EXTENSION SERVICE review

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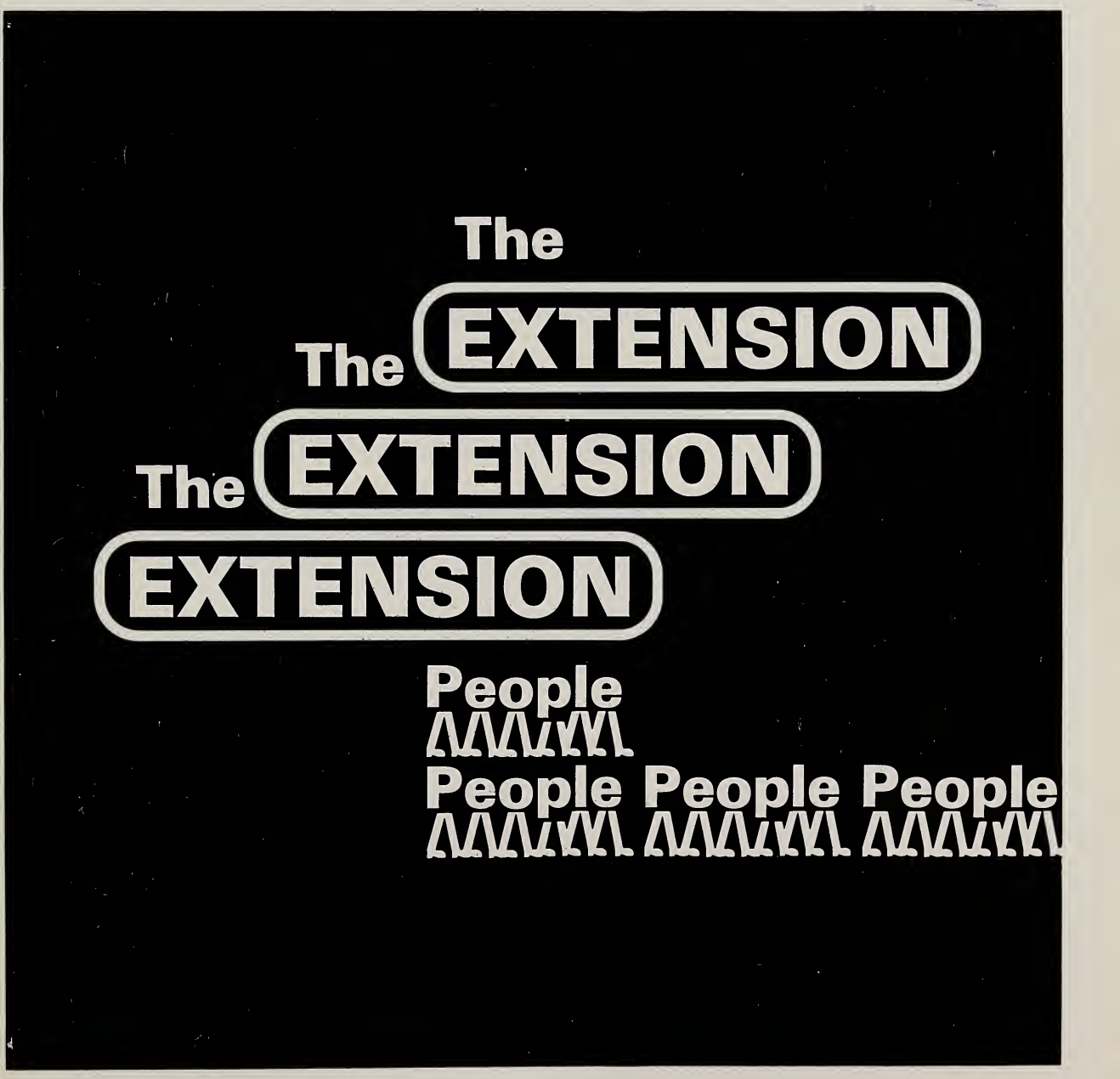

EXTENSION SERVICE
review
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People People

Does Extension Need TV Spots?

The answer must be a resounding "yes." We need mass TV exposure more than ever to inform the public about programs Extension has to offer. TV can reach more people for the time invested than any other mass medium. A regular schedule of TV spots gives Extension an awareness base—a potent visibility tool with continuity instead of a hit-and-miss effort.

Many agents struggle as did Georgia Extension agents, trying to find time to do good half-hour TV programs. Other states have spent hundreds and sometimes thousands of dollars making a few highly polished TV spots. The return seldom merited the time and money spent.

Then Georgia pioneered an efficient idea. Involving both agents and specialists in programming scripts for short TV spots, the information staff supported them with professionally prepared TV visuals.

Are TV spots effective? After 3 years and up to 100 percent increase in some county budgets, a lot of Georgia agents think so.

All the Nebraska agents who have produced TV spots for the first time feel they got more for their investment and are anxious to do it again.

Georgia has given Extension a timely system now being introduced and adopted across the Nation as reported in this issue.
—Ovid Bay

HOW WILL IT LOOK IN PRINT? Will it fit on Extension office doors, stationery, and maybe even T-shirts? This is the question being considered by Pat Loudon, *Extension Service Review* **editor, and Gary Nugent, ES program leader, who originally designed the new logo for use on television.**

The "Extension People"... a 4 a.m. creation

What do you put at the beginning and end of a TV spot that is catchy, creative, and can identify Extension all across the country? "It can't be done," said many Extension veterans who know the individual differences across state lines.

After a few days and nights of brainstorming with other members of the information staff, Gary Nugent, ES-USDA program leader for educational and electronic media, woke one morning at 4 a.m. with a solution—an animated logo. He jotted the idea down, stayed up and developed a plan, then turned up next morning to show his idea to the staff and get their feedback.

Designed originally for short TV spots, some states already like the animated logo so much, they plan to use it as a title for their longer TV shows. Nugent said he also designed it so it could be used on signs, publications, or even to introduce Extension staffers at meetings, such as "We have one of the 'Extension People' with us today" or "You've seen them on TV and now here they are in person, the 'Extension People'." Featured on the cover of this issue of the *Review,* the logo is also a natural for calling cards and 4-H T-shirts!

Although you can see the logo here, how does it look as it comes on the TV screen? First, the rectangle appears—something like the "Monday Night Movies"; a series of multicolored rectangles appear from off the screen until they all come together in the final composition seen here in the above picture. Nugent says this is to create a curiosity effect accompanied by electronic music. Next, the word "The" pops on, followed by "Extension" which starts small in the center of the rectangle and grows until it flashes, extending to fill the rectangle. Finally, the word "People" pops on, but that's not all.

Gary felt that the image of Extension should appear to be as human as possible, since we're in the people business and that our main resources are also people. So, in addition to the title, graphic legs and feet appear under the letters "People." For the "grand finale," the word "People" walks off the screen. Nugent feels this creates less of a bland institutional image, causes a chuckle, and leads directly into the next scene, which is almost always an Extension person on the TV screen.

Voice identification for any local Extension office can be simply added to a TV spot or program by using a local voice when the production is recorded. Only music and visual action are seen and heard while the logo plays.

Further provisions were made for local visual identification. First, the logo was shot against a black background. This means that it can be superimposed over any other picture or TV visual. The end tag was designed with the logo in the bottom half of the TV screen. This leaves the top half free for university or county names to be superimposed during the master taping. Some states may want to add their own visual identification plus voice announcement.

What about printing the logo? Print layout was considered in the design. The horizontal layout enables the logo to be used on letterheads, office signs, newspaper columns, etc.

As you watch the "Extension People" march across your TV screen, think of what *you* might create at 4 a.m.! □

Finally — prime time!

by
Betty Fleming
Information Specialist-HE
Extension Service-USDA

For years, most Extension educators have recognized the value of TV. Many have invested time and effort, but few have done TV spots seen at prime time on commercial stations.

Being seen on the TV "big time" means you've got to look professional enough for the *Today Show* or *The Johnny Carson Show,* after the evening news, or during a break in the evening movie. The advertiser who might have bought your time would have spent thousands of dollars to present a message. That advertiser probably would have hired a highly trained actor or actress—a well known personality—to sell the service or product.

Georgia's Spots Reach Millions

Today, Georgia Extension is reaching 80 percent or more of their state's television viewers. How? Agents supply local, commercial stations with seven different 60-second TV spots each week—packed with timely, useful information. Also, these spots get on the air at prime time regularly—shown as many as four times daily!

Each 60-second Georgia TV spot contains a standard animated introduction to identify it with Extension. A 43-second message from the agent is backed up with three or four 35-mm color slide visuals, and a closing visual referring viewers to their county Extension Service for more information.

Local Agents Support Spots

What time and effort do these spots require at the local level? Let's see what two Georgia Extension

home economists say:

"I tape four spots about once a month," says Doris Belcher of Columbia County. "Scripts are mailed to me from the state information staff. Sometimes, I practice by taping myself on audio tape so I can hear what I'll sound like on TV. Then, all I have to do is drive to the studio and tape the spots—taking about 1½ hours of my time including travel."

Diane Statham of Muscogee County says, "I'm on the state committee that writes the scripts. This takes about 3 days a year. I tape four spots about every 6 weeks, spending a half day in preparation (reading and timing). The actual taping takes about 1½ to 2 hours. All I have to do is show up at the studio, use the prepared scripts, and that's it."

TV Exposure Pays Off

"There's no doubt that we're getting more requests for information," says Belcher. "We gave directions for cleaning furniture on one spot. Months later, people were still calling for additional information".

"Consumers recognize you on the street," says Statham. "When talking to a group, they have some idea of who you are. Some of our new group contacts are direct results of our increased TV exposure. Civic groups really know we're alive now."

A TV Director's Opinion

What does one commercial TV public service director in Atlanta think about Extension's 60-second spots? John Cone of WSB-TV has worked with Extension TV programming for 8 to 10 years. "The new TV spots show off Extension agents in a much more professional way than previous efforts," says Cone.

WSB-TV reaches the most highly populated, urban area of the state. Unlike smaller stations where TV taping assistance may be limited, Cone personally coaches the agents as they tape their spots.

The Taping Process

Every week, Georgia Extension agents tape television spots at five TV stations. The spots taped in each location are the same, but at each location, two different agents tape them to provide local identification. The home economist tapes four spots; an agricultural agent tapes three. A total of 52 Georgia Extension agents participate in the TV spot taping yearly.

The Script Writing Process

Home economics scripts are prepared jointly by a committee made up of some of the local agents who tape the spots, and state home economics specialists. Script ideas are usually generated by consumer calls or requests for information. Agents and state specialists discuss ideas, select those needed for a 6-month's period, and gather additional information.

After the agents return to counties,they complete their scripts and mail them to Charles (Chuck) Thorp, Georgia visual communications editor, who edits them and routes them to appropriate state specialists. The specialists then select props for the slide visuals that accompany the scripts, working closely with a Georgia Extension photographer. Next, the scripts and visuals are processed and duplicated for distribution to all local agents and TV studios. A TV taping schedule is then distributed to all Extension staff. Agents receive scripts for taping about 1 week in advance.

This is a large-scale television effort involving sizeable numbers of staff at both state and local levels. The end result: 365 TV spots a year.

Consumer Spots Attract New Audiences

What topics do the Georgia TV spots cover? Issue-related subjects such as: nutritional labeling and no-fault insurance. And timely topics such as: income tax recordkeeping, furniture cleaning tips, readying lawn furniture for summer, food preservation, ready-to-use clothing alterations, and lawnmower safety.

"The longer we do these spots, the more new audiences we seem to be reaching," says Extension Home Economist Marjorie Mason of De Kalb County. "By presenting a broad spectrum of consumer topics, people think that if they watch our spots long enough, they'll see *their* problem discussed. We're getting calls from young working people, single and divorced men who are setting up housekeeping, and others who would never have known there was an Extension Service if they hadn't seen our spots on TV."

"Offering publications on prime-time TV in urban area can't be done," says Joye Spates, district agent in the Atlanta area. "We tried it and couldn't handle the calls."

"We're exploring alternatives to be more responsive. Maybe we can train support staff to handle more calls, or get graduate assistance to help. The long-range answer is a central telephone answering system."

The Timing Was Right

The development of TV spots that could reach millions of Georgia residents was timely for Extension home economics. "With 4 million people in the state, we knew we had to become more visible and reach new audiences," says Nancy B. Preas, Extension assistant director, home economics, University of Georgia

"Now," says Preas, "state specialists, district and county agents, and everyone else involved in Extension home economics feel the public is getting a new glimpse of what we're all about."

Adds Georgia Extension Director Charles P. Ellington, "County support dollars in the seven counties that make up the metropolitan district of Atlanta have doubled in the last 3 years since the TV spots went on.

The Value Of TV Spots

"Obviously, you're not providing indepth information in 60 seconds," says Chuck Thorp. "You're creating awareness. You're showing people who've never heard of you that you exist." □

Taping the ES-USDA videogram in Georgia: from left to right, Director Charles P. Ellington, Chuck Thorp, Betty Fleming, and Randall Cofer, Georgia Extension editor.

Try do-it-yourself TV spots

Now—National Visibility for Extension

Recently State Extension home economics and information staffs learned through an ES-USDA videocassette taped on location in Georgia how that state is doing a new 60-second TV spot for five stations each day.

Sixty sets of these slides and scripts have been reproduced and offered to state Extension Services, along with an animated opening and closing logo. Additional sets of the slides can be purchased—the first set is free.

These slide sets and scripts can be used nationally with very little change, but you can adapt most of them. A little editing—a slide or two of your own—and presto, you will have a "do-it-yourself" TV spot ready for a local station, "individually yours." This question and answer series spells out some tips on working with TV stations and how to improve your slides and visuals.

Your state has decided to go the TV-spot route and subscribed to the Georgia slides and scripts currently being made available through Extension Service - USDA. How can this material get the most exposure in your state—especially if you have a limited information staff?

Chuck Thorp, Georgia Extension electronic media specialist; Gary Nugent, ES-USDA educational media specialist; and Betty Fleming, ES-USDA home economics information; developed this Question and Answer list to help you solve this problem.

How do you decide on the best station for your TV spots?

Always select a commercial station with good coverage and audience.

Look in the *Broadcasting Yearbook,* which provides a rundown of total potential audiences reached by each station. Then double check this with your county agent in the area for audience, as potential coverage doesn't always mean you have an audience. Talk to information and/or journalism school staff, especially those with broadcasting research backgrounds. If all this fails, write Arbitron, American Research Bureau, 1350 Avenue of the Americas, New York, N.Y. 10306.

To become interested in these local, county agent TV spots, a station must have a good public service commitment. How many public service announcements (PSA's) do they run? Do they run nationally produced spots or local spots? The Extension Service TV spots could be an opportunity for a station to meet their local community requirements for the Federal Communications Commission (FCC). This kind of cooperation can be a bonus for stations when reviewing their licenses with the FCC.

When you visit your local TV station, be sure to take your TV slides and scripts and the new animated Extension logo opening and closing.

Also, you will probably want to take the ES-USDA videogram taped in Georgia to show the station some of the Georgia or Nebraska spots. A couple of examples will avoid a lot of abstract descriptions and show TV public service directors that you can speak their language.

How about the situation where one station covers a state? Which agents do you use?

Use as many agents as possible to get local identification. Thorp cautions, however, not to use so many that agents don't tape regularly enough to keep up enthusiasm and improve their TV know-how. An agent should tape at least every 6 weeks or so.

What are some basic tips for writing or rewriting good TV spot scripts?

Ask yourself these questions:
—Is the message clear and to the point?
—Are your sentences short—no longer than 20 words?
—Have you effectively used contractions (That's, We're, You're, etc.) so that the message sounds conversational, not stilted? Does:
—one word appear too much?
—the message read and sound well when read out loud?
—it make the point?
—it have 3-4 basic points? (No more!)

Scripts—when adapted—should be shared with *all* agents in a state and nearby viewing states in advance of the taping, so that all Extension agents are prepared for any feedback or response to aired TV spots.

How can you adapt the TV spot scripts for radio?

Take theTV scripts and condense them—taking out unneeded words to create 30-second radio spots. (Sixty-second radio spots are rarely used.)

What are some key elements to remember in training agents to tape TV spots?

Although county agents are not all professional broadcasters, they still need the knack of being able to deliver a believable message. Agents must be able to smile, appear relaxed and enthusiastic and look convincing.

They must deliver their message without sounding as if they are reading. Thorp recommends reading the newspaper out loud for 10 minutes every night to family (or plants) to get used to the conversational approach. Also, try practicing on a tape recorder. At least 45 minutes of rehearsal time is necessary before each taping.

Nugent recommends out-loud practice while looking "personally" into a pretend camera lens. Don't stare out into space—talk like you're speaking with a real person, not a mass of humanity. Be personable—don't memorize your message. Just practice reading it in a conversational manner.

How do you get good station feedback on the usage of TV spots?

Television stations don't keep separate records of PSA's so this is a time-consuming matter. Occasionally ask—"For the week of_____, I'm interested in where you use the Extension spots. Can you keep track and let me know? You can also ask stations for gross information that is relatively accurate. But don't "bug" the station too much. One sure way to find out more about your audience is to:
1) Offer a free publication with a distinct short address.
2) Do random phone calls in the station area immediately after each spot appears. You may want to assign a special project of this type to graduate students. (Work closely with your information staff in this area.)

What should you remember in shooting slides for TV?

TV slides must have action centered on one topic or theme. The viewer will see only 80 percent of the slide so be sure the action is in the center of the slide. Slides must always be horizontal and have good contrast so that they look equally good in black and white or in color. Low shutter speed, the use of a tripod, and natural or multiple lighting (not just flash) are also good.

How can a state localize ES-USDA TV slides and scripts?

A name title under each person is necessary to identify the source of your information.

The best place to get organizational identification is at the beginning and end of each spot. The new "Extension People" animated logo was designed for local adaptations. Remember, the simpler your titles and credits, the less "turned off" your viewers will be. Here are some ways to adapt "The Extension People" logo:

—Title it without a voice so you can say anything while it is running at the beginning and/or at the end. This can be done by keeping the agent's studio mike open as the titles appear. Or, the

A Georgia home economist and camera operator set up for shooting an Extension TV spot.

film and a standard voice open and close can be prerecorded for repeat use.

—The end title, "The Extension People," is placed in the bottom half of the TV frame so that you can superimpose any local or state title.

—The title was intentionally done with a black background so it could be superimposed over any other scene (studio, slide, or film).

Public service TV time is getting harder to obtain. What if you're already getting public service time for other purposes? Should you expect more from a station?

Yes, or shift your emphasis. TV spots will give you more total visibility than any other effort because they are each played more than once, and in different time slots. If you have to make a choice, the TV spots will get you the most audience attention for time invested. Stations that are already working with Extension agents usually know they come prepared and are dependable.

What if other state TV stations cover your state? For example, Ohio, West Virginia and Tennessee TV cover parts of Kentucky. What's the best way to proceed?

States need to discuss this mutual concern and work it out. For example, the state with the strongest communications support may take the lead.

How many TV stations in one area should you offer the spots to?

Only one station can best handle these locally produced spots. If a state elects to produce state spots, then all the stations can be served.

Georgia uses chrome-key process. Some small TV stations don't have this. What can you use instead?

Cutting back and forth between agent and slides works just about as well. All TV stations do this as a standard practice and many have other alternatives.

What are the basic steps a state Extension leader should follow in using these TV spot slides and scripts?

First, seek help from your state Extension information staff. If assistance is limited, see if any other communications assistance is available on campus. If information help is limited or not available, you should:

—Study slides and scripts to see which ones fit your needs.

—Select TV stations in prime locations with help from your local county agents.

—Select agents who will do the taping. Involve them in script writing to help adapt scripts for your state.

—Set up a firm taping schedule with studio. Make sure you are prepared and will continue to be prepared for each taping.

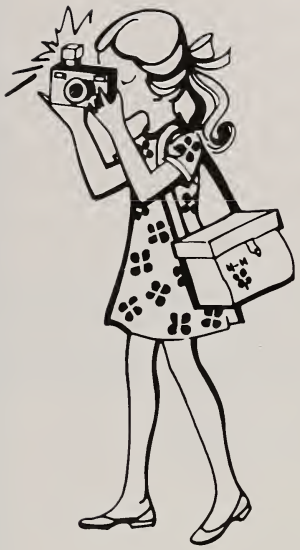
—As TV spots are shown, get critiques from the TV public service director. Also, seek out viewer feedback from fellow staff members, county workers, the public, etc.

—At some point, you might want to ask the TV station to put a sample of two of your TV spots on a videocassette so that you can send them to Chuck Thorp or Gary Nugent (or both) for more feedback ideas and suggestions.

What's a good, quick reference on the subject of broadcasting?

The League of Women Voters publishes a 6-page fact sheet called *Breaking Into Broadcasting,* which covers general information on the broadcasting system; facts about CATV, commercial and public broadcasting stations; the approach to take; getting news and feature coverage; PSA's; writing for radio and TV; etc. To get a copy, send a check for 25 cents to the League of Women Voters of the U.S., 1730 M. Street, N.W., Washington, D.C. 20036. □

4-H promotion — a year-long project



by
Sue Benedetti
Information Specialist- 4-H
Extension Service-USDA

People who've been in this business for several years may call it the "4-H Week Kit," but we hope the new **National 4-H Promotion Kit** will help Extension staff and volunteers promote 4-H year-round October-to-October!

Do you often wish you had just a little more time to tell the people in your city or county what is happening in 4-H? Do you sometimes feel that media people don't understand your program, otherwise they'd give 4-H more coverage?

These are common concerns among Extension agents nationally who are trying to make more people aware of the great things going on in 4-H. We don't have magical formulas to make these concerns disappear, but we do think this new kit will help.

One of these kits is furnished to each county office for sharing among all staff members responsible for 4-H promotion. If it's after July 15 and you've not seen the kit, ask your coworkers if they have. If no one has, write Diana Williams, Information Service, National 4-H Council, 150 N. Wacker Drive, Chicago, Illinois 60606. Include your current county office address so that her computer listing can be updated.

This year's kit is divided into two types of materials -- those to be used directly with the media and those that suggest how to get more 4-H publicity with limited resources. These materials were developed around suggestions made by a cross-section of Extension agents on questionnaires distributed to the 4-H agents' association.

Such kit items as "What the Theme Means," "Message from the President," and "National 4-H Statistics" can be used in newspaper releases, advertisements, fillers or editorials. They can also be the basis for radio or TV spots or background for a talk show. Whenever they're used, they are much more interesting to your audience if you relate them to something that is happening in your home community.

The 4-H news clip sheet and a full-size art clip sheet like the reduction in your kit are also a part of a news packet that goes directly to nearly 8,000 local papers in August. When you receive your kit you might want to check with your editor about localizing the materials in the weeks ahead. You will note that these items are aimed at 4-H Week—so that planning for a specific issue of the paper is important.

Don't overlook year-round uses, such as dressing up a weekly newspaper column, newsletters, brochures, posters, and announcements.

The radio spots give you a good opportunity to enlist the help of 4-H members, leaders and parents, as well as local broadcasters. These spots can be read over and over by many different people or adapted to fit your particular reader or community. The spots can also be adapted and used with local slides of 4-H activities to reach a television audience. (See "Working With Your Local Television Station" in the kit for more ideas on how to do this.)

Other kit items are "how to" pieces available from other sources for enhancing your 4-H promotion and tying it into the national theme and poster. Reading "Organizing a 4-H Publicity Committee" will suggest ways to follow through with these materials. This summary will help you multiply your time and talents. You have a lot of willing talent in your community; don't be afraid to use it. Then let us know how it worked for you. We'd like to pass along your successes or failures to help other agents to tell the 4-H story in their communities.□

"Good Buddy" reaches farmers with CB

by
Ed Kirkpatrick
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Using his CB, County Agent Steve Hudkins discusses soil conditions with . . .

Communication between the county Extension agent and his farmer constituents has taken many forms over the years. Now it has added a new dimension—the citizens' band (CB) radio.

Take Stephen Hudkins. This 34-year-old Tipton County, Indiana, agent installed a CB unit in his pickup truck last March and already has found it most beneficial.

"About half of the farmers in our county have CB units," says Hudkins. "Several have base units in their homes as well as units in trucks and on tractors and combines."

Hudkins says CB helps him keep in touch with more farmers in the rural area and to stay abreast of developments. The unit is especially useful in the spring and fall when farmers are working in the fields.

"Last June, for instance, we had an armyworm scare," he said. "My CB was in use a lot then. I had several requests to identify the insect and recommend treatment. I was able to set up crossroads meetings with two, three

Randy Newcom, one of the many farmers in Tipton County, Indiana — Hudkins' CB home base.

and four farmers and to discuss the situation. On other occasions I have been able to counsel them over the air waves."

A few area farmers have gone to FM radios to avoid interference problems on CB, but most are satisfied with the CBs.

On a recent trip to the Dakotas and Nebraska to buy young steers for the 4-H youth, Hudkins and a Tipton County farmer-CB'er conversed with each other en route. More important, when they neared the auction area they were able, through CB, to talk with individuals who were taking animals to the sale and got further information and directions. Throughout the trip they discussed crops and weather conditions with farmers along the way and learned how things were with them.

Nationwide, 40 CB channels are now in operation. "Most of our farmers in Tipton County operate on channels 12, 15 and 18. It's simply a matter of learning which channel the farmers in that area operate on," Hudkins said.

William and Virginia Ayres and their sons, Jeff and Randy, have made good use of CBs. With units on both tractors, the combine, in their trucks, and a base unit at home, they often help each other. They find CB comes in handy if the gasoline supply is running low, if the equipment breaks down or if a message needs to be relayed.

Hudkins says CB also lets the farmer know that the county agent is out and around, and this keeps public relations on a positive note.

He recalls that in a recent exchange through CB he made the acquaintance of **Big Bob** and stopped by to see him. A 72-year-old retired farmer, **Big Bob** was keeping tabs on the rural scene through his living room CB.

But Hudkins, who hopes one day to put a base station in his office, is realistic about the application of CB. "I know it isn't the entire answer to communicating with the farmer. Direct and group contact are still very important. But CB does have its place."

So in riding the rural roads of Tipton County with Hudkins, you're likely to hear the **County Agent** exchanging comments with **Willie** or **Dollie** or **Snuffy** or **Slats** or **Mean Gene** or **Time to Eat** or a dozen other farmer-CB'ers. And the "10-4s" and "Do you copy" make you realize that county agents and farmers have arrived!□

Sewing in Spanish—overcoming a language barrier

by
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Educational Communicator
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Many American women probably would quickly lose interest in sewing clothes for themselves and their families if the patterns they purchased contained instructions printed only in Spanish.

Reverse this situation—Spanish-speaking women who can buy patterns with instructions only in English—and you have one of the problems mutually shared by one young woman and some women she's training to sew in Cucamonga, California.

The teacher is Annette Coates, a Comprehensive Education Training Act (CETA) employee for Extension Home Economist Mary Marshall in San Bernardino County, California.

Annette speaks only English. Her "students" are all citizens of Mexico. Most of them speak little or no English. They are the wives of migrant laborers who work in vineyards and citrus orchards near the San Gabriel Labor Camp where they live. (The word "migrant" is somewhat misleading with respect to these couples and their children. Many of them have resided at the labor camp for 2 or more years.)

As part of her county job, Paula Medina began teaching nutrition and food preparation to women at the camp a couple of years ago. Annette came later to teach sewing, and today Paula helps by serving as a translator when needed. A key person in both of their training programs is Teresa Perez, wife of the labor camp cook, who encourages the women to attend their classes, as well as an evening English class now being offered for adults at the camp.

For more than a year, Annette has been holding weekly sewing classes at the camp. She hauls three vintage portable sewing machines with her for each session.

Today, thanks to Annette, most of the women attending her class can sew from a commercial pattern. Many are making lingerie for themselves and their children, and T-shirts for their husbands using the stretch-and-sew method. It's been a rewarding experience for Annette as well as for the women she has helped. Also, Annette has expanded her own sewing capabilities while working with them by taking clothing courses at a local junior college. She shares what she is learning with her homemakers at the labor camp.

When she began giving training at the Cucamonga camp, most of the women couldn't sew well enough to make their own clothes. Some were making clothes by hand sewing. A few had learned to sew on old pedal-type machines. "They had to purchase most of their families' clothing," Annette explains, "which is quite an expense for low-income families. Some could sew things that were very basic or simple, such as little girls' dresses."

Annette began her sewing training by showing the Mexican women how to repair old garments. After the first few sessions, she found that they wanted to learn how to sew from patterns. Although the pattern parts were labeled in Spanish as well as in other languages, the detailed instructions were given only in English. It took time and patience on the part of teacher and students alike to get by that hurdle, building up the Mexican women's English vocabularies to the point where they could sew from the instructions.

Annette recalls that some of the women could look at an article of clothing, something basic, and cut and sew it without following a pattern. "It's very important that they have learned how to use patterns," she notes, "but it also has helped them to improve their sewing without patterns."

From the first session on how to use a sewing machine to repair worn and torn clothing, the class progressed to making stuffed toys

Teresa Perez, Martha Gutierrez, and Elisa Ramirez, shown left to right,

for their children, learning how to select thread and materials, how to machine-sew zippers and buttonholes, how to use trim to dress up clothing made from home-made patterns, how to care for fabric before sewing, how to sew with a pattern, and more.

"These women are very intererested in trying new things," Annette stresses. "We've progressed from the basics of machine sewing to a more difficult level. Today they're learning how to work with stretch-and-sew fabrics and other more difficult materials.

Now they need to learn how to select patterns that are right for them as individuals. Recently, she has been driving the women into town to stores where clothing materials are sold so they'll learn how and where to buy what they need.

Some of Annette's class members now bring their daughters to her training sessions, reflecting the value the mothers place on her classes, and they are progressing rapidly.

"Now," says Annette, always looking ahead, "if we only had some sewing machines and a room at the camp where the women could work by themselves." Success often leads to new needs.□

Annette Coates checks the progress of Guadalupe Fuentes during a sewing class at the San Gabriel labor camp.

show pride in the clothing they've learned to make.

Virginians find roots in "Expanded Horizons"

by
Carl Goodman
Information Officer
Virginia Polytechnic
Institute and State University

Mary Cain is 84 but she's never felt younger—thanks to a 4-H program that is bringing old and young together.

Called **Expanded Horizons** and funded with a grant under the Higher Education Act, the program in Mary Cain's Dickenson County also is in five other Southwest Virginia counties—Buchanan, Lee, Scott, Wise and Wythe.

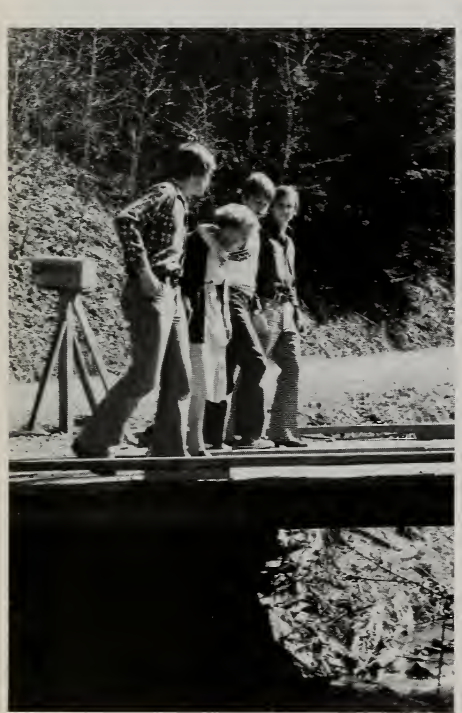
A widow and retired school teacher, Mary is among 230 older Americans and 1,931 4-H members

Mary Cain reflects on her years of teaching and loving life.

in Dickenson and neighboring counties involved in the federally funded program coordinated by Virginia Tech's Extension Division.

Kenneth E. Dawson, Virginia 4-H director, and N. Neel Rich, 4-H program leader for Tech's 13-county Southwest Extension District, headquartered at Abington, are "Horizon" directors.

The 4-H project, funded at $35,353, focuses on creative and performing arts, with emphasis on folklore and mountain crafts. Ten Extension technicians were hired with project funds to help locate older Americans with these creative skills and involve them with 4-H members having similar interests.



Birchleaf 4-H'ers stroll with Mary Cain across the bridge they helped build for her.

One technician, Anita Belcher of Haysi, enlisted Mary's help last fall when the program began, inviting her to speak to a group of 6th graders in one of the local schools.

Raised in Dickenson County and with more than a half century of teaching to her credit, Mary Cain sketched scenes of yesterday's education system in the county—from pot-bellied stoves and kids seated around them for warmth, to the ducking of the young school teacher by the students.

Mary Cain also traced early hairstyles and home remedies for cosmetology and health classes at nearby Clincho Vocational Technical School, delighting the students with photographs from her own collection and accounts of "mad stone" cures for rabies.

"It's made me alive again. It's made me look at the past and the future," she said of "4-H Horizons", at a workshop on the Tech campus for Extension agents, leaders, technicians, volunteers and others involved in the program.

Her enthusiasm is contagious, Anita Belcher told the group, adding that it's not enough to make the elderly simply "feel useful," but rather to make them "know they are useful."

Mary's enlistment in the 4-H program brought an unusual twist to the involvement of others in the coal-rich county near the Kentucky-Virginia border. Concerned for her own safety while crossing a small bridge that led to the Cain home, Anita asked the volunteer why she didn't get a new bridge. "No lumber or labor," was the reply. It was left at that until the technician spotted an old photograph among Mary Cain's memorabilia showing a community corn hoeing or—as she described it—"a working".

"Why don't we have a working?" Anita Belcher asked her older volunteer. The reply was a simple "Why not?"

And a "working" they had. Fifty-five youths and adults spent a crisp October Saturday, from dawn until dusk, replacing the decaying bridge over Frying Pan Creek that flows past the Cain home. What's more, the county board of supervisors picked up the nearly $400 expense tab for the bridge. One of the supervisors, a former student of Mary's, said he would have dropped out of school had it not been for her encouragement.

Other counties reported similar success stories: In Lee County, for example, the accent is on creative arts, especially crafts, resulting in older volunteers sharing skills that range from making hand-hewn wooden shingles to preparing fried pies from home-dried apples.

In Scott County, nearly 100 volunteers are involved in the Title I program, staging quilting and woodworking field trips. A field day for all arts and crafts is planned. Among the county's volunteers is a 75-year old flat-foot dancer and banjo picker.

In Wythe County, the elderly volunteers and 4-H'ers work in small groups, often in the home of the volunteer, and with a time schedule suited to the particular art or craft being learned. Citing the influx of tourists traveling Interstates 81 and 77, Wythe officials are exploring a cooperative crafts market at Wytheville for that section of Virginia.

"What we're doing for the aged today, we're doing for ourselves tomorrow," concluded H.L. Simpson of Charlottesville, coordinator of Title I funds for the program and participant in the Tech workshop.

Although funding has ended, the program continues. The **"Mary Cains"** who have been touched by the project are forming a corps of older Americans, expanding horizons for 4-H'ers and volunteers alike. □

Clowning around is a serious business

by
Tony Burkholder
Extension Information Coordinator
Michigan 4-H Youth Programs
Michigan State University

The art of bringing happiness and laughter to other people is a rare and cherished gift in our troubled world.

For many years, clowns have brought smiles to the faces of circus goers and parade watchers. Their silly antics, raggedy hair, and painted faces bring sunshine into the gloomiest days. In some cases, clowns save lives. More than once, a rodeo clown has lured an angry bull or a bucking brono away from a fallen rodeo rider.

How does a person become a clown? Many Michigan youth and adults are learning the art as part of a 4-H clowning project.

The project varies from county to county, but it usually consists of a basic clowning course. In the classes, participants learn to apply their makeup to produce a distinctive and original clown face. They choose costumes and props and then develop their pantomimes and routines. Clowning brings forth unexpected creativity.

The new clowns, called "Joeys," also learn the basic rules of clowning etiquette. They discover that professional clowns stress cleanliness, sensitivity to the audience, and good personal habits while in costume.

4-H'ers are ready to begin performing when they have completed their clowning course. The 4-H clowns have performed for many 4-H and community audiences—at parades, birthday parties, hospitals and convalescent homes, "Share the Fun" contests, mall-day activities, personal appearance revues, and county fairs.

"The clowning program has been very good for our county. We've found that it ties 4-H into many different community activities," says Dale Brose, Branch County Extension 4-H agent. "In fact, the clowns have become one of our most demanded service clubs. It's also drawn a lot of attention to some of our other 4-H projects," Brose added.

The project has side benefits. "Clowning seems to bring out the dormant leadership qualities in many individuals. While they are working with the clowning group, their inhibitions seem to float away. They feel a sense of accomplishment and achievement. Many people who don't feel comfortable in some of our other programs really open up and take charge of situations, when they're in costume," says Bill Minner, Jackson County Extension 4-H youth agent.

The 4-H clowning program is designed so that the whole family can participate. "We have many family groups who train together and perform together. It seems that the mask and the common goals break down many of the communication barriers and the age differences that often exist between the different generations," says Mary Miller, 4-H program assistant in Lenawee County.

"I have been so pleased with the effects of the project. Many participants have overcome their shyness. They've developed their self confidence and have communicated more openly after their clowning experience," she continued.

Clowning projects produce several benefits:

- The participants gain in creativity, using a lot of imagination in designing their "act," costumes, props, and routines.
- The counties find the project a new and exciting way to promote 4-H, as they build the new project into their existing 4-H program.
- The community discovers new human resources, fun, and education available locally.

One 4-H youth agent summed up the project by saying, "Clowning brings the adult out of the kid and the kid out of the adult. What more can we ask?"□

Costumes and props turn these 4-H'ers into clowns or "Joeys".

Meeks makes mobile homes an alternative

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

Professor Meeks and Walt Blackburn, city planner, discuss mobile home pads or foundations in a park near Ithaca, New York.

In New York State in 1970, 77,000 households—about 1.3 percent of all occupied housing units in the state -- were located in mobile homes.

In 1972, in 10 of New York's 57 counties, more than 10 percent of all housing units were mobile homes. Since 1970 the number of mobile homes in New York State has been increasing an average of 10,000 a year. The size of the audience living in mobile homes warranted attention.

Carol Meeks, assistant professor of consumer economics and public policy in the New York State College of Human Ecology, is making sure mobile home dwellers get the attention they deserve—through an Extension mobile home education program. The interdisciplinary program is intended for mobile home buyers and owners; mobile home associations; mobile home park owners and operators; city, town, and county planning offices; attorneys general offices; and on-campus classes.

Meeks says the average cost of a new house in the United States is about $48,000. For existing housing, the average cost is about $38,000. Given this situation, on an average income of about $13,000 a year, most people can't afford to buy their own home.

The average cost of a new mobile home is about $10,000. For a difference of about $38,000, many people are willing to give up the space, appearance, and permanence of a conventionally built home.

A mobile home also usually requires lower maintenance costs; the fact that most are sold fully furnished is another inducement to new homeowners.

The purposes of this Extension project include:

- helping consumers improve selection decisions
- improving maintenance and increasing the number of years of use in mobile homes
- improving mobile home parks and park development
- helping local government officials establish guidelines for mobile homes and mobile home developments.

Meeks designed the program to take advantage of existing methods to communicate her message. She uses the Cooperative Extension News Service - Human Ecology, a monthly packet of camera-ready articles distributed to county home economics agents. The agents further disseminate information from the News Service through newspaper and magazine articles, newsletters, radio, and TV.

Three articles on mobile home construction and legislation were produced for the News Service by Lon Gallup, professor of design and environmental analysis in the New York State College of Human Ecology. These were reprinted for quantity distribution to the public.

The **Change For Your Dollar** program, New York State's version of the ES-USDA **Living With Change** program, was another way to distribute information on mobile homes, with radio spots and articles.

A series of 2-minute consumer television segments were produced by Cornell's Media Services Educational Television Center. Ten of these were produced with Meeks as consultant and Gallup as on-camera narrator. They were titled *Mobile Homes—A Housing Alternative, Location, The Lot, The House, Construction, Installation, Maintenance, Monthly Costs, Financing and Terms,* and *Contracts and Communities.* Ten 30-second public service announcements were also produced.

By taking advantage of these existing ways of communicating about homes, Meeks was able to use departmental funds to produce a letter series dealing in more detail with subjects of interest to mobile home owners.

Three thousand copies of the 8-issue letter series were distributed in a year and a half—2,700 by Cooperative Extension agents in New York State. The rest were sent directly to mobile home owners, park owners or operators, on-campus classes, and government officials.

A planned bulletin will cover such subjects as: mobile home purchase, financing, park selection, New York State laws and regulations, consumer problems, and sources of redress.

Publications on mobile homes produced in New York State are:

- *Housing Crisis and Response*
- *Mobile Home Consumer Study*
- *Mobile Home Environments*
- *Mobile Home Parks: Siting and Environment*
- *Mobile Home Park Siting in New York State*
- *Mobile Homes Trends and Guidelines for Local Officials.*

For more information on these publications or other elements of New York State's mobile home project, contact:

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New York State College of Human Ecology
Cornell University
Ithaca, New York 14853.□

Let's Clean Up Mississippi

by
Jane Honeycutt
News Editor
Mississippi Cooperative
Extension Service

That was the theme in the spring of 1976, when the Mississippi Cooperative Extension Service (MCES) launched a statewide cleanup program.

Strong county organization was the key to this education and action program, according to Jack Carroll, MCES environmental specialist, who coordinated it. Counties tailored the program to their own needs.

"One Extension Service worker in each county took primary responsibility for the program," Carroll said. "Training sessions for Extension workers and county committee leadership covered all phases of organizing and conducting the intensive cleanup effort."

Professionally prepared support materials featured **Tom Trash,** a cartoon character designed to help Johnny Horizon, the national symbol for Horizons '76. Materials supplied to each county included: a programmed slide presentation, original music and lyrics for radio and television spot announcements, bumper stickers, letter stuffers, direct mail pieces, news releases, copy for county agents and home economists to use in their columns, newspaper ads, proclamations for use by public officials, suggested editorials, posters to display in local businesses, and decals and iron-on patches for school children.

Initiated at the grassroots level as part of the rural development project in Grenada County, the project was approved and funded as an official Bicentennial project sponsored by the Mississippi Cooperative Extension Service. Many county Bicentennial commissions supported the campaign. So did county and community rural development clubs and city beautification groups. In Tippah County, 40 clubs took part in the county "Tom Trash Clean-Up Week."

A followup survey showed overwhelming response:

This should be a continuing program—an annual program."

"It created public awareness . . . reached and involved more people than any other Extension program in our county."

"The best program I have been involved in since I've been with Extension."

"It was tremendous how local people got involved and worked together."

Many counties reported that their board of supervisors, city mayors and aldermen gave excellent cooperation. In Holmes County, 50 public workers gave 2 days to county cleanup, using city and county equipment for the project. Other reporting counties said that National Guard vehicles provided by civic groups helped.

Efforts in Jefferson and Madison counties were tested when tornadoes struck the county seats. A hail storm in Sharkey and Issaquena counties gave residents in those counties a real cleanup job to do.

Most counties reported that every school child, including 49,000 4-H'ers received educational materials. A Calhoun County mother reported that her children came right home and began cleaning up around their own house. Children in Pontotoc County collected 50 tons of solid waste. A puppet show starring **Tom Trash** and historical characters brought the clean-up message to Pearl River County children. Pike County devised a "pledging" contest in which the child getting the most pledges from people determined not to litter received a $25 savings bond; the winning child got 1,600 pledges.

In Lowndes County, children competed by grades to fill cotton wagons with solid waste. Poster contests sparked the interest of other school children. In some counties, poster winners received cash awards donated by civic groups, banks and merchants, with the winning posters publicly displayed.

Local wrecking services and salvage companies picked up discarded automobiles, washers, dryers and other large appliances. Junk companies bought aluminum cans from children. Banks and local merchants distributed thousands of litter bags.

The Soil Conservation Service (SCS) in Marion County contributed 50 "No Dumping" signs, the Forestry Department in Clarke County distributed car litter bags, and the State Highway Department provided volunteers to clean up the main highway in Tunica County so that children could be kept off this busy highway.

Although April was the month of emphasis in the

Thousands of Mississippi 4-H'ers joined in the *Tom Trash* program to clean up solid waste littering the state.

campaign, Pike countians got their drive under way earlier so that McComb's annual Azalea Trail would attract visitors to a cleaner city.

"This was the most intensive educational and action program ever conducted in Mississippi on a statewide basis," Jack Carroll said. "You have only to drive across the state to see the difference."

"A cleaner Mississippi can have an immeasurable impact on economic development in the state," said Rupert Johnston, state leader for the Extension Service rural development program. "It will help promote economic development, and provide opportunity for employment in higher wage industries." □

Dial Access

by
Jan Floeter
Extension Home Economist
Dane County, Wisconsin

How many times have Extension home economists explained to a telephone caller how to can or freeze tomatoes? During the last 3 years, 2,000 citizens in Dane County, Wisconsin, have received this information through a service called **Dial Access.** Users simply pick up a telephone, dial the tape library service number at the University of Wisconsin, and ask to hear a specific tape from a list of 322 on home and garden subjects. They get brief, 1-3 minute messages.

Getting started

In December 1973, the Dane County Extension Office participated in a pilot project using the University of Wisconsin tape library system. The system had been widely used by professionals, but this was the first real attempt to offer the service to the public.

Jim Schroeder, Dane County Extension horticulturist, and I worked with Loren Parker and Marcia Baird of the University Extension Instructional Communications Systems to develop the tape library. The garden tape service was launched in March 1974, with a complete list of tapes printed in the newspaper. The project was off to a good start when more than 1,300 people tried the service after reading about it.

After deciding to first focus on canning and freezing information, Charlotte Dunn, Extension food and nutrition specialist, helped

write the scripts. We prepared and recorded 123 tapes. Garden and home preservation tapes were combined with these into a handy list for the public. A half-page listing of tapes in a June Sunday paper (circulation 125,000) drew more than 1,000 responses the first day.

The system works

People used the system and like it. Marcia Baird from Instructional Communications Systems reported weekly on when the system was used, the number of calls, and topics requested. An average of 72 users called every day for food preservation tapes and 91 users for garden tapes. A total of 28,000 home and garden calls were received from March through December 1974.

The **Dial Access** system is exciting for several reasons:

- It frees the agent from routine calls. More than 100 hours have been saved on tomato calls alone. Some people still prefer to talk with a person, however, about unique problems that cannot be answered on tape.
- Information is available when people need it. The service operates 24 hours a day, 7 days a week.
- Users can dial the tape more than once to better understand the information, without feeling they are a nuisance to the office.
- The system is free to the callers and costs less than staff time for handling calls.
- **Dial Access** provides an ongoing popular and visible service in the community. Users are pleased to find answers to problems. We've helped people save meat when the freezer failed, discover why canning lids don't seal, correct canning and freezing mistakes, or find new ways to preserve foods.

Growth

Those of us who worked on **Dial Access** were convinced that the system should go statewide in 1975. Our spirits were dampened a bit when funding didn't become available, but our time was put to good use revising and adding new tapes. Scripts of the food preservation tapes were made available statewide so that other Extension agents and office staff had a ready reference for office calls.

Evaluation was built in. Through a telephone interview project, Instructional Communications Systems called back 218 **Dial Access** users 4 to 7 days after they'd dialed in. This survey showed that:

- 65 percent called to answer an immediate need or general problem.
- 71.6 percent had not checked elsewhere for information before calling.
- 68 percent got the information they wanted.
- 94 percent said they shared the information with one to five other people.
- 59.6 percent had never called the Dane County horticultural agent before.
- 64.2 percent had never called the Dane County extension home economist.
- 64.2 percent had never attended a meeting or course sponsored by UW-Extension.

To sum up — the tape service drew new audiences to Extension—giving them useful information they needed immediately.

Several other Wisconsin counties have selected some of the key tapes and provide a mini-service during office hours. Users call the county office and a secretary makes the telephone-tape recorder connection.

Where do we go from here?

As **Dial Access** moves from a pilot project to an ongoing community service, one challenge is to keep the library current, revising outdated tapes and adding new topics. There's a potential for tapes in child development, home maintenance, nutrition, and energy conservation.

Publicity affects usage. During our first year we had terrific free publicity, but each additional year the project has become harder to promote because the idea is no longer new.□

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people and programs in review

College to Crossroad Communities

Extension agents at Delaware State College are taking Extension programs to crossroad communities in Kent and Sussex counties. A 32-foot white van, christened MOTEC, for "mobile teaching unit," brings information to families with limited resources who might not have transportation to a central meeting place.

Six program assistants talk to local people and relay their needs to the Delaware Extension agents who plan the MOTEC programs. These assistants help advertise the programs, and are on hand to help the agents. MOTEC has presented a fire prevention exhibit, a landscaping workshop, and sewing classes.

Making several stops a day, MOTEC features several types of programs at each place—nutrition, family living, garden, or home improvement. The mobile unit is equipped with a complete kitchen, heat, lights, and restroom. For the sewing series, it was outfitted with six sewing machines.

NDHIA Award

N.P. Ralston, program leader, dairy production, ES-USDA, received the National Dairy Herd Improvement Association, Inc. (NDHIA) "Outstanding Service Award for 1977" at the recent annual meeting in Seattle. NDHIA now has 44 member state dairy herd associations serving 50,000 dairymen nationwide.

County Officials Get Extension Message

Bulletins, pictures, and personal contact with county Extension agents helped tell the Extension success story to 300 Oregon county officials attending the annual meeting of the Association of Oregon Counties in Eugene. They learned how education and research from a great university serve the needs of every citizen in the state, through the cooperation of county governments. Along with this food for thought, the county officials were invited to snack on two favorite Oregon products—apples and filberts.

From Journalist to Consultant on Aging

A retired former Ag editor turned consultant for the aging? Yes, he's John Burnham, who's working part time at the University of Arizona, assigned to the "senior citizen beat." He works with home economists to help them develop programs for senior citizens, writing a weekly column that goes to all county offices, and to radio and newspaper outlets. He's an officer in state and county senior citizen groups, serves on advisory groups and a special committee for senior citizens named by the governor. "I take the role of educator and advocate," says John.

Budding Plant Pathologists

Mississippi 4-H'ers—more than 500 of them—have learned to recognize plant diseases, their causes, and their controls in a 4-H plant pathology program begun by J. L. Peeples, Extension plant pathologist. The program gives the youth practical knowledge of the field, helping them appreciate the value of research and problem-solving. Youth agents train the 4-H'ers, using slide sets and a plant disease identification manual.

1,000 'Farms' Planned on Lots in New York City

That headline on page 1 of the *New York Times* announced the Extension urban gardening program in that city to "create a thousand farms in low-income neighborhoods." Illustrated with photos, the article gave credit to the Cornell University Cooperative Extension Service for guidance and named a half dozen enthusiastic supporters, cooperators, and liaison groups.

The New York program began officially in Brooklyn in May on a large lot. Said the *Times,* "a sort of neighborhood garbage dump is to be converted this summer into a community vegetable farm." The Cornell staff pilot-tested 11 plots last summer with promising results. The average "farm" was 1,800 square feet. "Farmers" included 135 adults, some elderly, and 285 youth.

Similar programs are starting in Los Angeles, Chicago, Philadelphia, Detroit and Houston. In Chicago four horticulturists are on the job.

*U.S. GOVERNMENT PRINTING OFFICE: 1977 241-412/ES-3 1-3