

REVIEW

U. S. DEPARTMENT OF AGRICULTURE * JANUARY 1965

U. S. DEPT. OF AGRICULTURE

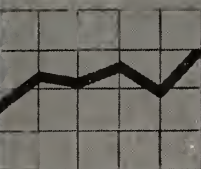
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National Summer School for Extension Workers



Giving Underprivileged Children A Better Break



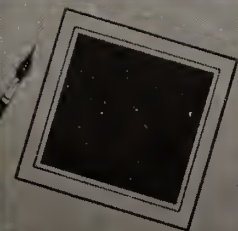
Working Together Toward A Common Goal



A Bull in a China Shop



Demonstration Farms in a Dairy Extension Program



Tinting Photographs for a Better Exhibit

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

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

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EDITORIAL

U.S. farmers don't export acres. But they do produce crops for export on 1 out of every 4 acres harvested. That's the estimate for 1964.

For those of you who like big figures, here is the same information stated another way: It's estimated that 80 million acres were used in 1964 to produce crops for export.

USDA's Foreign Agricultural Service Administrator, Raymond A. Ioanes in a talk at the Annual Agricultural Outlook Conference here in Washington last fall had this to say:

"Our agricultural exports seem to go in a series of plateaus. I recall a few years ago when we got onto a \$3 billion plateau—then up to a \$5 billion plateau. Now I think we're more or less on a new \$6 billion plateau and will be there for the next several years.

"By 1970, I fully expect we will move on to a new \$7 billion export plateau. We have the supplies and the export market will be needing them."—WAL

* * * * *

Beginning this month, pagination will be complete with each issue rather than the previous style of numbering pages consecutively from January through December.

Demonstration Farms



an
overall
approach
to the
farm
business

by R. S. ADAMS, J. S. TAYLOR,
and L. W. SPECHT, *Dairy Science
Extension Specialists, Pennsylvania*

THE complexity of farm business today and trends toward specialization call for a specific type of demonstration: the "Unit Demonstration Farm."

Dairy specialists in 1956-57 started four demonstration dairy farms in an attempt to show the value of using recommended dairy, agronomic, and farm business practices. Net farm income was the principle criterion for measuring the value of the demonstration to an individual cooperator. Agronomy specialists followed a similar approach on other demonstration farms. The success of these initial farms and the need for increased coordination among the disciplines involved, resulted in the formation of the unit demonstration farm (UDF) program as it now exists in Pennsylvania.

Scope of Present Program

At present there are 42 dairy farms and 9 livestock farms included in the UDF program. Dairy specialists are directly involved on 25 of the unit demonstration farms. The remainder of the dairy farms utilize dairy Extension programs, but are basically agronomy demonstration farms. A major objective of the UDF program is to consider the operation of a dairy farm as a unit by an interdisciplinary team which is made up of special-

ists and county personnel.

Basic participants in the UDF program are the farmer, the county agent, and the specialist team from the University. Cooperating farmers receive no compensation other than reduced rates for soil and forage testing.

Coordination is the responsibility of a 3-member UDF committee which is chaired by a farm management specialist. The specialist team assigned to each farm consists of an agricultural engineer, agronomist, dairyman, and a farm management specialist. Other specialists, as needed, may contribute from time to time. Most of the dairy specialists on our staff work with two to six unit demonstration farms.

Primary responsibility for overall policies rests with a program development committee made up of four specialists and six county representatives. The Associate Director in charge of program development acts as chairman. The responsibilities of the farmer, county agent, and specialist appear in a handbook.

Advantages of Demonstration Farms

Need for such a program in Pennsylvania has been particularly pressing since many of our current recommendations conflict with previous ones or with popular



Demonstration farms have helped expand participation in farm business analysis and soil and forage testing. A group of farmers observes a crop demonstration (above) and a soil profile (below) at a UDF field day.



opinion. Also, there are no branch station herds to provide more localized data. Our major concern is to provide the farmer with advanced technological information in a reasonably compact package which will encourage its use in his everyday operations. While our demonstration farm program as presently conducted could be improved, we feel that it has served admirably in the following respects.

As a teaching aid. Adoption of recommended practices has been greatly increased by the use of data obtained on demonstration farms. Demonstration farms particularly have helped to expand participation in farm business analysis, as well as soil and forage testing.

Data obtained from unit demonstration farms are useful for comparison purposes in materials for Farm Business Analysis workshops and television schools. They also provide good background information for planning programs with various commodity groups and trade associations.

An example of the impact of the demonstration farm program relates to grain feeding. In one county, specialists had been asked by the agent to refrain from discussing home or custom-mixed feeds, since it was traditionally a complete feed area. One year after establishing a unit demonstration farm in this county, this agent and numerous dairymen in the county became firm believers in home or custom-mixed feeds costing \$12-\$15 per ton less than most complete feeds in the area.

The data presented in the tabulation partially indicate how demonstration farms were used in Extension teach-

ing during the past year. One or more demonstration farmers appeared on programs for five regional or statewide meetings during the year.

Activities related to unit demonstration dairy farms in 1964

Activity	Number
Tours	8
Field days	6
Meetings	5
Newspaper stories	26
Magazine Stories	6
Television programs	7
Result demonstrations*	41

*Regular varietal, weed, and insect control demonstrations which were located on unit demonstration farms.

As a method of in-service training. Working on demonstration farms helps county Extension personnel keep abreast of various Extension programs and recommendations. Similarly the demonstration farm program helps to keep specialists close to farm problems. Further, it aids in broadening the competence of the "specialized" specialist in dairying and related subject-matter areas.

In fostering a unified, interdisciplinary approach. The unit demonstration farm program is nurturing an "overall approach" to the farm business. Information provided to an individual farmer must be in terms of what is best for his whole operation. The UDF program has contributed greatly toward increasing cooperation among the various disciplines on both Extension and Research staffs.

In strengthening Extension programs. The use of demonstration farms has strengthened our Extension program in many ways. Our forage testing and DHIA-FT programs were developed and tested with the cooperation of UDF farmers. Many recommendations relating to feeding, fertilization, and forage-making have been farm-tested on demonstration farms prior to general release.

Our demonstration farms have provided us with local facts and third-party success stories which hasten adoption of new recommendations. Information obtained from demonstration farms also provides us with a better estimate of the value of Extension programs to our farmers.

Demonstration farm programs are improving our image. Data from a group of individual farms may be carefully extended to show potential benefits to agriculture and the economy as a whole. Increased support for Extension needs has been generated. The results obtained on demonstration farms also have been instrumental in improving relations with other governmental agencies, industry, bankers, and veterinarians.

In strengthening research programs. Problems uncovered on demonstration farms have received the attention of Research as well as Extension personnel. Results obtained under farm conditions have encouraged changes in research approaches to numerous areas involved in forage, milk, or livestock production. Linear programing and budgeting of the farm business on unit demonstration farms has provided graduate students with research projects.

Farm Results

Here are some of the noteworthy achievements made by cooperating farmers: (1) milk production increased as much as 3,300 pounds per cow in 1 year; (2) estimated TDN content of forage ration increased by as much as 9 percent in 1 year; and (3) net farm income increased by as much as \$7,500 in 3 years. Average changes for a group of farms in the UDF program are found below.

Changes occurring over a period of 2 years on 14 unit demonstration dairy farms

Item	Unit	Change
Corn per acre	Bushels	+38
Milk sold per acre	Pounds	+524
Feed produced per acre	Value	+525
Milk sold per cow	Pounds	+897
Milk sold per man	Pounds	+37,304
Crop and pasture used	Acres	-9
Net cash income	Dollars	+2,050

Unit demonstration farms are providing us with an effective teaching method, a framework for improving Extension programs, and additional criteria for program evaluation. The program has been especially rewarding from the standpoint of personal satisfaction for those involved. ■

Organizations sponsor tours of the unit demonstration farms. These men are plant food industry delegates.



for a more effective exhibit . . .

Tint Your Photographs

by JOSE A. GONZALEZ, *Extension Editor-Leader, Puerto Rico*

YOU can make your photographs for exhibits more attractive by tinting them. With a little practice and the proper materials and equipment you can master the art of enlivening your visuals.

First you must have a good contrast, black and white photograph of the desired size. Keep in mind that minute details are very hard to tint and do not show at a distance. Antonio Atilas, Puerto Rico's Visual Aids Editor in charge of photographic work says it doesn't pay to tint photographs smaller than 11"x14".

Any good matte paper can be used for this purpose. Since most of the photographs are to be mounted either on plywood, masonite and similar materials, or mat cardboard, the paper should be single weight. Mounting helps to preserve your pictures.

When mounting photographs 16" x20" and larger, paste or glue a piece of paper on the back of the masonite, plywood, or mat board. This will prevent the picture from bending when it dries. Photographs should be mounted before tinting.

Other materials include: (1) a set of Photo-Oil Colors, (2) a piece of glass about 8"x10" for blending the paints (you can use a palette but glass is easier to clean), (3) kerosene for precoating the picture, (4) absorbent cotton, (5) kneaded rubber for erasing, and (6) non-yellowing, water-white, clear matte lacquer.

Procedure

When you have your photograph ready for painting, cover it with a light coat of kerosene. Let it dry for 5 to 10 minutes. Too much kerosene may dilute your shades and retard drying. Too little will make tinting more difficult. For very dense, dark colors use less kerosene.

If you are in a hurry to finish your tinting, you may wipe off some of the kerosene with a piece of cloth, like baize or flannel.

Tint the background first. Using a cotton wad, try your color on part of the surface of your picture. Then spread it slowly with a circular motion to cover the background. If the color is too strong you may use the solution that comes with the kit, or extender, to dilute the color. If it is too light, add more color.

Roger Bartolomei, our Visual Aids Editor in charge of Layout and Design, recommends the purchase of additional colors not found in the kit, such as Sky-blue for sky background; and Viridian for blending to produce other colors.

You will probably have to experiment for a while until you get the "feel" for blending your colors.

If you are not satisfied with the color that has come out on your photograph, you may remove it with the solution, but don't let the color dry too much before doing so. The same is true about intensifying or diluting a color.

After you have covered the background you may proceed to tint smaller areas. Sometimes if the whole background is gray or green, you can smear green all over the picture and remove the paint from small areas that should be tinted with other colors. This saves time.

On places where paints overlap and you want to remove the color you may wipe the paint off with a piece of cloth and then erase it with kneaded rubber (art gum). This is especially useful with white clouds and details of light flowers over a darker background.

Once your photograph is tinted, let it dry for 2 or 3 days away from the sunlight and where the humidity

is low. Then coat it with non-yellowing matte lacquer. You may have to give it from two to four coats of matte lacquer, depending on the pressure tank of your paint sprayer. A powerful sprayer which can take thick lacquer will save time and money by requiring only two coats. With less expensive equipment you may have to dilute the lacquer and give four or five coats, letting each one dry before the next.

This will make your picture waterproof and you can wash it with soap or detergent and water.

A third dimensional effect can be obtained by light streaks or spots in the foreground over darker background of your picture, given with a very small pointed cotton wad. For shadows you may use a little gray or brown with the color; depending on the tint you are using. This will take a little experimenting to get the right contrast.

Mounting for Exhibit

To attain a third dimensional effect, mount your pictures with 1"x1" pieces of wood of appropriate length, depending on the size of the picture, to "lift" them from the panels. One side of the piece of wood should be rough to make it adhere better to the back of your photograph. With 16"x20" pictures, two 1"x1"x12" sticks will do. Glue one about 2 inches from the top and the other about 4 inches from the bottom.

A piece of wood of about the same size can be glued, nailed, or screwed to the panel to hold your picture. When using thicker wood—1½" or 1¾"—two pieces about 4" long are used, to make the picture less heavy. Drill one or two holes on the upper stick coinciding with holes on the stick on the panel. Drive two pegs through these holes; your picture will be held securely.

In some instances shadow boxes or dioramas may be used for different effects.

If you want to become a real expert there are several books on the photo coloring process. However, some of the techniques and variations offered in the beginning of this article are the product of the experience of Roger Bartolomei. You may come up with some other material or labor-saving modifications if you try. ■

A Bull in a China Shop

by DAMARIS BRADISH, Assistant Home Agent
Las Vegas, Clark County, Nevada

THE way people talk you'd think 4-H in the city was synonymous with the proverbial bull. Listen.

"Sure, 4-H is great! I was a 4-H member once and know it's a fine program. Too bad my kids can't belong—but we live in the city."

"Of course, I'd like my boy and girl to join 4-H but I can't have a calf in my back yard."

"I raised chickens in a 4-H project back in Texas . . . must have been 20 years ago. I wish we could live out in the country so my kids could be in 4-H."

Any Extension worker assigned to an urban area has heard these statements repeatedly. Sometimes they are heard immediately following an agent's talk on 4-H. A talk in which that hard-working agent stated quite clearly that 4-H is available to every boy and girl.

Why does the public still link 4-H to a calf? It's not that the PA system wasn't working—we've sold ourselves short, folks. We've been much too humble about our past successes. We've defeated ourselves in this effort to build an urban 4-H image by being too conservative.

Part of the problem comes when we don't take heed to what is said to us. The rest of the problem lies in the fact that we are either unskilled in modern communications techniques or deathly afraid of them.

We can be assured that 4-H has been a most successful, satisfying, and meaningful program in the past. If you have a doubt, listen to the statements (might they be called testimonies?) of our millions of alumni. Answer the hidden request in each of the statements made by parents seeking the program they helped build.

But learn to attack first. In other words, FIND YOUR ALUMNI! Where do you suppose all these urban and suburban dwellers come from? All

studies prove the mass migration from rural to urban areas.

Alumni know the program. Training necessities are reduced—so they can become qualified leaders overnight, in fact, the minute they volunteer. And they will volunteer if they know you exist in the city.

Start an alumni search. Get all leaders and members to help. Call them on the phone or have some leader or senior club member call to let them know 4-H is still interested in them. *Don't ask them to lead a club* but *do* invite them to attend certain county events.

Ask if they'd like to receive a newsletter. Ask about their family, where they were in 4-H, what projects they took, what awards they might have won (this they usually tell without being asked).

Keep them informed about your program. They will volunteer to serve as leaders and will serve as unofficial public relations personnel. They will help get local support for your program if they are informed.

Remember . . . they do care about 4-H and they do need to be assured that 4-H cares enough about them to let them know what's going on.

This brings us to our second problem—that of communications. Try some new tricks. Take some lessons from business and industry and don't be afraid to admit what you are doing. Advertising too, is an educational process and a mighty effective one.

Press, radio, and television all offer opportunity to help get across your message. There is time and space available if you'll use it. Here are three ways TV can work for you—and without much effort.

Get yourself or your 4-H'ers invited to appear as guests on one of those multitudinous, rambling shows featuring people of the community. Just call the studio and ask to be on.

This type of appearance doesn't cost a cent and requires a minimum of preparation.

The second TV trick is to use the evening news report to tell any big stories. If you have a winner or if you are having a countywide exhibit, or a dog show, or a gymkhana—send in the news, or call the station with the facts. You don't need to appear and you shouldn't unless you are the most charming home agent or farm advisor in the land.

The news reporter and the sportscaster are skilled in stating facts clearly and distinctly. Stay home for dinner with your family and watch television work for you. By the way, some studios will send a mobile unit to your big 4-H events.

The third TV trick is spot advertising which is available as public service time—it is free. If you are blessed with some artistic talent, draw some ads and write some copy—it'll make you feel like one of the Madison Avenue boys.

If you are not so blessed, get someone to make a simple poster with the 4-H emblem and your phone number. With the new, instant lettering that is available, anyone with a ruler can make a beautiful sign. Write copy that tells about your program (keep it to 20 seconds).

Armed with these goodies take a spin out to the television studio and explain what you have in mind. Leave your sign and your copy and go back to the office to answer the phone. The TV studio will do your talking for you as they flash the picture on the screen. Who can turn you off if you're only on for 20 seconds!

Sure it can be done—we tried it in Las Vegas. Look what happened to our enrollment.

1962—304 members

1963—501 members

1964—1,002 members

. . . and they are still rolling in! ■



they give underprivileged children a better break

Many children are able to attend school and do better in their studies because of a community service project of the Rosedale Home Demonstration Club

A community service project of the Rosedale Home Demonstration Club provides clothing and shoes, workbooks and other supplies, dental care, and school lunches in excess of what the school system can give free to those in need. It has been conducted for 3 school years for grades one through six.

School officials and others in the community cooperate with this effort and praise it.

"Children are passing who would not have otherwise because they have workbooks," said the principal of the Rosedale Elementary School. "They have clothed children and made it possible for some to come to school who could not have done so without this help. The morale and

attitudes of the underprivileged have been much better."

The county superintendent of schools said that his teachers were contributing funds to feed and clothe needy children, but that more was needed. "What these Home Demonstration Club women are doing is so important that I hope the parents appreciate it as well as all who are concerned with the future citizenry of this community," he stated. "The growth and development of the children who are affected by this program is of tremendous value. A hungry child cannot do an acceptable job of school work."

The project also encourages children to attend the Sunday School and church of their choice.

Club records show that 110 children have been clothed in 3 years. The club maintains a clothes closet at the school. It contains a good supply of most items of clothing and shoes for both boys and girls of elementary school age. All items are in good condition: this year the club bought \$75 worth of new clothing.

A club member who lives near the school works closely with the teachers in fitting clothing on children who need it. The women have also provided workbooks for 30 children. Such workbooks can be used only once.

During the past school year \$75 was donated by the Rosedale Club, the Riverside Home Demonstration Club (which it helped to organize), and the local Lions Club. Any school that feeds 10 to 15 percent of its children free needs the help of civic clubs and others, according to the State Department of Education.

In 1963, the Rosedale Home Demonstration Club paid \$236 for dental care of 17 needy children, including an expensive brace for one. A local dentist charged half his usual fee for these cases.

The Riverside Home Demonstration Club financed art materials beyond what the school's budget could provide. The members of this club are 9 women who have full-time employment away from home and meet at night.

All 13 Home Demonstration Clubs in Bolivar County have community service projects along with their educational programs, stated Joyce Cleveland, county home demonstration agent. An aim of Home Demonstration Club work is to develop leadership while keeping up with the latest scientific home economics information, she explained.

This project at Rosedale grew partly out of competition among the Home Demonstration Clubs of the county. It moved ahead after one of the members attended a National Home Demonstration meeting at which local action was urged to help solve the school dropout problem.

"We soon forgot about winning awards, as the needs became more

and more apparent," said the president of the club.

The 20 members found several ways to raise money for their project. They combined education for the public with fund-raising at such events as a homes tour and a "Fun, Flowers, and Fashion Show." They sold candy, nuts, and baked products. Other sources of money included the Lions Club and the discontinued Parent-Teachers Association.

Both Home Demonstration Clubs have a "Pennies for Milk" donation at each monthly meeting.

Plans for the future include expanding Home Demonstration Club work in the community and developing more organized recreation for boys and girls.

Advisor to the club in this project

was Mrs. Fontaine Goza, retired county welfare worker with the Bolivar County Department of Public Welfare. Mrs. Goza also helped by explaining the project in her regular writing for the local paper.

"The problem in the area is associated with a large number of agricultural day laborers whose children change schools often," Mrs. Goza pointed out. "Helping these parents to understand the importance of their children getting an education is a part of the solution, and cannot be done quickly," she said.

A member perhaps summed up the feelings of all associated with the project when she observed, "The pleased expression on the face of a happy child can hardly be forgotten by anyone." ■



by DAN HILLEMAN, *Extension Editor, Colorado*

Extension's National Summer School has an international reputation and representation. Here an African student presents a plaque to Avery Bice, associate director of CSU Extension, acknowledging their appreciation of the quality of instruction and the reception they were given.

more than just a change of name

National Summer School for Extension Workers

Students are shown new techniques in ground water research developed by the Colorado Experiment Station.



A National Summer School for Extension Workers on the Colorado State University campus will be held this year. This is an additional step in the development of what has been known previously as the Western Regional Extension Summer School.

The change in name is significant, but the real impact involves changes in the educational program itself.

These planned changes anticipate the additional demands which will be placed on the new summer education program as it moves from regional to National stature, explains Lowell H. Watts, Director of the Colorado Co-operative Extension Service.

Additions to the education program recognize areas of new subject-matter interest in Extension, according to Dr. Carl J. Hoffman, CSU Extension director, education and training officer and summer school director. Curriculum additions will include courses in "Advanced Studies of Low Socioeconomic Groups" and "Developing Human, Natural, and Manmade Resources."

Other summer school courses include urban Extension, development of youth programs, public relations, communications, human behavior, organization and development of Extension programs, and development of agricultural policy.

The National Extension Summer School program also offers Extension personnel an educational climate or environment that is not duplicated in single-state instruction.

Last year, for example, the summer school program on

the Colorado State University campus drew Extension workers from 32 States and 19 foreign countries. The cross-fertilization of ideas from the varied backgrounds of these individuals added additional depth and scope to classroom instruction, Dr. Hoffman notes. The combining of practical working experience in Extension around the Nation with classroom instruction has proved an effective educational combination.

Naturally, this exchange of practical and theoretical Extension ideas between people from all corners of the Nation and the world, is not limited to classroom instruction. The exchange continues in informal discussions as students seek to make the most of the summer educational opportunity.

The international segment of the summer training program is directed in cooperation with the Agency for International Development (AID). Recognizing that many of the educational needs of these students differ from established National programs, special courses and subject-matter areas have been designed for their use. Last year nearly 50 foreign students participated in this portion of the summer school program. International participation is not limited to this segment of the training program, however. Foreign students also play a definite part in the total academic and social activities of the summer session.

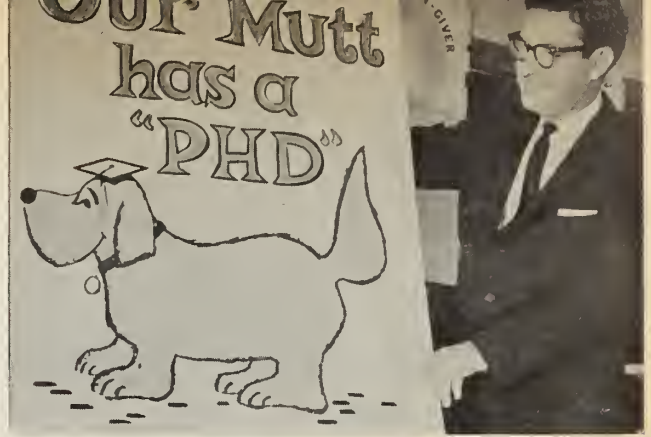
Faculty selection for the new National Extension Summer School program will follow the same criterion used in the past for CSU's Western Regional summer training sessions. This criterion is to obtain Nationally outstanding experts in each of the subject-matter fields. Last year the faculty represented six of the Nation's top universities and several governmental agencies. This coming summer the representation of subject-matter experts will be increased to include educators from seven outstanding institutions. Their names and the courses they will teach in 1965 are outlined at the end of this article.

Formal classroom training sessions are also supplemented with on- and off-campus tours. Last summer these tours included visits to several of the major agricultural and business complexes located on Colorado's rapidly expanding eastern slope. More tours are planned for the upcoming session.

The value of continued education for Extension personnel is becoming increasingly apparent each year, Dr. Hoffman states. Recently developed statistics indicate that three out of four college graduates will take advanced training.

The National Summer School for Extension Workers offers those in the Extension profession an excellent op-

Top, in his course in Human Behavior, Reagan Brown often uses humorous but always effective visuals. Center, CSU's location at the foot of the Rockies offers varied recreational opportunities which include the annual summer session fish fry. Below, Dr. Tyrus Timm of Texas A&M is representative of the subject-matter experts recruited each year for the summer school program.





The course in Extension Communication will be led by Dr. Maurice White, professor of agricultural information

at the University of Wisconsin. He is shown here in a radio training session with a 1964 summer student.

portunity to initiate or supplement advanced training. The informal environment of the summer training program makes it a good introduction to graduate study, Extension educators feel. The synthesis of ideas brought to the summer school campus by Extension students from across the Nation and throughout the world is also testimony to its importance as a center for supplemental education.

A tentative list of instructors and course work scheduled for the 1965 summer session is as follows.

(Ex 280) *Advanced Studies of Low Socioeconomic Groups*—Dr. Irene Beavers, Program Leader, Division of Home Economics, Federal Extension Service, Washington, D.C.

(Ex 294) *Human Behavior in Extension Work*—Reagan Brown, Extension Sociologist, Texas A & M University.

(Ex 283) *Developing Human, Natural, and Manmade Resources*—Dr. Eber Eldridge, Professor of Economics, Iowa State University, and Dr. Daryl Hobbs, Associate Professor of Rural Sociology, University of Missouri.

(Ex 296 International Section) *Organization and Development of Extension Programs*—Lincoln Kelsey, Professor Emeritus in Extension, Cornell University.

(Ex 176) *Urban Extension Seminar*—Dr. William Kimball, Associate Professor, Department of Resource Development, Michigan State University.

(Ex 296) *Organization and Development of Extension Programs*—Dr. Roger Lawrence, Extension Training Specialist, Iowa State University.

(Ex 177) *4-H and Youth Development*—Dr. Rudolph Monosmith, State 4-H Club Leader, University of California, Berkeley.

(Ex 290) *Public Relations in Extension Education*—William Nunn, Director of University Relations, University of Minnesota.

(Ex 297) *Principles in the Development of Agricultural Policy*—Dr. Tyrus Timm, Head, Department of Agricultural Economics and Sociology, Texas A & M University.

(Ex 292) *Extension Communications*—Dr. Maurice White, Professor of Agricultural Journalism, University of Wisconsin. ■

more vocational training is available as well as courses in the arts.

Many groups involved

Many Federal and State Governmental agencies provided useful information for the OESDP. In addition to the governmental units, individuals, firms, and community groups were involved. Some of these included the banks and the Production Credit Association which provided information on present lending policies in the fields of agriculture, business, and recreation. County pastors presented facts about church and community structures and their interaction.

Specialists at the University of Minnesota Agricultural Extension Service condensed statistics pertinent to the county situation. Much of this information was included in the plan.

Progress slowed as spring approached because Aitkin County, being in Northern Minnesota, is blessed with a very fine (but often short) summer season. During this time all efforts are devoted to making a living during the spring and summer months whether it be in agriculture, tourism, or another type of business.

The committees resumed their work in the fall of 1963, reviewing the past and present situations in the county. The Extension office provided copies of the materials that had been developed the winter before. With this basis the committees made projections into the future of the county and recommended how these projections could be realized.

Extension took the responsibility for publishing the report of the committees. In order to facilitate this, the county board of commissioners made an appropriation based on a provision in the law which provides 5¢ per capita for the promotion of agriculture and related programs.

The report was published in two forms. Each area of study was developed separately for use by special interest groups. But those concerned with the total county picture would receive a single volume containing all sections. The Overall Economic and Social Development Plan was completed March 1, 1964. It is a plan that truly was developed by the people for all of the people of Aitkin County.

Report distributed

The first step in putting this collection of facts, projections, and recommendations to work was distribution of the complete volumes to schools, churches, business groups, community organizations, farm organizations, and other interested persons and groups.

The Extension office uses the OESDP with many groups throughout the county. Often people are curious about some of the facts in the report and ask how they were developed. Through this type of discussion, people are able to dig deeper into the problems of the county. Thus, the OESDP aids in developing county programs.

A series of meetings was held in five locations through-

WORKING TOGETHER toward a common goal

by JAMES R. HOFFBECK

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■ OESDP.

Those five letters have become familiar to many people in Aitkin County, Minnesota, during the course of the past two years. In that time an Overall Economic and Social Development Plan, a 120-page document of county facts and analysis, was prepared.

Situation analyzed

The Aitkin County Area Development Association, the county's RAD organization, took on the task of researching the economic and social past of the county. In addition, they were given the job of describing and analyzing the present situation along with making some projections into the future.

Responsibilities for carrying out the assignment were delegated to standing committees within the Association: Agriculture; Business and Industry; Forestry and Natural Resources; Tourist and Recreation; and Health, Education, and Welfare (Family Living). Persons from all walks of life made up the membership of these committees. But they all had one aim in common—the future economic and social development of their county.

The first step was to research past trends, facilities, and services provided to find out how these have been changing. The four high schools in the area were surveyed to see if the rate of change in their curriculums was going to be fast enough to meet the challenge of the future for the county's youth. Findings showed that

out the county, for developing a program of work. To begin these meetings, the Extension agents used a questionnaire with 20 multiple-choice questions which were taken from the OESDP. These questions were designed to stimulate the curiosity of the persons taking part in the meetings. They were based on the various sections of the report and at the same time served as a basis for discussion.

It was felt that the questionnaire accomplished its purpose and, as a result, a new program of work has been developed which has broader aspects than the program which has been carried on in the county over the past few years. One of the expanded areas is the development in depth of a public affairs series. This will involve various county offices and agencies with a discussion of their duties and responsibilities.

There were requests for information on methods of assessment as well as a breakdown of where the tax dollar goes. A topic that was discussed at each session was the scope and responsibility of the Welfare Department. So a session with this agency is planned as well as others. Possibly through a series of this type, the people of the county will develop a better understanding of *their* government.

Impact felt early

Even before the report was completed, the agent was asked to appear before the board of directors of a local bank to discuss trends which had been found through the research of materials concerning the county. This information was to be considered in future bank planning.

A request by a local high school social teacher for 125 copies of three sections of the report; Agriculture, Business and Industry, and Forestry and Natural Resources has been filled. We have received requests for materials from other schools in the county that plan to use the material in their social classes during the coming school year.

Before these requests and others can be filled, more copies will have to be printed. The first printing of 600 copies is nearly exhausted.

The development of the Overall Economic and Social Development Plan for Aitkin County showed how many people from various walks of life could and would work together toward a common goal—the improvement of conditions for today and tomorrow. ■

A New Approach to Leader Recruitment in 4-H

by JAMES R. HUBER, *Extension 4-H Agent, Union County, Oregon*

USE of community leaders and pretraining of prospective 4-H leaders has provided an efficient and modern approach to 4-H club organization in Union County, Oregon.

Previously, the Extension agent organized all clubs in the county, with an October-through-January organizational "spree" among the various communities until all the clubs were organized. Now the task is done by community leaders, who complete the job within a month's time. As a result, the 4-H club program in Union County has expanded and the community leaders have found an adequate supply of club leaders for their areas.

The community leader approach to 4-H club organization began in the fall of 1961, after the agricultural

planning council had rejected a request for an additional 4-H club Extension agent. At a regional agents' conference, the State 4-H staff suggested that we turn to the community itself to solve our problems in securing new leaders and organizing clubs.

We were eager to try this new approach. Within a few days we had carefully selected, visited, and asked new leaders to accept a more responsible role. We set a date for a training school for community leaders, at which time we reviewed the status of the 4-H program, explained the need for community leaders and studied the qualities needed in 4-H leaders. Community leaders were also instructed on how to gain confidence of school administrators, importance of visiting classrooms with a

minimum of disturbance, and presenting well-organized talks to each class.

They were also briefed on how to conduct a survey in 3 days. On the survey blank was included a place for students to list names of prospective leaders. Before the meeting ended, we agreed that a training session for prospective leaders should be held within a 2-week period.

Each community leader was to survey his or her area and ask prospective leaders to attend a training session to be held in November. Names of prospective leaders were sent to the Extension office so we could mail them a personal invitation to attend the training session.

In preparing for the training meeting, we agreed that meetings should begin and end on time. Each presentation was timed and the entire meeting lasted 1½ hours.

Fifty enthusiastic persons attended afternoon and evening sessions for the new leaders. Guest speaker was Cal Monroe, State 4-H Club Agent. The meeting was also attended by Manop Sivilai, county agent from Thailand, who observed Extension methods and praised the volunteer leaders for their initiative, "know-how," and service.

Monroe outlined the origin of club work and explained the relationship between Union County Court, Oregon State University, and the U.S. Department of Agriculture. The role of the County Extension Service was explained by the use of visuals, including a flannelgraph showing each Extension Agent and his responsibility to the club program.

The new leaders received tips on relationships of club members, parents, and leaders; how to work with youngsters; and how to organize clubs. For reference we used *Parents and 4-H Club Work*—USDA PA-95, *The Club Leader and the Parents*—Club Series A-55, *Club Members Together*—Club Series A-57, and *The Club Member and the Leader*—Club Series A-58. Testimonials from community leaders indicating the satisfactions of 4-H work, with a question-and-answer period concluded the session.

The response from the pretraining of new leaders was noteworthy. In addition to the 50 who attended, there were 25 more who indicated they would be willing to lead 4-H clubs, but were unable to attend this meeting. These 75 leaders were secured by 14 community leaders within a 2-week period.

The community leader approach and the method of pretraining new leaders resulted in the expansion of the 4-H club program from 913 to 1,020 members that year. Our project enrollment grew to 1,461 and was well balanced, with 617 projects in home economics, 356 in agriculture, and 488 in other projects. We are now reaching one out of every three youngsters from the fourth grade through high school with 4-H club work.

Involvement of community leaders indicates that there are many talented people in the community who are willing to serve as community leaders. They are respected, well acquainted with the parents and children in a given area, and can often get more response in securing club leaders than can the Extension agent. They also assist in organizing clubs, securing leaders, developing leader



The training session for prospective leaders was led by Cal Monroe, State 4-H agent and community leaders.

training and serving as a liaison between the Extension office and the local 4-H club leaders.

A systematic and timely method of organizing 4-H clubs in the fall is a "must" for a successful 4-H program. The old saying, "Planning makes it happen" proved to be true. Within a month we were able to recruit and train 14 community leaders and have them complete a survey in each of their communities. They secured 75 prospective club leaders whom we also trained. Ninety percent of the clubs were organized within this period.

We provided a systematic and definite approach in training new and prospective leaders. We helped them understand the organization of the Extension Service and how the Land-Grant Universities and U.S. Department of Agriculture are backing their program. Our records show that out of 61 leaders recruited in the fall of 1961, 26 are still leading clubs, 19 have moved away or were ill, and we lost only 16 because of other reasons.

The community leader approach provides more efficiency in the overall 4-H operation at less cost to taxpayers, and key leaders are a source of continuous strength throughout the year.

Other values derived from this program include personal growth of the Extension agent. Preparing outlines and visual aids and presenting subject matter for community and prospective leaders is challenging. A concerted effort toward club organization on the part of community leaders resulted in getting most of the clubs organized in a 4-6 week period; provided peace of mind for the Extension agent; and gave him time to hold a *Know Your County Government* conference for older 4-H youth; and to develop leader training programs. ■

From the Administrator's Desk

A new feature of the Extension Service Review

We are constantly striving to make the *Extension Service Review* more useful to you, just as we are working in FES in many ways to help you do your job, to constantly strengthen the service Extension performs for the American people.

It has been suggested that the readers of the *Review* would appreciate a few personal ideas from the office of the Administrator. Beginning with this issue, I shall take pen in hand each month—to do a bit more to serve you through this page.

I expect to write a little about a variety of things. Our goal will be to comment from this point of view on a variety of subjects of current and timely interest to Extension workers. We would hope to communicate something of the National point of view with respect to our programs and the needs they serve. We would hope to communicate some sense of National purpose, and the relation of this to your programs and the local needs. We would hope this page might challenge and stimulate your thinking and keep you informed as to the immediate items occupying the Administrator's desk.

One constant challenge faced by the *Extension Service Review* editorial staff is to maintain a publication useful to all Extension workers. This is not easy in light of the great variety and diversity of local situations in which we work, the great variety of different and specialized assignments we have. No one article, no one issue is of equal significance to all Extension workers. We hope you frequently find an article of special significance to you.

While we have many and varied interests we have much in common—a common heritage, a loyalty to our organization, a dedication to helping people improve the world in which they live and their lot in it, a reliance on common educational philosophy and technique, our cooperative ties to the Land-Grant Universities and the USDA, and a constant need to build our own knowledge and skills. The *Extension Service Review* can serve these

common interests along with individual specialized interests—and we hope this page may strengthen the *Review* in doing this.

The *Extension Service Review* can be useful only to the extent that Extension workers are willing to devote the time necessary to make it so—by writing articles, by making constructive suggestions to the editor, by carefully reading each issue. The editor appreciates the help your suggestions give him.

Similarly I expect this page may be useful only as long as we receive reactions and suggestions from Extension workers. At any rate, if after a time of trial we feel such a monthly note from the Administrator's Office is not the most productive use of this space, the editor will use the space for some other purpose.

In this first note I want to say just a word about the past year, our 50th Anniversary year. We have seen much editorial comment from the four corners of the country and many publications commending Extension for its 50 years of distinguished service. This has been a most gratifying tribute to the thousands of dedicated Extension workers. All of us who have witnessed these expressions have felt great pride in our associates.

We, all of us, carry the responsibility of moving this organization into the second half century—a period of more rapid change, a period of greater need for informal education than we have ever known in the past, and a period of accelerated activity of numerous agencies and organizations who need our cooperation. We can together face the uncertain future knowing that we are needed, confident that we can make the changes in our work that changing times will call for, and determined that each of us will perform an educational service essential to the people we serve.

In this spirit each of us in FES wishes each of you a happy and successful new year—and the organization a glorious second half to its first century.—Lloyd H. Davis