

Fall 1981

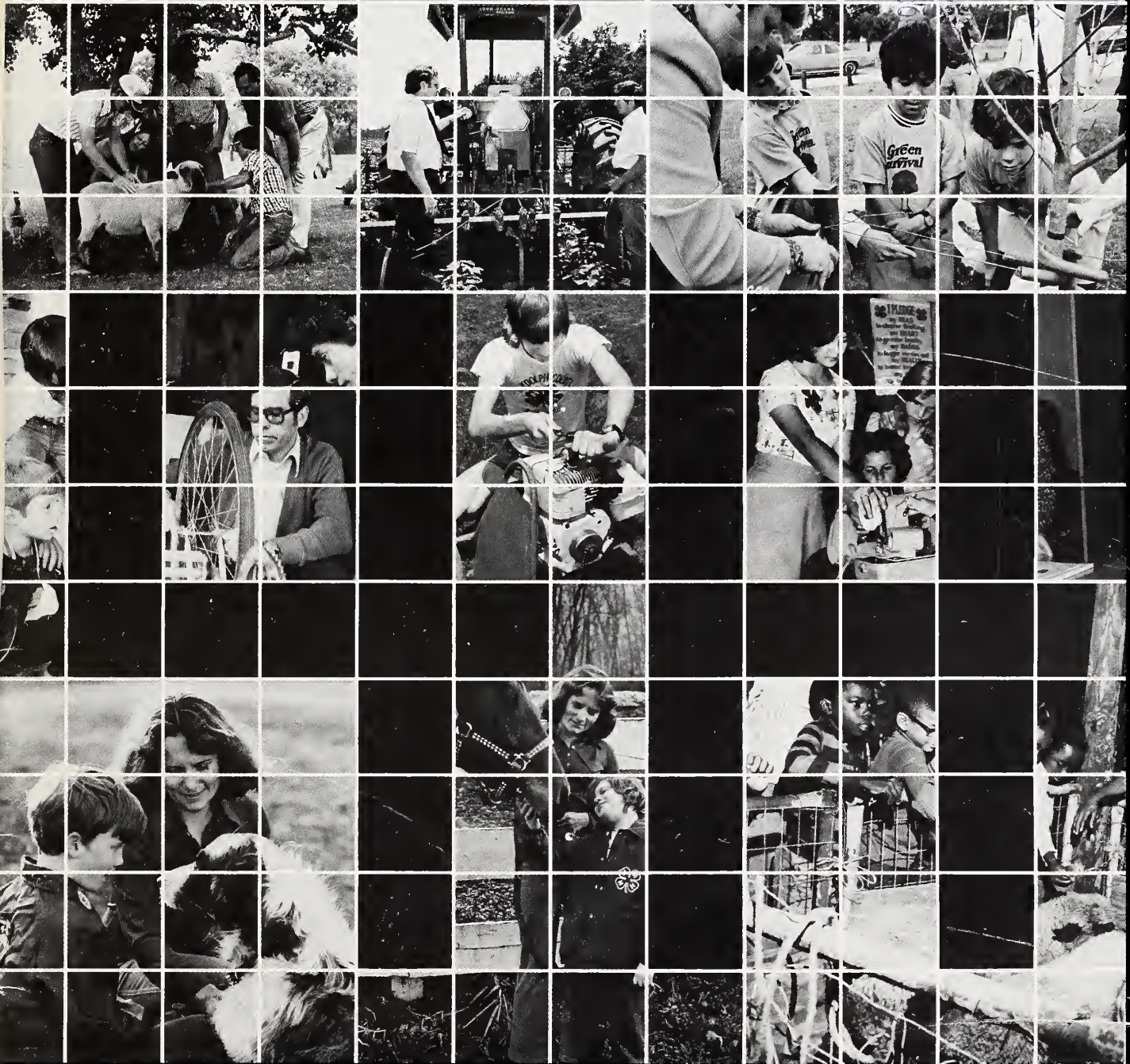
United States Department of Agriculture



extension review

4-H—Something for Everyone

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4-H—Something for Everyone

Something for everyone—that's 4-H. No matter where you live—rural Iowa, downtown Atlanta, or central Africa—there's something in 4-H that just fits your needs.

"After half a century, 4-H gets to be a habit," says Clara Miller, 50-year 4-H volunteer leader from Kendall County, Illinois (see photo below).

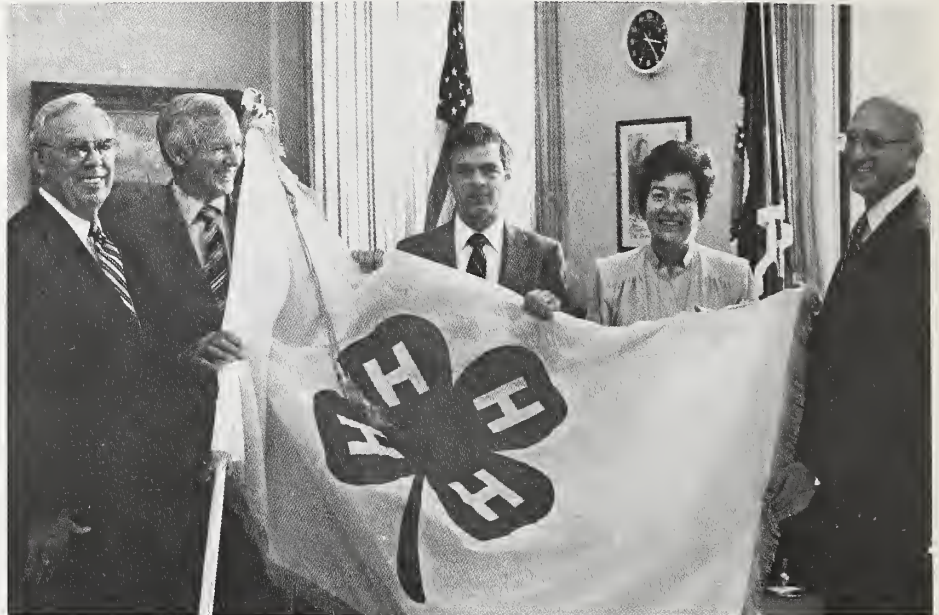
Like Clara Miller, people of all ages benefit from 4-H activities, whether it's the 4-H leader who gains new expertise while helping kids, the blind Arizona resident who receives a 4-H trained guide dog as a companion, or the low-rider who attends a 4-H car-repair clinic.

This issue of *Extension Review* also takes a look at 4-H'ers planting "energy trees" and raising show horses in Michigan and a 4-H leader in Rhode Island and his computer-smart "Boolean bunch." 4-H'ers, their leaders, families, and communities—all benefit from their personal involvement in these activities.

We'll also see how North Carolina 4-H members put together an exciting visual newsletter that appeared at the National 4-H Congress in Chicago last month and how youth in California film "4-H Newswatch."

Young 4-H members in Mississippi live the roles of local government officials, in another article. Some still want to be lawyers after their experience; others found their mock "day in court" enough to convince them to try something else as a career.

Wake County, N. C., sixth graders visit area farms to learn the rewards and difficulties of farming in America, in a program called "Wake Up to Agriculture."



Secretary of Agriculture John R. Block, center, displays a 4-H flag for his outer office presented to him by, left to right, James Dutt, 4-H donor, Beatrice Foods; Grant Shrum, chief executive officer of the National 4-H Council; Mary Nell Greenwood, administrator, Extension Service, USDA; and Eugene "Pete" Williams, deputy administrator for 4-H, Extension Service, USDA.

These articles illustrate the range of subjects and skills taught in 4-H; for example, how participants get help in making vocational choices.

Agriculture has been and still is the main strength and base of 4-H and its programs. This informal educational program is conducted by the U.S. Department of Agriculture, state land-grant universities, and cooperating counties with support from the National 4-H Council and other private support. In the United States, almost 5 million kids from 9 to 19 participate in 4-H and thousands of adults are volunteer leaders.

Around the world, 4-H is also taking hold. Five million young people in 82 countries have adopted youth programs similar to 4-H. An international youth exchange program gives American 4-H members an opportunity to visit families and see programs in many other nations. In turn, local clubs in the United States host visits by youth from other countries.



Clara Miller of Kendall County, Ill., has been a 4-H leader for 50 years.

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Anson R. Bertrand
Director of
Science and Education

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Extension Service

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Kids and Computers Speak the Same Language

*Jeffrey A. Hall
Extension Agent
University of Rhode Island*



A trio of young students take their turn in using the computer to perform a number of tasks.

If Michael Cardin had his own computer, he would program it to play Dungeons and Dragons and keep lists of information including the names of U.S. Navy ships.

Michael doesn't have his own computer, but he does belong to a 4-H computer club. Every other week, Michael and five other 4-H'ers get together to "talk" computer and learn the language of these electronic machines which store information and instructions; perform rapid and often complex calculations; and compile, correlate, and select data to solve problems.

Sound too complicated, too technical, or boring for an 11-year-old? "Not at all," says Michael, "it's fascinating and fun," with a little help from 4-H leader Peter Favolise.

Peter Favolise not only works with computers and teaches college students computer science, he also has a small computer system at home. He became intrigued with computers several years ago. Currently a software engineer, he programs computers for defense-related projects. He also devotes a lot of his free time to 4-H as a volunteer.

Family Project

Peter and his wife Mary, 4-H leaders for 8 years, have been helping youngsters with projects in photography, crafts, model airplanes, rocketry, and small animals. But the Favolises' 4-H involvement goes beyond club work.

Peter Favolise is a former president of the eastern Rhode Island 4-H advisory committee and has served on the state 4-H advisory committee. Mary worked as the superintendent of the Country Store at the Newport County 4-H Fair. For the past several years, the Favolises have hosted 4-H exchanges from Finland, Northern

Peter Favolise, a 4-H leader and college computer science teacher, retrieves information from his home computer.

Ireland, the Netherlands, and Norway, as part of the International 4-H Youth Exchange program. They are also foster parents. Two foster children live with them and their three children, John, 11, Kristen, 12, and David, 13.

Between work, 4-H, and his family activities, Peter Favolise somehow manages to find time to teach an advanced computer science course at Salve Regina College in Newport. When not teaching college students or 4-H'ers about these electronic minds, Peter uses his home computer and ham radio to send Morse code or he entertains himself by playing electronic number games.

He's not the only Favolise who spends his free time behind a computer keyboard. Ten-year-old John Favolise plans to follow in his father's footsteps. "Computers are fun," says John, adding, "I would like to work with them when I grow up."

The Boolean Bunch

John and two other 4-H club members are learning "Basic," the simplest and most elementary language of computers which enables the youngsters to solve mathematical problems and play number games.

"It's easy to teach and learn," explains Peter Favolise. "Their programming skills are developed by having them change instructions in existing programs and observe how these changes affect the results of running the program." Michael Cardin, although only in sixth grade, hopes to land a job in the field some day.

The three high school students in the 4-H club are learning a more difficult language called "Pascal," which requires them to design programs



more thoroughly. The computer club calls itself the Boolean Bunch, named after Boolean algebra. Members come from all over the State.

Eric Miller and Chris Asselin, two high school members from Warren, are taking a course called "An Introduction to Data Processing" at Bristol Community College. Chris, viewing the club as a great learning experience and good training, hopes to go to the top of the computer field. He and Eric plan to major in computer science in college and become analysts. A wise choice, according to Peter Favolise.

"The schools aren't able to produce enough people to supply the market, so trained people are at a premium and wages are above average," he says. "Typically, someone going right to work from college can earn \$20,000 a year with a bachelor's degree in computer science."

Bright Job Market

The 1980-81 edition of the *Occupational Outlook Handbook*, published by the U.S. Department of Labor, states that, in general,

programmers earn twice as much as the average earnings of all non-supervisory workers in private industry. Because of the degree of knowledge and skill required, systems analysts earn more. The handbook also states that high demand for computer programmers and systems analysts will continue over the next decade.

Though business and industry offer the most career opportunities in computer science, job opportunities exist with the Federal Government, educational institutions, and non-profit organizations.

Some of these jobs will probably be filled by members of the Boolean Bunch, thanks to volunteer leader Peter Favolise, who introduced a group of 4-H'ers to the world of computers.

(Reprinted from *In Touch*, May-June 1981, a publication of the College of Resource Development, University of Rhode Island.)

Friends in Need: 4-H'ers Train Guide Dogs

Guy Webster
Extension Information Specialist
University of Arizona

Richard St. Andre, a blind, retiree in Cottonwood, Ariz., says he's lucky to have a trained guide dog—a black Labrador named Bob.

St. Andre became Bob's keeper in 1978 after they finished training separately and then together at the Guide Dogs for the Blind headquarters in San Rafael, Calif. St. Andre began losing his sight just a few years earlier.

Bob was born and bred at the Guide Dogs for the Blind kennel, but he lived most of his first 2 years with the family of a California 4-H member. Guide Dogs for the Blind places its puppies with 4-H'ers for 12 to 18 months to accustom the animals to family life and to teach them basic obedience.

Now, St. Andre works with two Cottonwood 4-H members who are raising guide dogs. He helps them understand how important the dogs' behavior and skills will be to the blind people who will get the dogs later.

Though hundreds of 4-H'ers in other states have raised guide dog pups, Stacy Keesler and Kim Kallsen of Cottonwood are among the first 15 Arizona 4-H'ers to try it. Youngsters in six Phoenix families recently said difficult goodbyes to dogs they had lived with since June 1980. Earlier this summer, Chris Rivers of Yuma returned to San Rafael a prospective guide dog that she had brought with her when her family moved from California to Yuma last year.

Last April, eight 3-month-old pups arrived in Arizona from Guide Dogs for the Blind. Five Pima County 4-H'ers left the county fair just long enough to meet their charges at the



Tucson airport. Keesler and Kallsen went to Phoenix to pick up their pups. The eighth went to Ronda Robles of Yuma.

"People in several other counties have expressed an interest in the guide dog program, too," says Al Meier, the Extension 4-H specialist who has started and coordinated the program in Arizona. "I expect we'll have close to 20 pups in the State by next summer."

Meier says raising a guide dog is a rewarding project for 4-H members: "They are doing something specifically for another person. What they have spent a year and a half on, if the dog passes its professional training, will benefit someone for about 8 years or more."

Changing Masters

The dogs return to the San Rafael center when they are about 18 months old. They then receive 5



Top left: Kim Debolt, a 4-H member, gets a friendly lick on the chin as she and friends greet her guide dog puppy on its arrival at the Tucson airport.



Julie Wharton of Tucson encourages her guide dog pup to use stairs forbidden to other family dogs.

months of professional training in the specific skills needed by guide dogs. The 50 to 60 percent who pass the training are paired with selected blind recipients. The two train together for 4 weeks before leaving the school. The 4-H'er who raised the puppy is invited to the graduation ceremony, where he or she symbolically hands the dog's leash to the animal's new master. Guide Dogs for the Blind does not charge any fees to the people who receive the dogs. It is a nonprofit corporation supported by donations.

St. Andre was handed Bob's leash by 4-H'er Anita Zick of Ramona, California. He and she have exchanged several tape-recorded letters since then. Many guide dog users form long-lasting friendships with the 4-H'ers who raised their dogs.

"Working with 4-H has really benefited our organization," says Paul Keesberry of Guide Dogs for the Blind. The 4-H pattern of 1-year projects, the 4-H tradition of learning responsibility by caring for an animal, and the organized 4-H leadership all suit the needs for raising guide dogs.

"It's absolutely essential that the puppies are raised in a family atmosphere at this young age . . . Socialization is the number one concern," says Keesberry.

The Arizona 4-H'ers in the guide dog project range from 11 to 18 years old, and vary in their amount of prior 4-H experience with dogs. Some, such as Julie Wharton of Tucson and Dianne Lasher of Phoenix, raised and trained dogs as 4-H projects for several years before receiving their guide dog pups. Others, including Jeni and Tami Wofford, have had dogs only as family pets, not 4-H projects.

Keesberry or another representative from San Rafael delivers the puppies personally. They are 3-month-old German shepherds, Labrador retrievers, and golden retrievers.

Training by 4-H'ers

The 4-H families teach the puppies good behavior, starting with house-breaking and learning not to jump on people or furniture. The pups get used to the home environment and to other animals.

In 4-H families, the other animals may be numerous. When Kim Kallsen had had her guide dog pup, Abba, for 2 months, she said, "Abba has learned to get along with the sheep, but the sheep don't get along too well with her." Stacy Keesler's pup Allison liked to chase kittens, but just looked at the calf from a distance. Both Abba and Allison seemed to get along with St. Andre's tolerant Bob.

Julie Wharton had two problems with teaching her pup Aesop to climb stairs: It was scared to come back down, and seeing this newcomer on the staircase upset her family's other dogs because they are not allowed upstairs themselves.

The 4-H'ers are expected to introduce their pups to situations that might be distracting or frightening. As a guide dog, the animal will need to accompany its master anywhere without fear or hesitation.

The Woffords and their neighbor Becky Meyer took their guide dog pups often to Tower Plaza shopping center in Phoenix. Lindy and Mike Anderson, also of Phoenix, took their pup Quebec for a ride on Molly the Trolley around Scottsdale Center.



Above: A 5-month-old trainee, Allison (right) meets Bob, a working guide dog.



Brad Roachell of Tucson and his new pupil appear to share the same pensive mood during their first meeting.

Kim Kallsen says, "The first time I took Abba to a store, she freaked out when the automatic door opened. She wouldn't go in. I had to carry her in."

Learning to contact business proprietors beforehand and explain the guide dog training program has taught the 4-H'ers some lessons in community relations and cooperation.

Field Day Surprises

Group activities have supplemented the 4-H'ers' individual work with their dogs. Donna Anderson, the adult leader for the guide dog project in Phoenix, organized a field day at Roadrunner Park last winter. The local guide dog raisers took their pups through an obstacle course that included nearby ducks and cats, a chainsaw noise, a metal grating to be walked over, a person abruptly opening an umbrella, another stepping suddenly out of a mock telephone booth as the dog passed, and other surprises.

Local leaders Jane Dalton in Cottonwood and Pat Wharton in Tucson are planning similar field days. Wharton also plans activities to tie the guide dog training closer to the rest of the 4-H dog project. She hopes to establish a guide dog class for county 4-H dog shows. A separate class is needed because the obedience commands and standards that guide dogs must learn are different from those used for dog shows.

After training and loving her pup Patrina for more than a year, Jeni Wofford was not looking forward this summer to returning the dog to San Rafael. "I'll feel sad when we have to send her back," she said. "That will be the hardest part."



Quebec, a guide dog trainee, gets some pointers on proper restaurant etiquette from Phoenix 4-H'er Lindy Anderson, her trainer.

The family that raises a dog can choose to keep it if the dog fails its guide dog training. But for most of the 4-H'ers who raise the pups, their lasting satisfaction is in knowing that their job well done has helped make life easier for a blind person.

"Getting around with a cane is very slow compared to traveling with a guide dog," says St. Andre, who has tried both. "And I don't know of any cane that can lead you right to a door."

(Reprinted from *Progressive Agriculture in Arizona*, September 1981.)

Newsletters— Think Visual

*Mark Dearmon
Coordinator
Visual Newsletter
Raleigh, N.C.*

Printed newsletters are common to most conferences. They are handed out daily or at week's end.

These newsletters come in all sizes, shapes, and looks, sometimes with pictures. They're great to put in the files for a permanent record of the event. But more frequently, they end up in a large circular file common to most offices.

For the past 3 years, the North Carolina State University Department of Agricultural Communications has experimented with a new twist on the old newsletter theme. This one, called a "Visual Newsletter," is 100-percent recyclable. Slides for the Visual Newsletter are taken of conference activities and then combined with music and narration. The newsletter, presented to a daily or closing assembly, can be informative and entertaining. Properly produced, it can be one of the highlights of the event. And slides provide a complete record for later use.

North Carolina's Visual Newsletter debuted first at the 1978 national Convention of Agricultural Communicators in Education (ACE) in Asheville with the help of Clemson University. But it was not until the summer of 1979 that the idea came into its own.

At the 1978 ACE Conference, the presentation was made each morning at breakfast, reporting the events of the previous day. This meant long hours for the staff producing the "Visual Newsletter." The color slides were developed late at night in one of the hotel rooms. Staffers then sorted them, polished the script, and put the finishing touches on the entire presentation before they



Members of the newsletter staff select slides for the presentation.

showed it the next morning. With a great deal of teamwork and determination, the production of the show was a smash and has received standing ovations ever since.

Dr. Z

In March 1979, Associate State 4-H Leader Dalton Proctor approached North Carolina's Agricultural Communications Department about preparing a "special" multi-image slide program for the state 4-H Congress. The department staff developed a proposal for a three-screen, eight-projector Visual Newsletter and presented it to the state 4-H staff.

In an effort to involve 4-H'ers in the project, we suggested that several 4-H photography project participants be selected as staff to take the slides needed for each night's Newsletter.

Once the proposal was accepted, we sent applications to 4-H agents across the state in search of the best 4-H photographers. The resulting staff ranged in age from 12 to 19.

A great deal of planning was done before the staff arrived for training the afternoon prior to 4-H Congress. We considered the size and makeup of the audience of 1,000 4-H'ers and leaders and how we might most effectively use multi-image to inform, entertain, and motivate them.

We developed a character to narrate the Congress newsletters—Dr. Z, the computer that runs the projectors for the evening presentations. In the initial show, Dr. Z described its functions and capabilities to the surprised audience. Using Dr. Z each evening kept a thread of continuity from one show to the next.

The opening for each show contained music we selected in advance with our audience in mind. (Beware of copyright laws!) We produced a standard visual opening for the show and prepared other standard visuals, such as clovers and titles, largely in advance.

Matt Armstrong, newsletter editor, makes it look like a relaxing job as he selects slides for the program. However, he is only hours from deadline.

Keep Your Fingers Crossed

Seven 4-H'ers shouldered much of the responsibility for the success of our visual newsletter. They met with us for the first time on the afternoon before the 4-H Congress began and learned about the project. Each 4-H'er, equipped with 35mm camera and electronic flash, was responsible for taking slides of assigned activities during the next 4 days.

The young 4-H staff, warming to the idea quickly, became more enthusiastic after the opening night's show, which had basically been completed ahead of time.

Now, responsibility for success was squarely on their shoulders. They responded beyond our expectations.

Monday—The Premiere

Monday is registration day for 4-H Congress in North Carolina, when delegates and leaders from all 100 counties arrive in Raleigh. At least that's what most delegates do on Monday.

But it was a workday for the members of the Visual Newsletter staff as they snapped slides of others registering, checking in, and meeting old friends. They also helped set up the 9- by 36-foot screen at Scott Pavillion where the evening assemblies would be held. (The screen was actually three 9- by 12-foot screens joined together and masked to make one larger, horizontal screen.) Suspending the screen from the rafters proved to be one of the hardest tasks of the week.



A projector island was constructed in front of the screen 45 feet away. All aspects of the show were controlled from there. After a sound check (we tied into the house sound system) and alignment of projectors (two on each outside screen area and four in the center area), we returned to the studio to put the finishing touches on the Monday newsletter.

Delegates expressed considerable curiosity about the Visual Newsletter as they arrived for assembly. Until then, the newsletter had been given little buildup, so no one knew what to expect. But who wouldn't be curious over the sudden appearance of eight projectors and a wide screen?

The element of surprise worked well. As the show began, Dr. Z introduced herself as "the computer with something extra," showed off the capabilities of multi-image, and praised the members of the Newsletter staff to the increasingly curious audience. "Z" led into the opening theme with the magic words "Hit it

boys!", and the audience clapped in time to the music as images changed rapidly on the screen. The 4-H'ers shrieked their delight as they recognized themselves or their friends on the screen.

After the opening, Dr. Z provided a chatty narrative to accompany slides of events leading up to the Congress. In less than 10 minutes, the Visual Newsletter ended and Dr. Z had captured the attention of the audience. But the real test was yet to come.

Tuesday: The Acid Test

During Monday's activities, the staff shot 12 rolls of film. The first batch of finished slides was due from a lab at 8:30 Tuesday morning. (Film was dropped twice a day: 9 a.m. and 5:30 p.m., with pickup at 2 p.m. and 8:30 a.m. respectively.)

The first batch of slides was excellent although there were occasional problems—underexposure, dead flash batteries, and so on. Once they saw the results, the staffer's self-confidence increased and they want-



Dearmon (left) and assistant, make last minute adjustments before showing the "Visual Newsletter."

ed even more involvement. Tuesday morning, we added music and effects and, early that afternoon, sequenced and programmed the slides to synchronize with the soundtrack. Additional slides arrived soon after lunch and we finished the 8-minute newsletter at 4:00 p.m. The Visual Newsletter provided a look at 4-H Congress through the camera lenses of the 4-H staff photographers who took 90 percent of the slides.

The idea that looked great on paper proved to be dynamite on the screen. The entire eight-projector presentation, produced in less than 8 hours, was ready for the eager audience on Tuesday evening. Again, the response was overwhelmingly positive. The only complaint: "The newsletters aren't long enough."

Wednesday and Thursday—The Grande Finale

By Thursday, we were producing a 25-minute visual newsletter which was eagerly anticipated by the congress delegates and visitors. Produc-

tion went smoothly overall, despite a missed film drop and some occasional photographic problems.

The only near disaster came on Thursday evening. Upon completing the 25-minute show, we found the computer (or Dr. Z) had been unplugged before the program had been stored on tape. We quickly redid the program in less than an hour from memory and production notes.

We carried in the three racks of projectors and set them up during the ongoing talent show. Later in the evening, they gave two standing ovations for the final edition of the 1979 Visual Newsletter.

By the end of the week, the newsletter had become the highlight of 4-H Congress. Participants rated it 4.88 on a scale of 5 on their evaluation forms. Dr. Z and staff were destined to return in 1980.

The 1980 Edition

Year two of the Visual Newsletter brought several changes designed to improve it and involve 4-H'ers further.

An editor and assistant editor headed up the staff and 4-H'ers received extra training. The idea worked well—so well, in fact, that the two editors produced the Wednesday newsletter largely on their own except for scripting. They even mixed the soundtrack and programmed the computer.

The staff grew to 10. Applications had almost tripled from those of the preceding year. Four members of the 1979 staff returned. In selecting

participants, we emphasized talent and involvement in 4-H photography projects. We let selected adult leaders observe the staff as they worked on the evening presentations.

Dr. Z, quite a celebrity, provided continuity from 1979 to 1980. Many 4-H'ers new to the congress in 1980 had heard of Dr. Z and the Visual Newsletter from their peers.

The only technical change in the 1980 newsletter was the addition of four more projectors for a total of 12. This format allowed us to use more sophisticated visuals on all three screen areas.

The week's highlight for the newsletter came on Thursday evening when it was announced that Dr. Z (Jan Christensen) and the newsletter's creator (Mark Dearmon) had received invitations to produce the first Visual Newsletter for the 1980 National 4-H Congress in Chicago.

At the 1981 congress the newsletter was produced by professional staffers and did not include 4-H members. This was necessary to allow 4-H'ers the opportunity to attend sessions and participate in all activities of the meeting without having to spend long hours producing the show. Also, the cost of sending a number of 4-H members to Chicago to produce the newsletter was prohibitive.

The result of the 1980 show at the 4-H Congress was a standing ovation and another invitation to produce the show the next year.

"Celebracion de Jovenes"

Carole Connolly
4-H Youth Advisor
Solano County Cooperative Extension Service

The day they chose for the first "Celebracion de Jovenes"—Celebration of Youth—last spring was perfect. It was warm and breezy, with the sun casting strong shadows on the Dixon May Fairgrounds in Dixon, Calif.

But the two groups that met there that day were an unlikely combination—unlikely that is, until the leaders found they could be of great help to each other.

The Celebracion de Jovenes brought together members of the Street Life "low-rider" car club and a number of 4-H groups. Representatives from all sides of the event said it was successful in its main goal: to bring the Hispanic community together with 4-H because they had much to learn

from each other. Car club members gave demonstrations on auto maintenance and car body repair, which stemmed from classes taught by 4-H earlier that year on the same topics.

Something For Everyone

About 500 persons attended the celebration, also designed to generate revenue to help fund Migrant Summer School projects in Dixon and nearby Vacaville. Dixon has a large migrant population from May through October and many of these people, as well as year-round residents, had never been exposed to 4-H.

Early in the morning, 4-H groups set up about 20 displays and later began about 15 demonstrations on a wide variety of topics. These included: bicycle safety, rocketry, goat care, electricity, leathercraft, a petting zoo, and a bilingual display on guide dogs for the blind.

About 100 low-riders from Dixon and other nearby towns displayed their customized cars and competed in a car show. The car show, in which

about seven of the club members participated, was handled according to the regular rules of a low-rider event, the object of which is, through the use of hydraulics, to make the car jump as high as possible while remaining in one spot. Judges included the Dixon fire chief, a State 4-H youth advisor and a well-known low-rider judge.

Other members of the community pitched in to show their commitment to the project. The California Highway Patrol sent an officer to set up an information and recruitment booth, a local hospital representative discussed health careers with the young people, Regional Rural Health staffers set up a booth to check blood pressure, and Ballet Folklorico performed traditional Mexican dances. It was a day filled with education and fun.

Spreading the Word

Publicity for the event was well prepared. About 2,000 leaflets touting the Celebracion de Jovenes



were posted from Antioch to Sacramento and from Vallejo to Stockton. Notices were posted in area high schools and grammar schools. Newspapers, radio and television stations were contacted and, on the day of the event, they announced it through public service announcements or community events calendars. Representatives from the event also appeared on "Image," an Hispanic-oriented television show.

The celebration received favorable publicity in a feature article of the Vallejo (Calif.) Times-Herald. Bruce Rodello, a Cooperative Extension Service staffer, organized the event. In the article, he said, "We're trying to make the Hispanic kids more aware of what 4-H has to offer. It's an exposure thing . . . The car clubs are trying to show they are more family oriented than the street gang image

they have had in the past. I'm not aiming at these adults, I'm aiming at these little kids. They will associate 4-H with cars, crafts and a good time on a Saturday afternoon."

Hispanic Involvement

Eugene Mijares, an Oakland YMCA leader and a member of the Street Life car club said that it is important for Hispanics to assume their roles in the community. "4-H has been an organization that has long been overlooked when it comes to the involvement needed in the Mexican community. We too want to be considered a club that's trying to be a catalyst for getting people involved in the community."

From the planning stage through the closing of the show, the spirit of fellowship seemed to ride high. Many 4-H groups participated. Their members attended meetings of the car clubs to discuss details in planning the event. The groups contacted migrant parents' advisory committees.

A Total Team Effort

A Foundation Grant awarded to 4-H financed production of the car show and a neighborhood center in Sacramento helped to plan it. The Dixon 4-H clubs loaned the project \$200 to meet any unplanned expenses. Club members had earned the money through various fund raising events.

After the show, youth involved with the auto body class helped to clean the area and pack up the equipment, assuring that the 4-H would receive its cleaning deposit back.

The event was not much of a moneymaker but it left participants rich in goodwill between the 4-H and Hispanics. In fact, after all of the bills were paid, the program was left with a grand total of only \$25.33, but even those funds were slated for good use—to set up a strawberry patch at the Dixon Migrant Labor Camp.



The Winners— 4-H and Harness Horses

Jayne E. Marsh
4-H Information Coordinator
Michigan State University

What does it take to produce a winning harness racer?

Most experts agree that proven bloodlines and good conformation (structure) are musts. But can the way a foal is raised affect its racing performance? That's what Standardbred breeders and 4-H members in Michigan aim to find out.

"It's no secret that horses raised and cared for by 4-H members are among the best kept in America," says Don Price, general manager of the Michigan Harness Horsemen's Association. "We know that 4-H'ers know how to properly care for and raise their animals. That's why we decided to organize the 4-H Standardbred Horse Production project and give 4-H members a chance to use their skills," he explains.

Shared Project

4-H horse project members are raising Standardbred foals donated by breeders. After 1 year, the yearlings are sold at a statewide Standardbred auction. The members receive one-third of the selling price after expenses, with the remainder going to the breeder. The program is believed to be the first of its kind in the country.

The project was developed with the cooperation of the Michigan 4-H Youth Program, the Michigan Harness Horsemen's Association, and the Michigan Standardbred

Breeders Association. The Ralston-Purina Company provided participants with horse feed and helped monitor the horses' growth and development.

Last fall, four Michigan Standardbred breeders—Shiawassee Farms, Surbrook Farm, Downing Stock Farms, and Thomas Smith—donated 16 foals to be used in the project. Sixteen 4-H'ers, aged 15 to 19, were selected to participate and picked up their foals in October.

Though the young people all had previous horse experience, they attended a series of educational workshops held to acquaint them with proper Standardbred raising techniques.

Ken Gallagher, a Michigan State University Cooperative Extension Service equine veterinarian, briefed the youth on health maintenance, exercise, and foal care. A representative from Ralston-Purina and an experienced breeder gave the youth guidelines on nutritional requirements.

The young people kept detailed records on the horses' growth and development. They submitted these records monthly so breeders could be kept posted on the foals' progress. They also maintained accurate expense records to help them better understand the economics of the industry.

During the winter, the members worked to teach their foals stable manners, including how to lead, load, and ride quietly in a horse trailer.

Most trainers prefer to break their own horses to drive, so many of the 4-H'ers "ponied" their foals alongside other mounts to build up muscle tone.



Harness Racing Industry

It was not only the foals that learned how to make it in the harness racing business. Participants did, too, in a number of workshops about the racing industry.

"Though most 4-H'ers are familiar with the cost of keeping a saddle horse, few are knowledgeable of the economics of harness racing," says Dick Dunn, MSU Extension animal science specialist and 4-H horse program leader. "Racing has an impact on the state economy, and through the project, our 4-H members learned there's a great deal more to the Standardbred business than just taking care of a horse's basic needs."

The group toured a breeding farm, learned about artificial insemination (AI) techniques, and watched horses being exercised on a mechanical treadmill and in a swimming pool. Members also learned about harness careers by visiting county fair and pari-mutuel racetracks.

A trainer, a driver, a course clerk, a race starter, and a photofinish photographer told the youth about their jobs and their importance in the racing industry. The group also heard explanations of claiming races, training expenses, purse distribution, and betting procedures.

Ten months after receiving their foals, the young people exhibited their animals at a special 4-H Standardbred Horse Production Project Show. Robert O'Donnell, a Standardbred breeder from Grafton, Ohio, judged the horses on conformation and rated the 4-H'ers on their showmanship skills. The top



showmanship winner received an all-expense-paid trip to the Ralston-Purina Research Farm in St. Louis, Mo.

The show also enabled the young people to compare their horses to those of other members and gave potential owners and donor-breeders a chance to appraise the horses' condition and development.

4-H Yearlings

"I was really impressed with the quality of the 4-H yearlings," says James Downing, owner of Downing Stock Farms, who donated three foals to the program.

"There was a marked difference between them, in overall condition and manners, and horses of the same age and breeding I have on the farm. I was proud to have the 4-H foals representing my breeding operation," he says.

Bidders at the annual fall Michigan Standardbred Yearling Sale were also impressed with the horses. The yearlings sold for an average price of \$3,756.25—netting the 4-H members an average of \$1,252, less any farrier, veterinary, and other miscellaneous expenses they incurred during the year.

Don Kay of Kalamazoo, Mich., who purchased S. F. Miss Molly with his partner, Bill Wilkerson, of Marshall, says, "The fact that the horse obviously received a great deal of professional care certainly had a lot to do with our decision to buy the filly."

"Because she's so well mannered and conditioned, we can eliminate 3 or 4 months of preliminary training right off the bat," he explains.

"There's no comparison between the horses that received individual care and the ones that didn't. We feel we got a head start on turning the filly into a good race horse."

To Barbara Larsen, the 4-H'er who raised Miss Molly, the fact that the filly has promise is no surprise. In fact, she's sure her foal will be a winner.

"As soon as I got my foal home, I knew she was special. She had such a good disposition and was so willing to learn. We nicknamed her Misha, partly because her gracefulness reminds me of Mikhail Baryshnikov, the famous Russian ballet dancer, and also because Misha means 'perfect athlete' in Russian," she explains.

Kay and Wilkerson, who have three other harness horses in training, plan to race Misha on the Florida circuit. When Larsen and her family heard the news, they vowed to take a family vacation to Florida to watch Misha race.

"We've learned so much about the industry through the project," says Barbara's mother. "We want to follow her career. Misha has gotten the whole family hooked on the sport."

Program planners hope to interest more young people in the harness racing industry. "To keep the industry alive and growing, we need to expand," Don Price says. "We hope that, through the project, more young people will become involved. The 4-H production program is certainly a beginning."

Project Results

But will Standardbreds raised by 4-H'ers become better racers?

"Only time will tell," says John Aylsworth, Michigan 4-H Youth program leader and project coordinator. "When the horses are old enough to race, we'll find out what effect the program really has."

Several breeders and 19 more 4-H members have been selected to participate in the present Standardbred Production program. Five of the first-year participants have asked to raise foals again.

"I wish I could have had another foal to raise this year," says Larsen, a freshman preveterinary student at Michigan State University. "But 1 year taught me an awful lot that I can put to use in my veterinary studies. Besides, following Misha's career will be a thrill in itself. In my eyes, she'll always be a champion."

Energy Grows on Trees in Michigan

Jayne E. Marsh
4-H Information Coordinator
Michigan State University



Beating today's high energy costs isn't easy.

But thanks to a new "Energy Tree" program cosponsored by the Michigan 4-H Youth Program and the Michigan State University (MSU) forestry department, Michigan families may be able to grow enough firewood to become independent of outside sources of heating fuel in just 8 to 10 years.

The purpose of the new program is to test whether hybrid poplars can be planted and harvested as a wood energy source in Michigan.

4-H members, 420 strong, planted over 4,200 hybrid poplar cuttings in the spring of 1981. The young people are monitoring the tree growth and report their findings to the MSU forestry department.

"We have high hopes for the project," says Lowell Rothert, Michigan 4-H Youth program leader and energy tree project coordinator. "If the cuttings grow as expected, the young people can take new cuttings from this year's crop next year or the year after. That means thousands of hybrid poplars can be planted statewide in an effort to reduce the

state's dependency on scarce and costly energy resources."

Hybrid poplars show promise as an alternative energy source because they mature faster than hardwoods like oak and maple, cost less to grow, and can adapt to a variety of growing conditions. They also have potential to produce more BTU's per acre than most other trees.

According to Rothert, planting 2 to 3 acres of hybrid poplars per year (16 to 24 acres of land over an 8-year period) can supply enough wood to meet the heating needs of an average family for an entire heating season, provided the house is well insulated and an airtight wood-burning stove or furnace is used.

Also, the plantation must be well managed and clones (cuttings) from the best trees must be planted.

"If our tests show that hybrid poplars are as good as we think they are, our dependency on fuels other than wood should decrease," Rothert says. "If only part of our country's 500 million acres of commercial forestland was planted with hybrid poplars or other useful species like oaks or sycamores, our energy needs would be lower." He and the young participants are collecting information on which tree varieties are doing best and what insects and diseases are problems.

Besides using the wood for home heating, there are other potential profitable uses such as cattle feed, ethanol production, paper, and solid wood products.

Rothert says the energy tree program has been overwhelmingly successful with Michigan youth. He had expected to involve only 10 counties in the program but got so many responses that he expanded the number of counties to 21 and next year he expects to add 10 more counties.

"Contrary to popular opinion, our young people are very concerned about the energy crisis and their future. We hope to involve additional 4-H members in this project as the program continues," he adds.

Wake Up To Agriculture

Robb Deigh
Writer-Editor
Extension Service, USDA
Washington, D.C.

How many Cadillacs equal the value of one farm combine? Besides meat and milk, what other products do we derive from cattle? What makes a plant grow? What type of soil will yield the best corn?

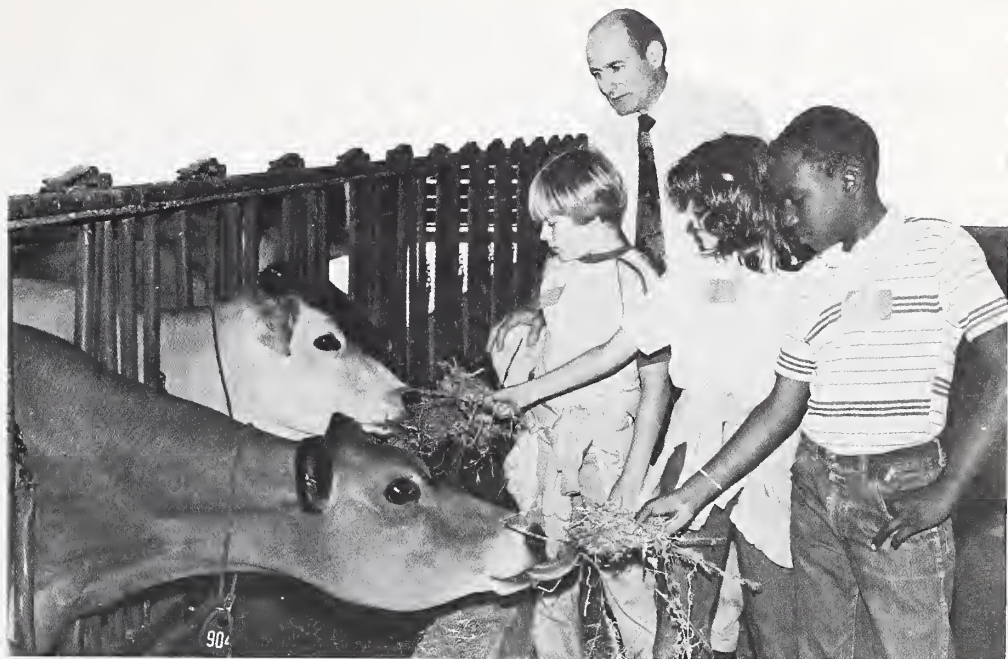
Even if you spent your first few years in a Manhattan condo, if you are now a sixth grader in Wake County, N.C., you know the answers to these questions. That's because Jim Butler, 4-H, and a number of other people in and around Raleigh think that learning about agriculture is an important part of a young man or woman's education.

Two years ago, Butler, an Extension specialist in animal husbandry at North Carolina State University, helped start a program called "Wake Up To Agriculture." Each year, he and other adult leaders take a group of about 1,800 sixth graders to three area farms to learn more about the rewards and difficulties of farming in America.

Students range in experience from kids who, with a little financial backing, could probably start their own farm to kids whose only exposure to animals up to that point has often been the alligator on their shirt pockets. But they all travel together as the guests of gracious area farm-owners to learn about animals and livestock, plants and soils, agricultural economics, forestry and wildlife, environmental concerns, and 4-H.

Positive Response

"If we don't get the agriculture message out to the kids now, there are going to be some people in real trouble in the future," says Butler with an almost evangelical zeal. "The way people have responded to the program is absolutely unreal. It's all go. All of the farm families we visited have invited us back."



Fred Knott, Extension dairy husbandry specialist at N.C. State University's Randleigh Dairy Farm, explains to students the proper care and feeding of dairy cows.

On the farms, Butler divides his large group of students into six sections, each with color-coded name tags. At each of six "stations" the students learn how the owners care for and obtain the maximum yields from crops and livestock.

At the animal and livestock station, they learn how to raise livestock, which parts of an animal yield the various types of meat, and what byproducts are obtained. At another station, students learn how plants grow, what types of soil is best for various plants, how much you can produce on a given area of land, and how to visualize the approximate size of an acre.

Economics is stressed at a station in which the students study money and machines. Here they learn how much one dollar will buy of various products. To illustrate the expense of farm equipment, they are shown the Cadillac-combine equation.

Also important to their farm education is knowledge of forestry and wildlife. At this station, the kids learn to identify types of trees and wood, how to determine the age of trees, and how to take pondwater samples. They also study the wide variety of products obtained from trees.

In a section on the environment, students and instructors discuss chemicals that may be used safely in

crop production and how chemicals affect the delicate balance of nature in their area.

Representatives of 4-H are on hand to explain the spectrum of programs open to kids and families and to coordinate aspects of the day's visit.

Total Effort

"This program has been really a total effort with lots of support from everyone," Butler says. He adds that other visitors on the farm trips have included school administrators, teachers, principals, and other educators.

Butler first got the idea for the "Wake Up To Agriculture" program from a similar program he helped conduct for seventh graders in nearby Lee County. His enthusiasm and imagination have developed the program into what it is today. "I really can't see anything we would do to change it," he says. "But the ideal thing would be to have smaller groups."

Butler emphasizes the "hands on" experience the students get while on the farm visits. "You have to put a little pizzazz in the program to get hold of kids," he says. "We try to keep emphasizing the importance of agriculture on their lives."

Local Government Comes to Life

Barry W. Jones
Senior Editor—News Media
Cooperative Extension Service
Mississippi State University

A teen-aged boy peered through the bars of the juvenile detention center at the county jail. A surprised Missy Bell from Forrest County, Miss., watched him from the opposite side. The boy, in jail for armed robbery, had been in Missy's ninth grade class at Forrest County Agricultural High School.

"It felt weird to be touring the jail and see someone you know in there," Missy said. "We talked through the bars and he asked me to write to him and visit him." Missy, one of more than 30 students from five Hattiesburg area schools, toured the jail as part of a local government week program at their schools.

Missy campaigned for and won a seat as district attorney during a mock election. Coming face to face with her friend in jail gave Missy an indelible example of the kinds of problems a real-life district attorney faces daily.

The program, conducted in late January 1981, represented a first-of-its-kind effort in Mississippi to teach the functions of local government to youth. Fred Baker, a 4-H youth agent with the Mississippi Cooperative Extension Service in Hattiesburg, helped develop the idea.

Baker started working on the activity in 1980 when he received a letter proposing such a program from Tom Walker, a local government specialist with the Extension Service Center for Governmental Technology. Walker outlined a "Youth and County Government Week Observance" for youth agents in 82 counties as an activity to be sponsored by 4-H.

County and city officials involved in the program included the district attorney, county attorney, mayoral and council offices, chancery clerk, youth court judge, circuit clerk, sheriff, tax assessor and collector, supervisors, and boards of education.

Activities filled an entire week at each school. Students qualified, wrote speeches, and campaigned for local offices. Their reward was a visit to county or city offices. They delivered speeches before government classes, at school assemblies, or over school public address systems.

A Sense of the Job

Many of the participating students were surprised by the day's experiences. Michelle Briscoe, a ninth grader at G. L. Hawkins Junior High who wants to become a lawyer, said her day as county attorney made her want to be a lawyer even more.

Kim Greer, a ninth grader at Little Burney Junior High, said her day as the Hattiesburg mayor changed her mind about a local political issue: downtown renovation. "Before I went down to the mayor's office, I wasn't for downtown renovation at all," Kim said. "But when he explained it, I changed my mind."

"I had no idea being mayor was so hectic," said Lisa Taylor, another Hattiesburg "mayor" from Hawkins Junior High. Lisa presided over a mock city council meeting and helped decide whether to extend

fire protection to a particular part of the city. She and her council decided against the extension.

"I didn't expect the constant phone calls and interruptions," she said. "There is a lot of pressure and anxiety in government work. I learned one thing for certain. When I grow up, I'm not going to become mayor."

"The enthusiasm our public officials showed for the program made it a success," Baker said. "They were enthusiastic about having an opportunity to explain how local government works to young people." School administrators also welcomed the program, and a committee of teachers, public officials, and senior 4-H members began work. They decided to target the program toward the ninth grade because this age group studies local government and Mississippi history.

The Program

Using teaching materials from the Center for Governmental



Technology and a video presentation produced by the Mississippi Extension Service, students in the five schools spent a week studying the functions of local government.

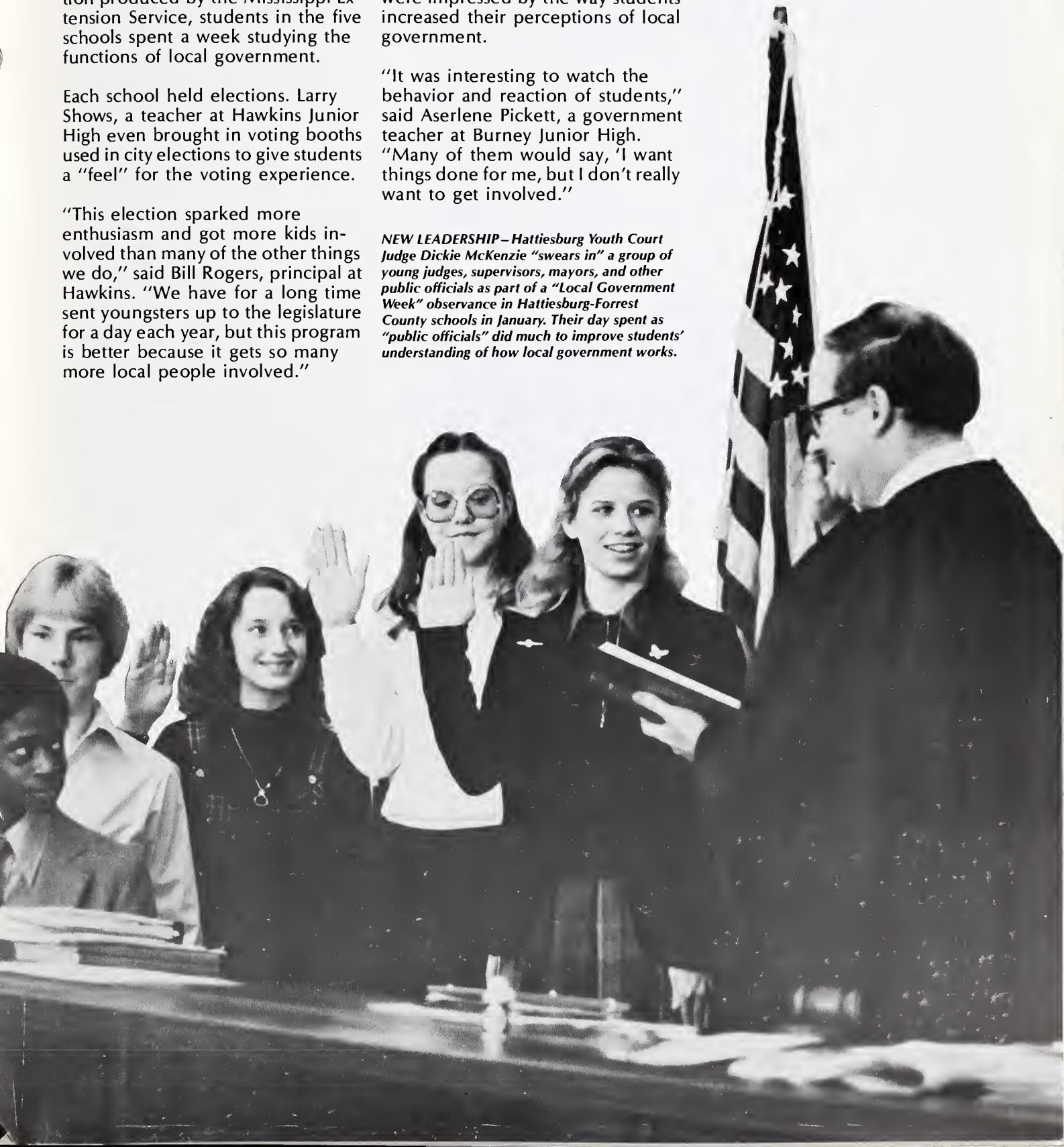
Each school held elections. Larry Shows, a teacher at Hawkins Junior High even brought in voting booths used in city elections to give students a "feel" for the voting experience.

"This election sparked more enthusiasm and got more kids involved than many of the other things we do," said Bill Rogers, principal at Hawkins. "We have for a long time sent youngsters up to the legislature for a day each year, but this program is better because it gets so many more local people involved."

Teachers working with the program were impressed by the way students increased their perceptions of local government.

"It was interesting to watch the behavior and reaction of students," said Aserlene Pickett, a government teacher at Burney Junior High. "Many of them would say, 'I want things done for me, but I don't really want to get involved.'"

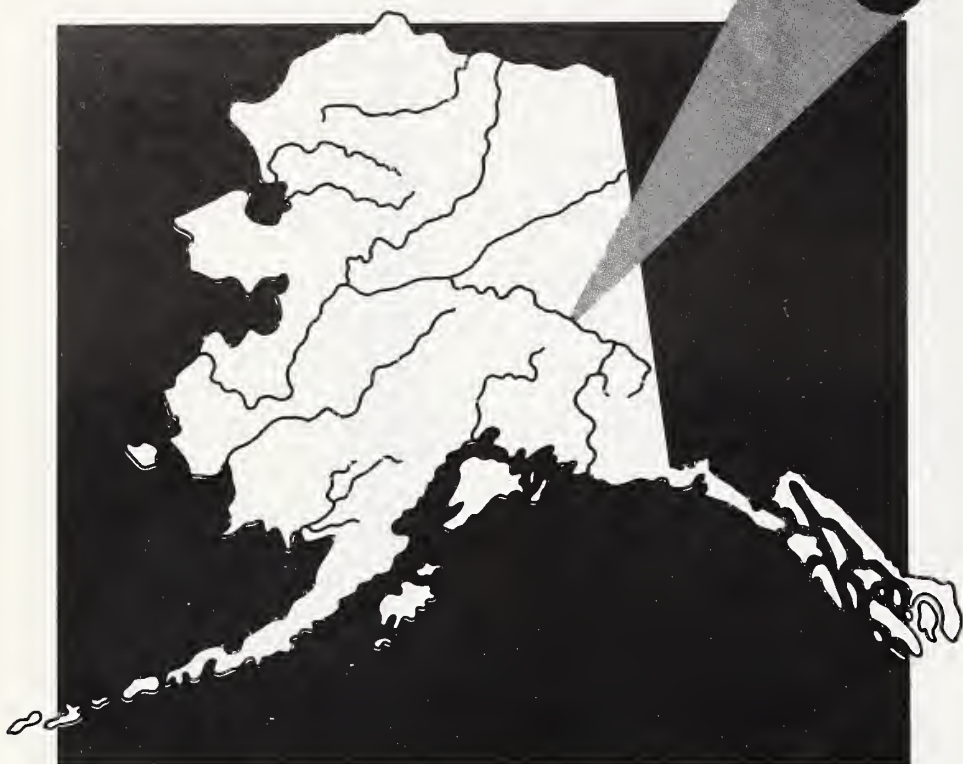
NEW LEADERSHIP - Hattiesburg Youth Court Judge Dickie McKenzie "swears in" a group of young judges, supervisors, mayors, and other public officials as part of a "Local Government Week" observance in Hattiesburg-Forrest County schools in January. Their day spent as "public officials" did much to improve students' understanding of how local government works.



Pioneer Farmers Forge Arctic Agriculture

Isabel Duffy
Public Information Specialist
S&E Information Staff, USDA

Delta
Agricultural
Project



the expectations of even the most ardent agriculturists. Farmers have grown barley yields of better than 70 bushels per acre, though the buffalo, rain, and frost on some acres brought last year's yield down to 35 bushels per acre.

Barley is an excellent livestock feed, and a growing number of farmers are acquiring livestock, according to Don Quarberg, the Delta Project agricultural agent for the Cooperative Extension Service. He says that four farmers now have beef cattle herds ranging from 30 to 200 brood cows; one farmer has 17 dairy cows; another has 60; and a third is accumulating a dairy herd. Also, one farmer is launching a hog-raising operation with 70 sows and plans to increase this number to 150 in another year.

Two More Phases Planned

Neither marauding buffalo, a 30-day crop-spoiling rain, nor an early frost discouraged a hardy band of pioneer farmers determined to make a go of it last summer north of the 64th latitude in Alaska. They brought in a respectable barley crop on 9,000 newly cleared acres and declared the newborn Alaskan agriculture a success.

Encouraged by what these new farmers have done, the state is planning next spring to offer additional acreage in an expansion to be known as Delta II. Soil surveys are under way to determine lands to be put on the block for Delta III.

The farms are part of 500,000 acres Alaska has slated for cultivation by 1990. These 2-year-old grain farms are located near Delta Junction, about 100 miles southeast of Fairbanks. Farmers there have cleared about 60,000 acres of land, with about 13,000 acres ready for harvest this fall. They expect to have about one-third of it in production next year.

The project was begun in August 1978 when state land east of Delta Junction and north of the Alaska highway was divided into 22 tracts and sold by lottery, with the stipulation that the land be used only for agriculture. The tracts averaged about 2,700 acres—larger than most Kansas and Nebraska wheat farms.

The Delta Project, as it is called, has proven the farmers' ability to produce grain during Alaska's short but intense growing season beyond

Here, a hardy group planted crops on land that had never been farmed and dealt with conditions that might have tried even the persistence and adaptability of their great-grandparents moving West in the mid-1800's.

Carol Lewis, a researcher at the University of Alaska Experiment Station, harvests test varieties of oats on plots near Delta Junction. Research is continuing to find grain varieties adapted to climatic conditions near the Arctic Circle.



A Partnership

However, this group has help their ancestors never had. Scientists with the Agricultural Research Service of the U.S. Department of Agriculture are working with state and university researchers in a continuing program aimed at dealing with Alaska's soil, climate, and short growing season, plus the needs for genetically adapted varieties, marketing expertise, and many other needs.

In one research project, two promising varieties of six-row barley introduced from Finland in 1978 performed well again in 1979 in trials near Delta Junction. Both varieties produced yields exceeding 100 bushels per acre at the test site. One variety, Hankkifa's Eero, is a dwarf type patterned after Green Revolution wheats and averages only 23 inches in height. The other variety, Paavo, averages 31 inches high, 5 to 7 inches shorter than most varieties

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grown by Alaskan farmers. Both varieties are early maturing and appear well adapted to conditions in interior Alaska.

However, the pioneers at Delta Junction found that even the new strain of barley planted in some of their tracts wasn't ready for the heavy rain that pelted the Delta area for 30 days during August and September last year, leaving a disappointing harvest for some. For others, a herd of some 300 marauding buffalo destroyed more than 900 acres of grain just before harvest. Early frost on August 1 damaged green barley kernels, causing crop loss for still others.

But today these farmers remain optimistic, along with the Extension workers and researchers sharing in the project. Quarberg says they feel the buffalo issue will be resolved, and they are prepared to deal with whatever comes along.

Occasional feelings of isolation on their tracts and lack of telephone and power service are relatively minor concerns to these dedicated people who want to make their big investment in the future of Alaskan agriculture pay off. "They want to see it work," Extension agent Quarberg says.

Transportation and Storage

Farmers need storage facilities and a transportation system to haul their produce to market. They need facilities to transfer grain from trucks to railroad cars at North Pole, a small town south of Fairbanks, and then from the railroad cars to ships at the Port of Seward. A ready market awaits their grain in the Pacific rim countries.



This bumper crop of barley forms a sweeping landscape in the interior of Alaska. Farmers leave uncut rows of trees every quarter mile as wind breaks to slow erosion.

A shipping terminal is under construction at Seward, and there is talk of a grain terminal in Valdez, the coastal town which is the southern terminus for the Alaskan pipeline. An Alaska farmers cooperative has expanded its grain storage facility by 6,000 tons to a capacity of 13,000 tons, and they are designing a broad transportation network to service the farmed tracts.

Alaska's new farmers know they must take great care to prevent the ravages of wind erosion. They are cultivating their fields of barley between berm rows composed of moss and fragments of spruce trees obtained from clearing the land. Rows

of standing trees are left every quarter of a mile to provide windbreaks, and the berm rows are burned during the fall and winter.

Ecology Concerns

Several areas of the Delta expansion project have been reserved for wildlife habitat. A greenbelt along the river in Delta West has been set aside to ensure that salmon spawning grounds will not be affected by siltation or human encroachment. On Delta East, headwaters of Clearwater Creek have been protected in the same manner. A historic peregrine falcon nesting ground and all lands within a mile have been reserved.

One aspect of agricultural development that could prove uniquely beneficial to Alaska is in control of both weeds and insects. Newly cleared land in Alaska has few weeds. Even older, developed farmland has only minor annual weeds that can be controlled with proper cultural practices and only minor use of chemicals.

Newcomers to this huge land, literally plowing new ground to give birth to a new industry in their new state, realize that agriculture has been developing for 200 years in the lower 48. But with USDA and the University of Alaska and research Extension people working with them to help this new child grow, the farmers say, "Come back in 10 years . . . you won't know it."



Locally-grown barley helps reduce the high costs of feed needed for over-wintering. This allows more Delta Junction farmers to acquire livestock.

International Ranchers Round Up Livestock Experts

Ralph Ward
Extension Communications Specialist
Texas A&M University



A Texas cowboy inspects a group of calves on a range during the International Ranchers Roundup.

Ten-gallon hats, cowboys riding the prairie, cattle rustling, and roundups—these scenarios of the “Old West” and its cowboys are an important link in our Nation’s heritage.

Modern ranchers manage land and livestock vital to American agriculture and its growing export market. These ranch owners, ranch managers, and working cowboys from the more arid regions of the United States met last summer at the International Ranchers Roundup to share common concerns about ways to preserve their livelihood.

The scene was Del Rio, Tex., and, according to one of the participants, “It was like taking the entire Texas A&M Livestock curriculum in just 5 days. It was overwhelming.”

Organized by the Texas Agricultural Extension Service, the roundup gave about 700 participating ranchers, agribusiness supporters, and industry leaders ideas to make individual ranching decisions easier and more profitable.

About 125 speakers—believed to be the largest gathering ever of experts for an educational program in the Southwest—represented 10 agricultural universities in eight states, eight state and Federal agencies, six producer concerns, two international organizations, more than

two dozen prominent Texas ranches, and numerous commercial firms.

International Participation

Agricultural representatives from Mexico, New Zealand, and South Africa spoke on the ranching situations in their respective countries. They stressed the importance of trade with the United States. Mexico, in particular, said its U.S. market for agricultural products has been, in some years, larger than its domestic market. Mexican representatives also said they need U.S. technical help and cooperation in combating pests and diseases affecting livestock.

The meeting and festive occasion was headlined by some of the ranching industry’s more respected speakers including USDA Assistant Secretary C. W. “Bill” McMillan, South Texas rancher and former Governor Dolph Briscoe, Texas Agricultural Commissioner Reagan Brown, U.S. Beef Breeds Council President Wendell Schronk, and Texas Cattle Feeders Association Past President Leon Miller.

Varied Program

Producers attended workshops encompassing the entire ranching operation including: better management of beef cattle, horses, sheep,

and goats; range resource use; ranch business; and wildlife. Participants received printed proceedings of the program at the meeting.

Two day-long ranch tours began and completed the roundup. The opening day tour of four progressive Southwest Texas ranches included demonstrations in wood and mohair judging at Rocksprings and climaxed with “Old West” entertainment at Alamo Village near Brackettsville. The Mexico ranch tour featured a visit to the 100,000-acre El Caballo Ranch where skilled technicians demonstrated techniques used in artificial insemination at the rate of about one cow per minute, plus stops at the Zaragoza Experiment Station and San Fernando Communal Ranch. A Mexican chariada (rodeo) in the neighboring border city of Ciudad Acuna ended the tour.

Positive Responses

“This information will provide ranchers with the tools to solve many of their ranch-related problems,” stressed roundup coordinators A. L. Hoermann and Larry D. White, Extension Service livestock and range specialists, respectively. Both specialists are based at the Texas A&M University Agricultural Research and Extension Center in Uvalde. They planned the program and related activities which took about a year to organize.

Computer Mailboxes For Extension

*Stu Sutherland
Public Information Officer
Extension Service, USDA
Washington, D.C.*

*Eldon Fredericks
Head, Ag Information
Purdue University*

With computers hooked together to form communication networks, it's an exciting time for educators and communicators in Cooperative Extension. As more farmers, businesses, consumers and others use personal computers, the ways we can distribute education and information are almost unlimited. As new travel and other program restrictions are imposed, we may find that we hold the electronic key to Extension delivery systems—already!

Some of you may look back fondly to the days of returning to the office after a week or longer to find a foot-high stack of mail. What a way to be welcomed back! Much of your mail waited the full time you were gone without any responses to priority items. It would take another week just to wade through old mail while you handled some new project—needed yesterday.

Tomorrow's Mail Handling . . . Today

Here's a different scenario to consider. You are attending a very important conference, halfway across the country from your office, and find you have an hour between activities. What a good time to visit your hotel room and check on the mail back at your office. The portable computer terminal you've brought along (about the size and weight of a briefcase) and a local phone call are all you need to access your electronic mailbox. Following step-by-step instructions, you provide a computer with your personal identification (ID) number and password, then relax as the computer delivers your mail. Your portable terminal prints a listing of mailbox messages stored in the computer for your attention.

Within moments you decide which messages need immediate attention. In most cases you can handle them with a single command to the computer. Another of your messages needs forwarding for someone else to handle and that also takes a single command. One message needs an immediate response concerning the conference you are attending. Following the instructions, you compose a response, edit it until it reads exactly as you wish, and send it instantly to another's mailbox—to be printed there at the addressee's convenience.

The remainder of the messages can be stored in your own set of electronic files to be retrieved later, but you are at least aware of them. Within your free hour, you have eliminated the possibility of facing a foot-high stack of mail on your return—and you are back in the middle of the conference activities once again.

Wishful thinking? No! It is possible today for a growing number of employees connected with universities within the land grant university system. At last count, 41 State Extension Services and 19 Experiment Stations had at least one electronic mailbox. In nine of those States, an information service, an agricultural communications unit, or an editor's office has an electronic mailbox and ID code. At your conference you could have prepared a news report on the meeting and sent it directly to the information office mailbox for almost instant release to the media in your home State—but more about those kinds of applications later.

For Extension staff, this computerized, rapid person-to-person communication network is known as the Cooperative Systems Mail Network. A very big plus to all concerned is that the network is accessible 7 days a week, 24 hours a day.



Thus, it provides a constantly available forum for the exchange of information, progress reports and results data, without disrupting daily routine and office activities. The system is ready at the convenience of those who use it. With a portable terminal, staffers can handle electronic mail anywhere there is a power source and a telephone.

Testing Computer Mailboxes

An electronic mail system like today's version takes a little time to grow, to be tested, and to be accepted. A pilot test of a similar system began in February 1979, using the University of Wisconsin TELEMAIL system. Twenty-two state Extension director's offices participated—the same states of the Extension Committee on Organization and Policy members and members of that group's legislative subcommittee. Joining in the test, too, was the Extension Service administrator's office at USDA and computer experts at the National Agricultural Library in Beltsville, Md.

During the test, a survey showed that the majority of state users felt electronic mail was a useful tool that should be expanded to all States. During the test, it also became apparent that users of a rapid mail transmittal system will become quickly disenchanted when the system has frequent recurring

mechanical problems. So, commercially available systems were examined carefully and found to have:

- adequate computer hardware to provide available access to the computer system without delay 99 percent of the time.
- more than one computer so that equipment failures do not cripple the system.
- a variety of features not available during the test.
- equipment with the capability of doing computer conferencing.

New System Begins

On April 3, 1981, all Extension directors and administrators in the land-grant system were notified that a commercial firm would provide the access needed for a flexible electronic mail system. Communications normally handled by memo, letter, or telephone can be communicated in moments with the new system. Electronic filing, electronic conferences, and interfacing with other communication devices like word processors is now possible via the system.

But even with all the conferencing and interfacing capabilities, it is still a system that provides users with both security and privacy—by the use of the ID and personal password that ensures the privacy of correspondence and electronic files. It is also possible to change a password, if needed, and there is no practical limit to the number of ID's that can be set up within any given State. The one thing to remember about identification codes is that each needs to be monitored for incoming mail on a regular basis, though (with permission) several ID's can be monitored on the same computer terminal if necessary.

Much more detail about the ID's and the use of the system are available to

each state as they join the new network—in the form of operating manuals and other support materials. Training on a regional basis is being arranged.

States join the system immediately after they send in a purchase order. The system was acquired under a Federal blanket agreement, so states who use it are actually billed by the U.S. General Services Administration after GSA pays the commercial firm. States are charged only for the amount of time they actually use the computer system, and may stop using the system at any time. Thus, they can keep control of the usage if charges seem to be getting out of hand. The amount of time people use the system within a state determines the cost. Some states have set limits on time of use and how many people can gain access to the network.

Mary Nell Greenwood (left), Extension administrator, and Mildred Guard monitor information being sent by telephone line into their portable computer. The telephone receiver is seen here plugged into its receptacle on top of the unit.



Keeping An Eye On Costs

The person keeping the closest eye on costs for the network nationwide is Jerry Paulsen, of the Extension Information Systems Unit, 5th Floor, National Agricultural Library Building, Beltsville, Md. 20705. He and another expert in the area, Juanita Williams, can be reached via the electronic mail system or by calling 301-474-9020. Williams is on assignment from the University of the District of Columbia.

The network has operated a little over a quarter of a year (at the time of writing) and early billings appear to bear out Paulsen's early-April estimated costs for a state to range from \$1,000 to \$1,500 per year. States that use more hours on the network computer pay more. Within the next year, as more participants find new ways of fully utilizing the network, and as more months of billing are studied, better state-by-state and nationwide average cost figures will be established and announced.

Washington Uses It

Inquiries from states wanting more information about the new network have included questions about how electronic mail is being used in the Washington, D.C. offices of Extension Service. As a part of the pilot test, Administrator Mary Nell Greenwood and other ES staff members, including the deputy administrators, had some early practice in the networking capabilities of such a system. They feel that the electronic mailbox system is both effective and useful and are making extensive use of it for communication among themselves—even for messages between the Administration Building and the South Building across the street. Many of the Extension program leaders use the network to communicate with their state counterparts.



Greenwood is distributing portions of the weekly ES "Green Letter" via electronic mail along with extensive use of the network to send important communications to state directors and 1890 administrators. The Community and Rural Development staff, headed by John Bottum, plans to use the network's computer conferencing capability to communicate with and develop materials in association with counterparts around the country.

The uses of electronic mail for program activities are unlimited. Routine program information can be sent to specialized mailing lists nationwide, or to program specialists within a state or regional area. Data on present program participation, perhaps needed for a Congressional hearing, can be collected on a nationwide basis in an extremely short amount of time. And in crisis situations, electronic conferencing will provide for a flow of instant information and dialog.

Information Offices Use It

How is electronic mail increasing the scope of Extension information offices and their communications activities? Eldon Fredericks, formerly in Washington on an assignment basis as a program analyst for the Science and Education Information Staff, reports on its progress. On November 15, Fredericks becomes head of the Departments of Agricultural Information and Audio Visual Production at Purdue University. He is also the president of the Agricultural Communicators in Education (ACE), with the bulk of the membership being made up of members of state and USDA information offices.

"With the Cooperative Extension Service, the Cooperative State Research Service (CSRS), and the Ex-

tension Service joint venture into electronic mail, we may have found the vehicle for a nationwide electronic information network. That's the good news. The bad news is that many information offices are now playing catch up as the new technology races along . . . but, we're getting there," says Frederick.

"Several State information units, including my former office at Michigan State University, as well as Purdue, Nebraska, and Oregon State University, have worked with computer transmission of news items to mass media for several years. These attempts have been reasonably successful, as experiments go. In most cases, the media like the opportunity to receive information electronically. Generally they like it because it saves labor for them by reducing or eliminating the retyping of stories which saves both time and money," he adds.

Building on this base, an interagency group including Fredericks, Stan Prochaska, GPA; Mason Miller, CSRS; Ovid Bay, ES; and Jerry Paulsen—who had initiated and developed the network and is now its system manager—began an interagency test service from USDA to nine state information offices. The states in the test—Indiana (Purdue), Michigan, Minnesota, Missouri, New Mexico, North Dakota, Oregon, Pennsylvania, and Texas—were selected because they had electronic mailboxes for their information or communications offices.

On September 8, USDA's office of Governmental and Public Affairs (GPA) added this group of land-

grant communicators to their routine distribution of daily summaries of media clippings and USDA news releases. The service—called AG a.m.—has been available to USDA officials and some USDA regional information offices for several years—electronically for the past year. Increasing the number of receivers cost nothing.

Mason Miller, communication scientist in CSRS, is doing some informal checking on this new service as it progresses. Miller visits with the participants via the electronic network about how the system is working. Communicators reply over the network.

Up to now, the applications have been primarily one-way. At least one state information officer intends to use the system to ask his neighboring information workers for help covering similar multistate outbreaks of disease, energy information or other subjects. He believes that by working across state lines the quality of information for the people of each state will improve.

Future applications may include the development, transfer, and storage of publications . . . or, maybe, they won't be publications, but manuscripts stored and retrieved as needed. There are many other applications to dream about, but instant information is becoming a reality and information staffs can help improve the quality by getting involved.

Instant information and instant education and dialog reach across the street or across the nation. These futuristic applications are being done today within the total nationwide land-grant university system. It is indeed an exciting and electric time to be a part of Extension work.

Estate Planning: Essential Education

Gayle Muggil
County Extension Agent
Montana State University

If you fail to leave a will, who will get your property? Will probate affect your heirs?

Montana residents are learning more about these questions as well as other topics including life insurance, trusts, and annuities through a study-at-home course offered by the state Cooperative Extension Service.

The course is designed to provide participants with an understanding of the need for estate planning regardless of their age, sex, marital status, or financial situation.

Agents report that the course, "Estate Planning For Every Montanan," has met with great success. In fact, more than 16,000 residents have participated in the statewide program. Extension sends them updated material as the laws change.

Wide Distribution

The 10-part series, begun 2 years ago, was written by Marsha A. Goetting, consumer education specialist with the Montana Cooperative Extension Service. Extension agents distribute the course materials at public seminars, fairs, workshops, through library checkout and, most effectively, as a mail-out series. The course is still being made available to clientele through local county Extension offices.

Goetting developed the course with assistance from many professionals including members of the State Bar of Montana who provided partial funding. Bar members also reviewed the lessons for legal accuracy.

An Aid To Understanding

The course is not a do-it-yourself guide. Instead, it provides participants with confidence to discuss es-

tate planning with a professional with greater understanding.

The estate planning lessons include:

- Where to begin.
- Who gets the property without a will.
- Property titles.
- Life insurance, annuities, and trusts.
- Gifts—a property transfer tool of estate planning.
- Federal estate taxes.
- Montana estate and inheritance tax.
- Probate.
- The personal representative.

Several months after the mailing of the course, a written survey is distributed to participants. Many positive results have occurred: more than a third of the participants reviewed their wills, 68 percent discovered that the Montana law of succession is not suitable for their property distribution, and 40 percent reviewed their life insurance program.

The series has been an effective way for Montana's Extension agents to work with clientele in a new approach to learning. It has helped the participants to understand estate planning and to make useful changes in their personal situations,

For a copy of the course or evaluation summary, contact Marsha A. Goetting, Taylor Hall, Montana State University, Bozeman, MT 59717.

Don't Invite Crime

Jeanne Rumburg and Gregory Passewitz
Area Extension Agents
The Ohio State University

"Home Ransacked While Owners Attend Wedding," "Valuable Jewelry Stolen—Entrance Made Through Unlocked Window," "Tools Taken Through Open Garage Door"—Newspaper headlines like these were becoming too familiar to residents of Columbiana County, Ohio. Something had to be done.

The county, nestled close to the Ohio River and Pennsylvania, is predominately rural with a scattering of urban centers. Its population has been noticeably affected by unemployment caused by the closing of steel and related industries. The situation has helped trigger an upswing of crime in the area.

This raised the question, "What can Extension, specifically home economists, do about this problem?" The Homemakers Council representing 11 homemaker groups with more than 200 members, wanted answers on how to protect themselves and their property, as well as ways to make their communities safer places in which to live.



The Columbiana County Extension Homemakers Council and Extension Home Economics Committee members, during the 1979-80 program planning sessions, discussed the rising crime rate. One of the leader lessons for 1980-81 resulted from this discussion and was directed toward preventing crime.

Advice From Police

Home economics agent Jeanne Rumburg worked with Canfield Area Center, Community and Natural Resource Development (C&NRD) agent Gregory Passewitz to develop a plan. With the support of the Homemakers Council, the agents contacted the county sheriff and county prosecutor for information on the steady rise of crime in the county, and to explore ways the homemakers could become involved in making their families and friends aware of the problem. Also, both agencies were asked to participate in a county-wide workshop, entitled "Don't Invite Crime."

Rumburg developed a leader lesson on "Don't Invite Crime" with input from Passewitz. This lesson included an overview on the rise of rural crime, the cost of crime for all families, and ways to discourage burglars both at home and in the community. The lesson was made available to leaders of homemakers groups and taught in their respective clubs throughout the county. The leader lesson was also made available to Extension Homemakers Councils in the four counties surrounding Columbiana.

Handout materials for each participant in the workshop included a home security inventory, a checklist to determine how to improve home

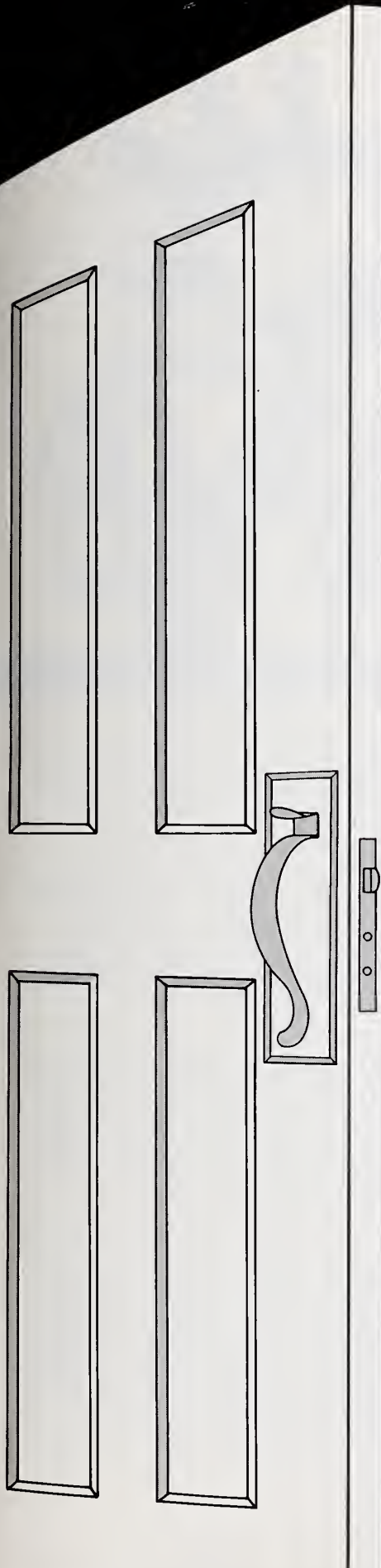
security, a section on door and window locks, an illustrated guide of lock types for the home, a section on burglar alarms and how they operate, a household inventory pamphlet to be used to list the contents of each room, and a guide to safeguarding property against burglars. Passewitz prepared the handouts with assistance from the National Crime Prevention Center at the Ohio State University.

Civics Group Involvement

The county home economics committee supported the need to provide an additional program to reach county residents. Two workshops were planned to inform residents about the crime problem in Columbiana County. These were also sponsored by the Homemakers Council and the offices of the county sheriff and prosecutor. The workshops, held twice on the same day, attracted 225 people. Invitations were sent to men's and women's service groups, senior citizen groups, granges and farm bureau councils in the county, as well as to the persons on the home economics newsletter list. Pre-workshop coverage in all newspapers in the county invited all residents to attend. There was no registration fee.

"Observe and Report"

The leader lesson guide and handouts were distributed to any participant who planned to teach the lesson in his or her organization. The workshop program included an overview of solutions to the crime problem in Columbiana County, presented by Sheriff Robert Berresford. He suggested that persons could help law enforcement officials by being more observant of their surroundings and by reporting unusual behavior or incidents to authorities.



Chief Assistant Prosecutor Robert Hartford discussed laws governing convictions and the reasons for increased crime. These include pressures for money to buy clothes and other items, use of drugs, a decline of family values, lack of parental guidance, declining religious training, and less discipline in the schools.

Passewitz discussed the use of better locks to secure windows and doors of homes and garages, and importance of lighting around the residence. He also demonstrated the type of locks available on the market, pointing out desirable and undesirable features.

"Now Much More Careful"

The following comments were typical of those made by workshop participants:

"My in-laws felt their home was as secure as it could be, until we took them to the 'Don't Invite Crime' workshop. The next morning they went shopping for new locks and had them installed by that evening."

"If we were just going on a short errand, our house was not locked and the garage door was always left open. We're now much more careful of our actions. We didn't realize that we were issuing an invitation for a theft to occur."

"Our landscaping with shrubs helps to provide privacy for our family, but we didn't realize that this could also provide an opportunity for a theft."

Eight additional groups, representing service groups, churches and one county hospital used the leader lesson and handouts for programs. These groups reached more than 900 county residents. All county newspapers provided extensive coverage of the "Don't Invite Crime" workshop.

The Extension agents were also involved in a similar workshop for senior citizens in the East Liverpool area as a result of the county wide workshop. The senior citizens center initiated a "block watch" program that will be used in that community. Cooperative Extension Service and the senior citizens center co-sponsored the workshop.

Both Extension agents have taught classes on securing windows and doors and precautions to take around the home to "harden the target" in other counties in the Northeast Ohio area. During the Columbiana County Fair in August, the Homemakers Council sponsored an exhibit, including a continuous slide presentation to alert fairgoers of ways they could protect their residence.

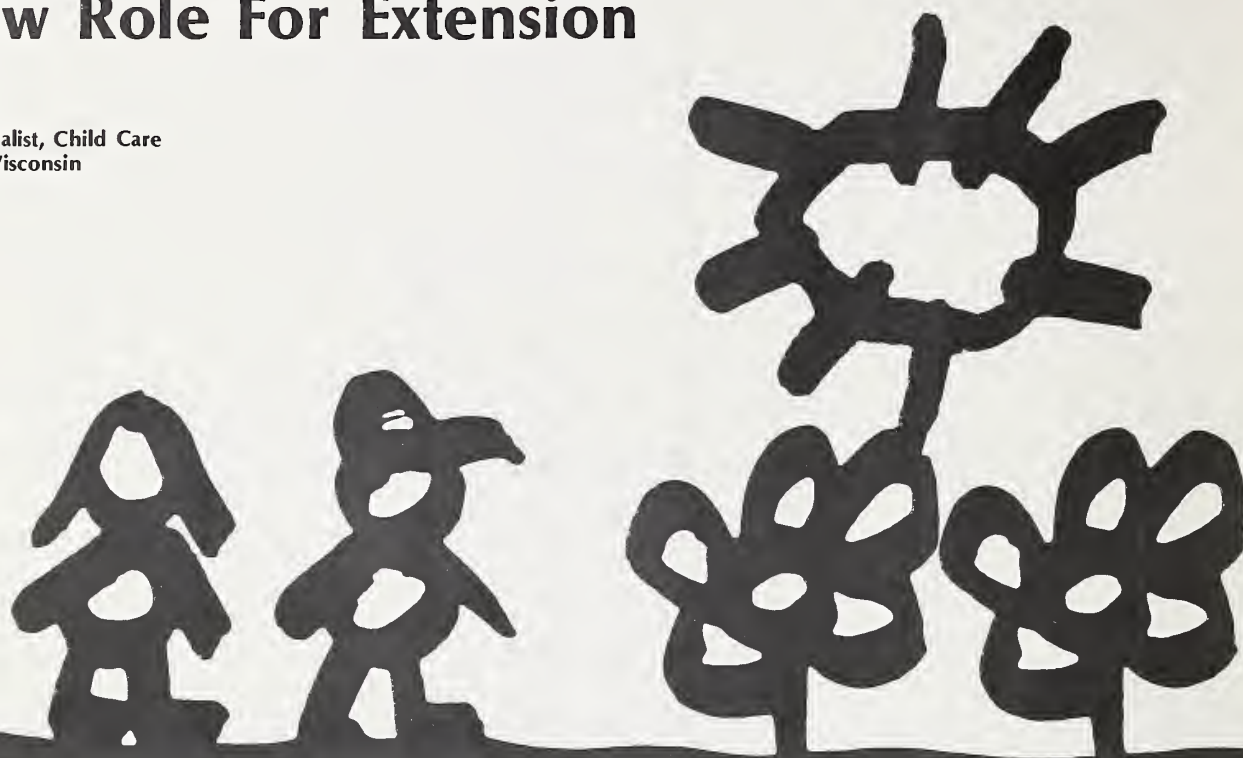
Other Topics Added

What is next? The Homemakers Council has requested a followup workshop, "Don't Invite Violence." This program, especially for women, will include rape prevention and prevention of assault on the street. The sheriff and prosecutors offices will again be involved with the teaching. Home Council members will continue involvement in their respective communities to find ways to reduce the incidence of crime and to make their communities safer places in which to live.

Involvement of the sheriffs and prosecutors offices in the county wide programs helped publicize Extension programs, gave credibility to CES efforts and provided an opportunity for the law agencies to discuss crime prevention.

Assessing Child Care Needs: A New Role For Extension

Marce Verzaro
Extension Specialist, Child Care
University of Wisconsin



It is estimated that by 1990, nearly half of the 23.3 million children under age 6 will need child care because their mothers are entering the work force because of economic necessity and for personal fulfillment.

Communities must become more concerned about the need for adequate child care facilities, say Extension specialists, and this may be true even in primarily rural communities, where the pressures of economic and personal survival are also present.

Juneau County, Wis., with a population of approximately 19,000, has been designated as an economically depressed area by the Economic Development Corporation. The population of the largest community is approximately 3,300 and eight other communities range in population from 156 to 1,479.

Although agriculture and recreation provide a large part of the economic base, there are a number of industries that employ anywhere from 15 to 350 employees, many of whom are women. Juneau County may be typical of many rural counties in its demographics and its social characteristics.

Needs Assessment

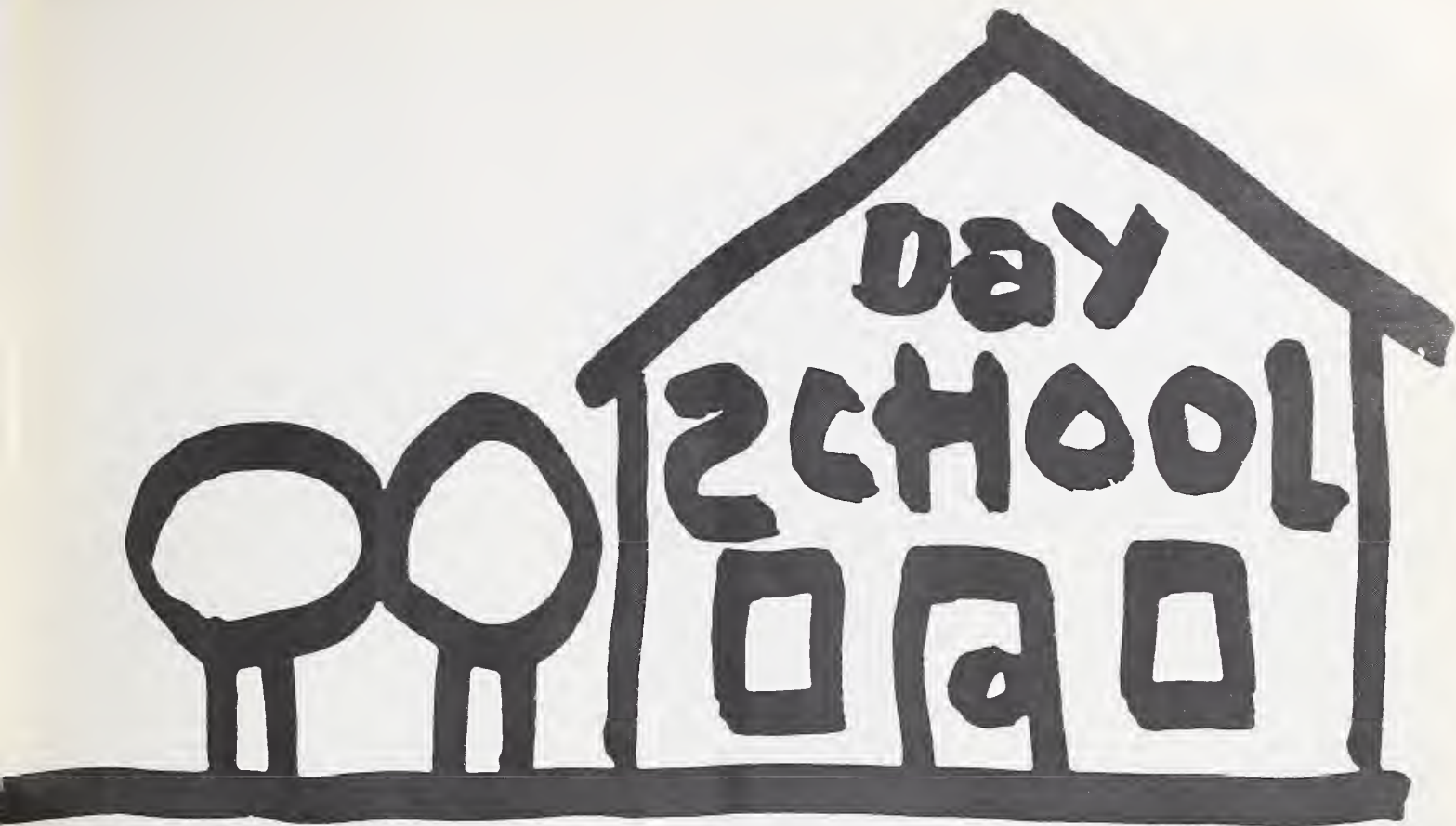
During the winter of 1979, a concern for the problems of families and the lack of human service resources led a group of Juneau county residents to meet with the local Extension home economist. While the biggest gap appeared to be in child care services (for example, only one small day care center and a Head Start Program existed in the county), there were no data to support that assumption. Thus the first role of the Extension home economist was to conduct a needs assessment. A small amount of money to cover costs was obtained through Title XX Packwood Funds. Throughout the project, she was assisted by many concerned community members.

Different questionnaires were sent to 205 employers and to 600 families

with preschool and elementary school age children. The employer questionnaire (57 percent return rate) indicated some personnel problems existed because employees could not find suitable child care. Also, small business operators in the population centers noted behavior problems with loitering children after school and during school holidays.

The family questionnaire (46 percent return) indicated that the mother was employed away from home in 48 percent of the families, with 55 percent of these families having children age 5, and 25 percent having children under age 2.

Due to lack of community child care services, some families used as many as four different caregivers. Other problems included the high cost of babysitting, unreliability of babysitters, and the quality of the custodial care. Also, 12 percent of the families said the mother would work if suitable child care was available;



some of these women were trained professionals (for example, teachers and nurses), who were capable of and wished to make a contribution to their community.

Organizing a Program

From the survey, it was apparent that the lack of community child care services was a multi-faceted problem in Juneau County. The Extension home economist now changed her role from researcher to educator and facilitator and helped a citizens' committee meet a specific child care problem. After-school care was selected as the first step in improving the child care situation and a non-profit corporation was formed to organize a child care system.

The Extension home economist then became a resource finder as she worked closely with the corporation, to seek out usable facilities, qualified staff and, most important, available funding. She wrote and received a grant for Title XX Packwood Funds, available through the county Department of Social Services, to

cover initial costs. The results of the needs assessment were heavily relied upon to document the request. Other tasks included meeting with the local school board to solicit the cooperation of the school system and working with the corporation to publicize the center and to recruit children.

The Mauston After-School Child Care Center currently is operating in the gymnasium of an elementary school. Its enrollment expands weekly. At this point, the Extension home economist is moving into a still different role, that of "energizer." She continues to work with the corporation to seek out new directions for child care. The corporation hopes to find a facility for full-day child care.

Implications

Two important features of this project stand out. One is the Extension home economists' use of a variety of roles to assist persons in initiating

social changes in their own community. As families experience more and more stress from our fast-paced and ever-changing society, it will become necessary for all Extension home economists to investigate new ways of working for families.

The use of a research tool to highlight a community problem is also valuable. By asking residents about the problem, valuable data were obtained to substantiate a perceived need. In an era of program cuts and diminishing financial resources, it will become necessary for Extension home economists to utilize all available resources and research tools.

For information on the format of the needs assessment questionnaires, contact Barbara Hug at the Juneau County Courthouse, Mauston, WI 53948.

Fighting The Fear Factor

Lee Jorgensen
Associate Editor, News
Kansas State University

WANTED—Executive-type citizens to help make our community a better place to live; must have good references, be a leader, proven success record, self-starter, work well with others, delegate responsibility. Some travel, long hours, no salary, but long lasting rewards for everybody and plenty of coffee. For details, contact your county Extension agent.

After reading that want ad, you may think, "A person would have to be crazy to take a job like that!"

Well, what about the person who is offering the job? It's the kind of job recruiting that can make an inexperienced county agent break out into a cold sweat from fear of failure.

"Yet, literally thousands of Kansans have applied for and taken the kind of job advertized in that hypothetical want ad. And both they and their communities are better off for it," says Les Frazier, Extension community resource development specialist at Kansas State University.

The county agent who dares to be different and works on tough community problems with equally daring community leaders more often than not acquires new feelings of versatility and confidence to carry out "traditional" Extension programs, Frazier says.

Search and Development

Frazier is one of the K-State specialists who successfully employs a leadership search and development approach designed to help bolster the confidence of new county Extension staff and community leaders waiting to be "discovered."

To those agents reluctant to recruit leaders and those leaders uneasy about taking the job, Frazier says that

community resource development efforts can be measured, can be highly visible, and need not take long to accomplish.

First, communities must want to change. Then, they need to organize properly for action, Frazier says.

Basic leadership search and development principles have been applied in more than 300 Kansas communities in the last 10 years under the PRIDE program, a statewide cooperative community improvement program administered by the KSU Cooperative Extension Service and the Kansas Department of Economic Development.

Seneca—A Typical Start

Peyton Burkhart, former Nemaha County Extension director and agricultural agent from Seneca, Kans., says, "We initiated a community improvement leadership search and development program in Seneca when chamber of commerce members became dissatisfied with the status quo and lack of citizen involvement in community betterment."

Selection of effective leadership has since begun to change things in Seneca as it has in scores of other Kansas communities. In 1979, the citizens of Seneca, a Kansas community of less than 2,500 population, won third place and a \$300 award in the PRIDE program for making their town a better place in which to live.

Ray Hunnighake, president of the Seneca Chamber of Commerce, had heard about assistance available in community improvement from the Cooperative Extension Service. He asked Nancy Gafford, Nemaha County Extension home economist, and Burkhart for assistance. Gafford and Burkhart then called Ralph Utermoehlen, area extension community development specialist from Manhattan, Kans., for help in ini-

tiating a leadership search and development program and to offer seminars.

Agents and Utermoehlen met with members of the chamber of commerce to find how committed the community was and to explain the procedure for selecting leaders. At that discussion meeting, the chamber voted to go ahead with a program and suggested the names of 75 persons they thought would be best qualified to serve on a community improvement steering committee.

Selecting the Right People

Lawrence Schmidt, city mayor, Hunnighake, Gafford, and Burkhart became the nominating committee, making a final selection of eight persons for the steering committee.

"Not one person we nominated refused to serve," says Burkhart, who says the secret of getting people to serve in key positions is to select people who will plan and follow up, not simply to choose people on the basis of friendships.

The Seneca nominating committee looked for people involved in different types of community enterprises, people interested in the community for altruistic as well as personal reasons. "Most of them were people with growing families and a personal stake in what happened in the community as it related to their own families," says Gafford.

Frazier and Utermoehlen believe desirable traits in community improvement leaders are: energetic; optimistic about others, likable, enthusiastic, flexible, responsible, articulate, interested in a wide variety of fields, and capable of motivating people.

A needs survey is also an important tool for getting the community improvement steering committee organized, says Frazier. The survey is very useful in getting the support of the chamber of commerce and city and county governments, and to get local service clubs working as a unit instead of competing.

The "Secret of Success"

Townpeople in Seneca conducted a house-to-house community needs survey of the city. Of the 900 homes in the community, 281 completed and returned questionnaires. Using the survey results as a guide, 18 objectives were adopted. Task forces were appointed and community groups and organizations were asked to complete projects.

"The secret of success here," says Extension specialist Frazier, "is to broaden the involvement as much as possible, because it has to become the community's project, not Extension's. Except for contributing ideas, Extension should begin to fade from the scene at that point."

Fourteen of the Seneca projects selected the first year were completed or partially accomplished. In 1979, citizens spent more than 5,000 volunteer hours conducting the needs survey, holding a cleanup program, clearing brush from the lake shore, improving the public park, erecting a highway community information sign, organizing an arts council, establishing an advisory board and developing a transportation service, starting a tree removal project, compiling a list of future projects, setting up a workshop to train retail trade employers and employees, and initiating an adult education program with nearby Highland Junior College.

And Seneca, like many other Kansas communities, is just getting started.

enthusiasm is catching. In future years the number of volunteer hours usually grows in each community, especially when residents see concrete results from smart thinking, planning, organizing, and sweat and blisters.

Applicable in Other Areas

"It would be great if all county agents could become involved in community improvements as effectively as this, but until that first successful venture, fear of failure is real and can be the most pervasive obstacle," says Frazier.

What Kansas county agents eventually discovered, however, is that if

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you've truly been a good county agent, you've got potential to become a truly great county agent in community resource development.

There are other indirect payoffs that county agents discover if they make an earnest stab at community development—they've found what's learned about leadership search and development also can be applied to their more "traditional" programs.

Extension home economist Gafford, for example, says "I've found that if you are working on a very specific project and set time limits for involvement, you can apply the KSU leadership and development tactics and find leaders who will get the job done in very short order."

Paul G. Oltmanns, Extension director of neighboring Marshall County, points to another interesting phenomenon—the community development process also helps to open the way for new leadership discoveries. In Marysville, for example, the town wanted to make improvements, but first it had to go through a knock-down, drag-out session before it could begin to get organized for action. "We simply had to tell the people organizing things, 'if you want to accomplish this, this is what you are going to have to do or live with. And maybe you can recognize so and so is a leader and in this particular case you may have to be a follower.'"

Differences-Similarities?

How is community development work different from the other three major program areas of Extension?

To Gafford, the major difference is a matter of timing. She's been in Extension work for 23 years, most of the time in home economics and family living work, but also involved in some phase of community development work for about 15 years.

High Turnover

"In organized Extension homemaker units," she explains, "leadership develops over a longer period of time. CRD leadership begins with the concept of volunteers doing the leading immediately."

Gafford says that though there is some carryover of committee members in the PRIDE community improvement programs, there is a continual change of members in the steering committee, making that different from her home economics work, too.

Gafford also thinks she can benefit from what she has learned from community development leadership training experiences and apply that knowledge to developing 4-H leaders. "That's because fewer and fewer people are willing to accept a long-term commitment anymore. Because of competition for their time in other areas, more and more people are saying, 'No,' when asked for an indefinite leadership commitment. But, they'll say, 'Yes,' if asked to lead for only a year or two."

Burkhart, who was an Extension agricultural agent for 35 years prior to going into watershed management, doesn't find the similarities in working with community development that Gafford does.

Only a Beginning

"To succeed in Extension you have to learn to be versatile and learn to play things by ear," he says. "And people interested in community

development are a whole new group. In production agriculture you work with crops and livestock production groups and organizations oriented toward production goals. Most of the time they are familiar with Extension's programming efforts. In CRD training, the only groups or organizations that even faintly resemble those interest groups might be chambers of commerce, Rotary Clubs or Kiwanians, and many of their members may not have even heard of Extension," he says.

"Extension has only begun to give assistance in city betterment, but in doing so in Seneca, we discovered to our surprise, that more individuals are interested in city projects than we had originally thought," he said. Because of these kinds of experiences, he believes Extension will gain more support for its overall program. "We can tell people that university resources are available to help on community efforts, but until they actively seek us to help solve their problems, until they utilize the skills in selecting leadership and goals and identify priority projects to work on, they won't realize how to tap these resources that are theirs for the offering," Burkhart says.

How did the Nemaha County Extension board support the community improvement efforts in Seneca? "At first they were surprised that we were spending as much time in this area as we were," says Burkhart. "After they realized we were working in four communities in the county on this type of program, they were supportive. They now know that any community can get similar help. They know community resource development is an area that the Cooperative Extension agent can do something about. They know how it work."

"A Personal Safari"

Earl J. Otis
Extension Information Specialist
Washington State University

"You wouldn't believe the new strength I've discovered within me—I've always had the will and desire, but now I've found my 'on' button."

This is typical of the responses from participants involved in "A Personal Safari," a four-part Extension seminar in personal development.

Kay Hendrickson and Ruth Scarlett, Washington State University Extension home economists, developed the series and continue to team-teach the unusual Extension program.

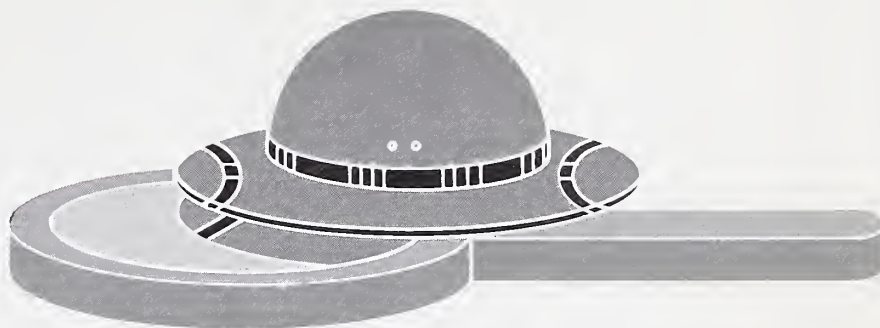
Through study and interaction with planning groups, the agents determined that low self-esteem was a common problem among adults today.

"We believe this is evidenced in the United States by the rising discontent and anxiety in families caused by changes in society, new family roles, high divorce rates, and interpersonal conflicts," says Scarlett.

Acting on these problems, the agents formulated the following seminar goals:

- Help individuals recognize their strengths, feelings, and potential to accept their uniqueness of self.
- Provide and encourage a support environment for exchanging ideas and clarifying personal goals.
- Help individuals set realistic goals and carry them out through effective communication, utilization of resources, and managing stress.

The agents succeeded in keeping the seminar cost down, but still provided a professional package. Cost per participant is only \$4.50, which includes a handbook, coffee breaks, room rental, and miscellaneous supplies. More than 1,000 men and women have taken "A Personal Safari."



Self-Image Boosting

Both teachers involved their class members early in the program.

"Tell us about yourself. Not your husband or your family or your pets. Tell us about you," Scarlett would say when participants divided into groups to discuss self-image. It was more difficult than one might think. Spouses, pets, and kids were hard to eliminate from such a monologue.

"Every one of you has many strengths," says Hendrickson. "Think about these and then tap those as resources when setting personal goals."

"We blame ourselves, but stop tearing yourself apart," Scarlett advised. "We need to tell ourselves we are lovable and capable and then believe it, because we are."

The "Personal Safari" was taught in several parts:

- *Taming Animals* included time and energy management, and how to set goals.
- *Facing Jungles*—or hiding in the vegetation—gave participants an opportunity to practice appropriate and effective methods of verbal expression.
- *Going Bananas*—or in control—dealt with stress management. "We believe that building up individuals can also improve families," say the agents.

Throughout the seminar the intent was to "strengthen," not to correct, and the agents were careful not to pose as mental health counselors.

Minority Participation

Aimed at reaching minority and low-income individuals, registration brochures went to Headstart, Home Base (an early childhood program), migrant day care, Extension aides, EFNEP, families, and area libraries. A brochure on the program also was included in the monthly housing bill in a subsidized housing project. The result of this effort was a higher participation by minority and low-income people.

The Extension agents report that:

- 75 percent of the registered people had never attended a similar class.
- 99 percent said they raised their level of self-esteem. (An evaluation showed that self-esteem remained at the increased level at the end of 3 months.)
- 73 percent indicated they had achieved goals set during Safari.
- 67 percent indicated they had done additional study because of Safari.

A big reason for the program's success has been the enthusiasm of Scarlett and Hendrickson. It's impossible to hear them talk about "Safari" without becoming excited.

Because of the demand for the program, it will be repeated several times this year. Plans are also underway to offer a followup class for the participants and develop a second series.

Handbooks detailing "Safari" are available for \$3.00 by writing to: "A Personal Safari," c/o Kay Hendrickson, Franklin County Courthouse, Pasco, WA 99301.

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