., (919) 737-2819.