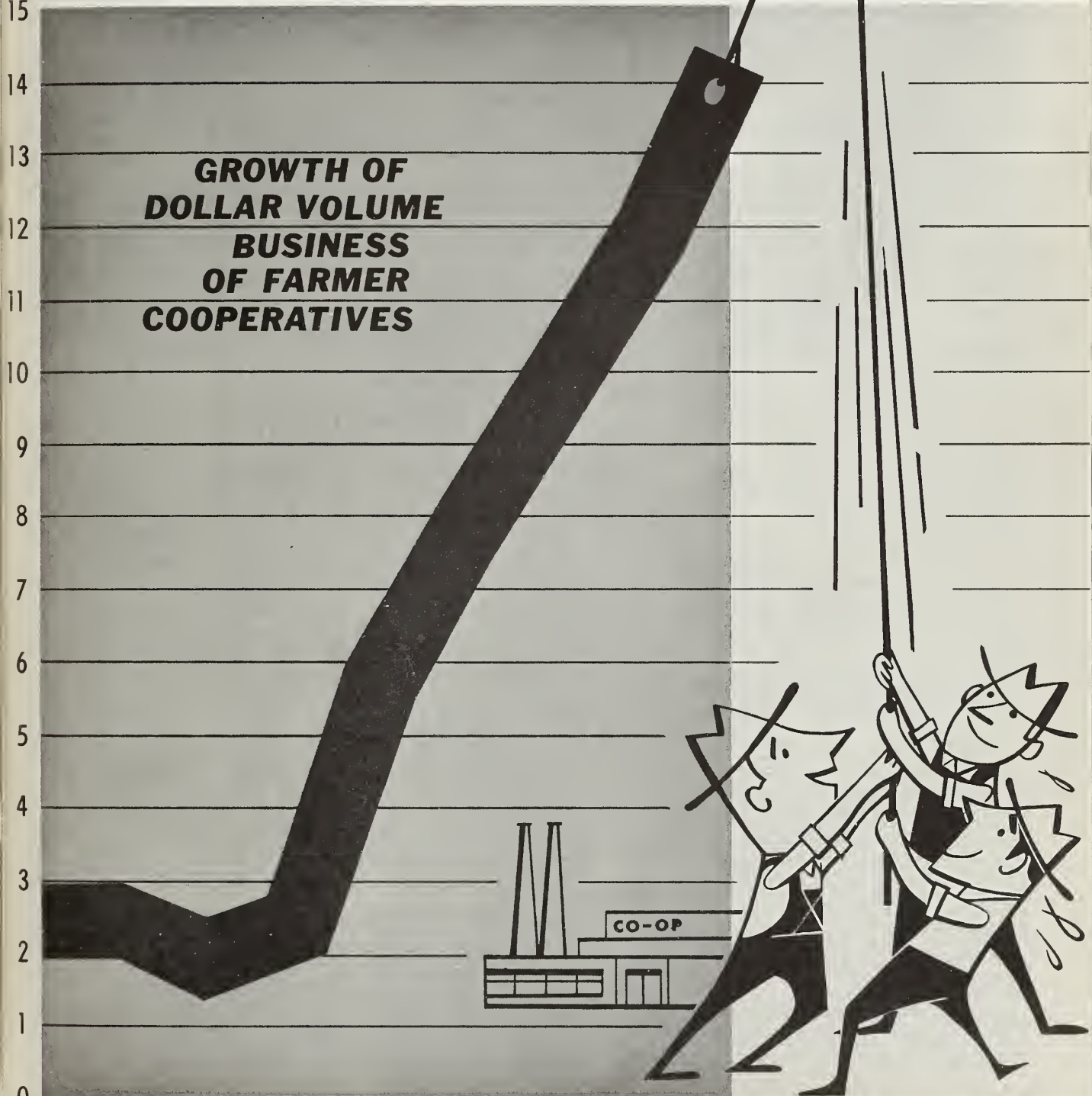


# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* OCTOBER 1966

BILLIONS OF DOLLARS

## GROWTH OF DOLLAR VOLUME BUSINESS OF FARMER COOPERATIVES



1925-26

1965-66

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

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

**ORVILLE L. FREEMAN**  
*Secretary of Agriculture*

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*Federal Extension Service*

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## **EXTENSION SERVICE**

# REVIEW

*Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.*

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## **A Salute to Cooperation**

American folklore is dotted with stories of "barn-raisin's," "corn-huskin's," and many other similar activities. While these events served as social functions in isolated communities, they also served as the ancestor of one major type of modern business organization—the cooperative.

Not only is the cooperative one of the oldest types of business organizations, it is also growing in importance. The concept also has been extended to education which includes the Extension Service.

There is no straightforward definition that describes all cooperatives, because each is uniquely created to serve given goals. But one thing is common to each—the people pool resources to do those things for themselves that they could not do alone.

Extension has conducted numerous programs in the interest of successful cooperation over the years. Two recent educational efforts are described in this issue.—WJW



Buy or Rent



Nutrition



Home Furnishing



Credit

# Young Homemakers' Problems, Target of Newsletters



A new twist to an old technique solved a puzzler for county Extension home economists in New York State. The puzzler — how to reach busy young homemakers.

Home economists in Nassau and Suffolk Counties pooled their time and knowledge and produced a series of 18 weekly letters written especially for young homemakers. They enclosed a brief three-fold Extension bulletin or leaflet, or comparable material produced by the USDA with each letter.

For the series, "Dear Homemaker" was defined as having three years or less of homemaking experience. In practice, each county started with a list of 200 brides whose names were given them by Extension cooperators, or sent to them in response to newspaper publicity on the project.

The series was built around consumer education, home management and nutrition. Specific topics of some of the letters were buying furniture, storing food, credit, nutrition, meal

planning, home ownership versus renting, storage, and buying a rug.

The initial letter to young homemakers told a bit about Cooperative Extension and the final one invited readers to send names of friends they thought might wish to receive the series. The mailing list for the repeated series more than doubled in both counties.

"There was nothing in this particular 'Dear Homemaker' approach that all Extension home economists haven't used since the beginning of Cooperative Extension and the authorized use of the penalty privilege—but it happened to work," wrote Miss Helen Easter, home agent in Suffolk County.

In fact, the approach worked so well that the pattern established in Nassau and Suffolk Counties, with some minor modifications, is now being used in at least 12 other New York counties.

Toward the end of the first series a questionnaire enclosed with the

letter brought about a 50 percent response, many with volunteer comments favorable to the series. The response to the questionnaire showed that the audience was young, with two-thirds in the 20 to 25 year bracket.

A few lived with parents, but about half rented apartments or houses and about half were homeowners. Few had less than high school education and about a third had bachelor degrees.

Slightly more than a third were employed; more than half had never heard of Extension; and slightly less than half of the group did not belong to any organization. About two-thirds of the respondents said they could attend night meetings.

As for the young homemakers' evaluation of the letters: it was a resounding endorsement for the idea. They found the series helpful, wanted to be on lists for any other Extension series, and in general found them very useful. □

# Helping Cooperatives Answer Today's Questions

by

Robert E. Kowalski  
*Assistant Extension Editor*  
*Iowa State University*

Farming today is more of an economic enterprise than a way of life. Only farmers who can stand up to the competition created by scientific and technological advances will survive. From 1959 to 1964 the number of farms was reduced by 20,000.

As they become aware of this, farmers search for all the technical aid they can get in managing their enterprises more efficiently and profitably. One of the places they go for this information is their local cooperative. But how can cooperative employees and managers keep up with today's fast-increasing farm technology to answer the farmer's questions?

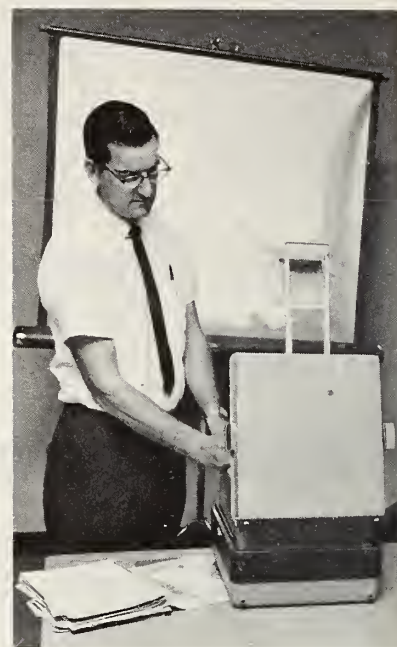
The united efforts of seven Regional Farm Supply Cooperatives, Iowa State University, and the Iowa Institute of Cooperation have brought to managers, directors, and employees of Iowa farm supply cooperatives a program to make cooperative personnel more knowledgeable in basic plant and animal science.

Workshops in plant science and animal science have been held for cooperative personnel.

Many steps go into the planning of such a program. First, Gerald Pepper, executive secretary of the Iowa Institute of Cooperation, met with Dr. C. Philip Baumel, Iowa State University Extension economist, to determine what was needed. Then each discussed and analyzed the situation with his own group.

Several times during the planning meetings staff members and regional personnel wondered if cooperatives were really interested in this information. This was answered at the meeting by men who said, "This is the kind of information we need to really be able to do our jobs."

They wondered also who should be invited—managers, directors, salesmen, servicemen, or all these groups. It was finally decided to invite them all, since the top level of management needs to know what the salesmen should be telling the farmers.



*Dr. C. Philip Baumel, Extension economist, prepares visuals for the workshops.*

Another meeting was used to define objectives and to develop a broad outline of the program. University department heads were then invited to accept program assignments in areas of the program that fell in their department.

Each staff member was asked to submit to Baumel a program outline for his area. A control meeting reviewed each participant's outline and determined needed audio-visuals and materials for distribution. A rehearsal took place about a week before the first scheduled meeting.

Regional cooperative representatives served as general chairmen of the sessions. The cooperatives participating were Big 4, Boone Valley, Cooperative Service Company, Consumers Cooperative Association, Farmers Grain Dealers Association, Farmers Regional Cooperative, and Midland Cooperatives, Inc.

The plant science workshop dealt with soils, soil chemistry, influence

of weather on crops, plant diseases, crop insects and their control, weed control principles, and the actions of chemicals.

Animal science meetings covered physiology and anatomy of the ruminant system, nutrient requirements, feed additives, reproduction, herd size, and breeding methods—to mention just a few.

“Farmers today don’t want to know merely the kind of fertilizer to use or the kind of feed for their cattle; they want to know *why*,” said a well-known cooperative manager. With this in mind, Extension specialists from Iowa State presented their information from its very foundations.

Instead of merely telling the cooperative men to advise a certain ration at a certain time, they began with an explanation of the anatomy and physiology of the animals involved. From this, nutrient requirements and utilization naturally followed. This led to discussion of ration composition and feed additives, and finally energy content and nutritional adequacy of rations.

An understanding of fundamental principles of plant and animal science will enable cooperative employees to better understand their patrons’ farming problems and to give appropriate information and help. In addition, the cooperative personnel will be better prepared to sell farm materials.

Different fields were explored at great depth by use of slides, films, distributed literature, and question and answer periods. To see this, let’s examine one topic — swine management.

Changes such as larger units, confinement rearing, and multiple farrowing are becoming commonplace. Some of the reasons given for this were higher corn production, improved swine nutrition, and cost of labor.

This led to a discussion of poor management techniques such as doubling the number of pigs to double the profits, lack of records, neglect of consumer desires, poor fences, dirt

lots, no vaccination, and winter farrowing without facilities.

While such information may not sell more feed, it does provide knowledge that can and will be passed on to farmer-customers so that they can do their job more efficiently and profitably. The benefit to the cooperative is obvious—more farmer confidence in cooperative employees leads to a better relationship, and thus higher sales.

The men who attended the meetings were able to use their new knowledge right away. One said he could now answer a farmer’s questions about stilbestrol more completely than before. “What is the recommended level of stilbestrol feeding for finishing cattle?” “How about implanting stilbestrol in a 700-pound steer?” “When should it be withdrawn from a feed of cattle to be slaughtered?” and “How long does a 36-milligram implant of stilbestrol last?”

Another manager said he compiled his literature and lecture notes on ruminant feeding for ready reference. Now he can easily answer technical questions such as, “What vitamins are

most important in ruminant rations?” “How about non-ruminants?” and “Which grains are good sources of calcium and phosphorus?”

On the average, 30 men attended each plant science workshop, and 17 to 20 were at the animal science programs. The programs were on an experimental basis, and there was some initial skepticism on the part of cooperative personnel.

Understaffing in the cooperatives, the late season because of late rains, and the fact that the program was held during vacation time were factors that limited attendance.

The workshops will be held later in the season next year. They must be during the summer in order to prepare cooperative personnel for seed sales in the fall.

Men who attended agreed that the information given to them is essential in performing their jobs. They typically stated that, “We have to keep up with new ideas” . . . “This information is needed to train our own employees” . . . “If we don’t know the answers to farmers’ questions, they’ll go somewhere else.” □

*Using information he learned at the workshops, the manager of a cooperative company explains calculations of protein in cattle rations to a Nevada, Iowa, farmer.*





*A variety of visual aids and printed materials helped tell the tax story at the New Hampshire Institute.*

# New Hampshire Institute Examines Tax Structure

by  
Joan Peters  
and  
S. B. Weeks\*

*\*Peters, Extension editor, and Weeks, Extension economist, New Hampshire Extension Service.*

Looking for new dimensions in their program, Extension home economists and women's groups in New Hampshire decided to emphasize a public affairs issue in 1963.

But what issue? Public education, mental health, and town planning were considered. Underlying all these, however, was the issue of public revenue, for New Hampshire is one of the few states without sales or income tax.

The State and local tax structure was recognized as the basic issue, but further questions arose. Was the issue too complex for public discussion? Would it interest women? Was it too political?

Extension agents answered the latter question affirmatively, but did not press this view. The issue was selected tentatively, and a small task force was appointed to investigate program possibilities.

## **Pretesting: The Pilot Project**

The task force met with several members of the Department of Resource Economics at the University, and a tentative program was developed. A tax discussion was prepared and presented to six local Extension groups on a test basis. The evaluation showed an enthusiastic endorsement of the "trial run."

Since the business school of the University had also been considering a public session on State and local tax issues, the New Hampshire Cooperative Extension Service decided to join them in a two-day tax institute. The Sears Roebuck Foundation paid the out-of-pocket costs of attendance.

One hundred community leaders, about 20 Extension workers, public officials, and other agency personnel attended the institute.

The institute staff included Extension workers, economists, experts in government, and leaders from State business, labor, agricultural, and consumer groups. Facts and viewpoints on State and local revenue and expenditure problems were discussed freely.

"Politics" was built squarely into the institute. An evening session, considered by many as the conference highlight, laid out the political realities of the tax issue. A tax expert analyzed the State's tax and fiscal problems; legislative leaders from the two major political parties outlined party positions.

The conference closed with two discussion groups — one on citizen action in tax matters, and the other on industrial development and tax alternatives.

#### Reaching The "Diffusion Set"

Participants had been asked to make an informal commitment to discuss the tax issue either formally or informally with local organizations, friends, and neighbors. They were sent a suggested list of materials containing State and local fiscal matters which could be found in their local libraries and an Extension bulletin, "Taxes and the New Hampshire Citizen."

A "tax packet" including the full proceedings and supplemental data was distributed to each participant. This packet was also produced in sufficient supply to be available to any group interested in having a public affairs program on taxes. Accompanying the packet was a "discussion leader's guide".

The successful reception of the institute and the printed materials indicated that it should be continued another year. A new and larger foundation grant allowed for the preparation and distribution of three television videotapes and three 30-minute films based on the most popular tax institute sessions.

The visual presentations included trends in the New Hampshire tax structure; State and local fiscal relationships; and viewpoints on broad-based taxes by two political leaders.

Participants in the first institute were invited to preview the films and receive refresher information. A second full-scale teaching program on tax issues was then launched.

#### Evaluating the Educational Impact

This was the anatomy of the process. What about its effect?

The only newspaper with State-wide coverage has a record of opposition to any type of broad-based tax. This paper took a dim view and editorialized that "the professors and the eggheads are at it again."

But other responses were different. "I had never realized there were so many facets to taxation," seemed to be the consensus of the participants.

Rather than being converted to one position or another, most participants realized for the first time how diffi-

cult and how important it is to make the "right" decision about many tax alternatives.

Six months after the institute, an evaluation sheet was mailed to all participants. The final item was a request for an estimate of the number of people with whom they had discussed tax issues—either formally or informally. The 50 per cent who replied reported approximately 1,750 personal contacts.

The initial publication of 5,000 copies of "Taxes and the New Hampshire Citizen," has been exhausted, and the second printing is being distributed.

Key leaders have received 1,200 copies of the "tax packet" for use in discussions.

The three-unit videotape series has been shown on television three times since its release in November. Its film counterpart has been released to more than 35 groups with a membership of more than 1,500.

For the first time in the history of New Hampshire politics, the issue of whether the State should have a broad-based tax is being brought to the polls. A Republican candidate in the gubernatorial primary is running as an advocate of the broad-based tax. He has long been a proponent of this position and no suggestion is here intended that the public affairs work on taxes has changed his views.

Other evidence of the program's impact is the changing editorial policy of some State newspapers and statements of such groups as the Governor's Conference on Education, which supported reforms in the fiscal structure. The New Hampshire Municipal Association now uses the tax materials in their workshop for newly-elected town officials.

By choosing the right issue at the right time, starting with key leadership, and using the variety of educational tools designed for both specific and general audiences, there has been substantial "educational trickle-down" through the body politic. □

*Discussing tax policies during an informal session at the Institute is this group of Strafford County ladies led by Mrs. Ruth Ham, Monroe County Extension home economist, second from right.*



# CREDIT COSTS DEPEND ON THE SOURCE

The cost of financing the same amount of money can vary considerably.

## A \$500. LOAN FROM TWO SOURCES...

**A**

LOAN REPAYMENT CHART					
AMOUNT LOANED	1 MONTH	2 MONTHS	3 MONTHS	4 MONTHS	5 MONTHS
\$100	\$9.20				
200	17.80	\$12.28			
300	26.70	18.43	\$9.55		
400	35.60	24.57	19.10	\$11.89	\$10.30
500	44.51	30.71	23.87	19.82	17.17
600	53.42	36.85	28.70	23.51	20.00
700	62.32	43.00	33.64	27.47	23.84
800	71.21	49.14	38.64	31.60	27.47
900	80.10	55.28	43.74	35.87	31.04
1000	89.02	61.43	48.94	39.64	34.44
1100	97.91	67.57	54.24	43.51	37.88
1200	106.80	73.71	59.63	47.47	41.36
1300	115.70	79.85	65.11	51.51	44.88
1400	124.60	86.00	70.68	55.74	48.44
1500	133.51	92.15	76.34	59.47	51.51
FINANCING COST... \$72.88					

**B**

CASH YOU GET	MONTHLY PAYMENT PLAN			
	6 Months	12 Months	18 Months	24 Months
\$100	\$18.45	\$9.74	\$6.96	\$5.59
200	34.02	18.81	13.46	10.46
300	49.98	27.85	19.81	15.44
400	66.24	36.86	26.71	20.52
500	82.80	45.84	34.16	25.69
600	99.66	54.79	42.15	30.96
700	116.82	63.71	50.68	36.32
800	134.28	72.60	59.74	41.77
900	152.04	81.47	69.33	47.30
1000	170.10	90.32	79.44	52.91
1100	188.46	99.15	90.06	58.60
1200	207.12	107.96	101.29	64.37
1300	226.08	116.75	113.13	70.22
1400	245.34	125.52	125.58	76.14
1500	264.90	134.27	138.63	82.14
FINANCING COST... \$128.56				

Over the same 24 month period a \$500. loan from source B costs \$55.68 more than a \$500 loan from source A.

During the New York State Exposition last fall, more than 12,000 persons saw this poster, which was part of the Extension home economics Shopping for Credit exhibit. The consumer education display was staffed by 13 Extension home economists, who discussed with visitors such topics as who offers credit, why credit costs vary, and how to compute credit costs.

## Extension Emphasis on

# Consumer Competence

“Consumer education”—what is it?

Man became a consumer when he first bartered with his neighbor for the products of his labor. Consumer education began when children learned to feel cloth, sight a rifle, thump a melon, or look in a horse’s mouth.

No, consumer education is not new. Nor is it new in the program of the Cooperative Extension Service. Early agents conducted programs on how to buy everything from a new winter coat to a good mule; how to know when the butcher included his thumb as he weighed the chops; and how to thwart the door-to-door peddler.

Technology and scientific discovery have increased the number and variety of consumer choices, and modern communications and transportation spread them out in a sparkling array

to tempt and confuse. Easy credit and general affluence further contribute to this confusion. The consumer must be informed if he is to meet his needs, acquire some of his wants, and remain solvent.

Affiliation with land-grant universities, the Department of Agriculture, and other government agencies makes the county Extension worker a good consultant on objective consumer information covering a wide range of goods and services.

The present emphasis on the Extension office as a source of consumer information for both youth and adults should bring many new participants to Extension’s varied programs.

Pictures on these and the next two pages show how four States are meeting consumer information demands in the 60’s. □





*A weekly television program helps the Clinton County, Michigan, Extension home economist provide the public with consumer information. Here, she gives the audience tips on meat buying.*



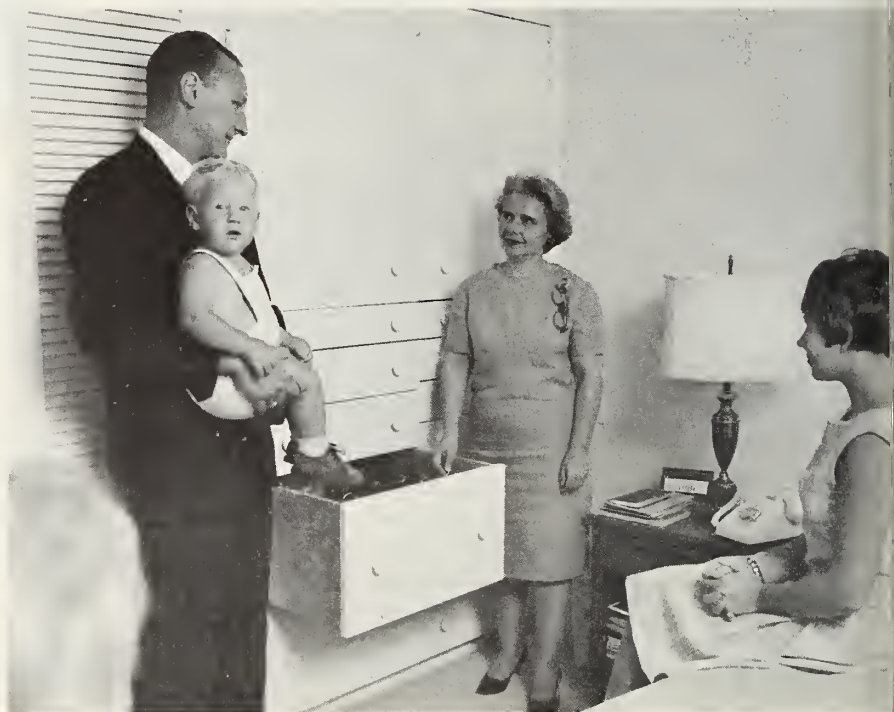
*Nine Extension consumer agents provide foodbuying tips for homemakers in Michigan's metropolitan areas. By keeping check on food supplies as they move from farm to table, agents reach consumers with current information through the mass media and personal contact. The Lansing area Consumer Marketing Information agent, left, explains meat cuts to a supermarket shopper.*

# SHOPPING FOR CREDIT



*An Extension home economist discusses the leaflet, "Shopping for Credit," with two visitors to Extension's consumer education exhibit at last year's New York State Exposition. Prominent among the 12,000 visitors were teenagers, young adults, school teachers, and representatives of lending institutions. The 1966 exhibit will be "Fabric Finishes Engineered for Serviceability."*

*Drawer storage of shoes is demonstrated by an Oregon Extension home economist, center, in the tour which followed an Extension housing series. In the series, families learned how to determine their needs before talking to an architect or contractor; how to choose a lot; and how to read a floor plan.*

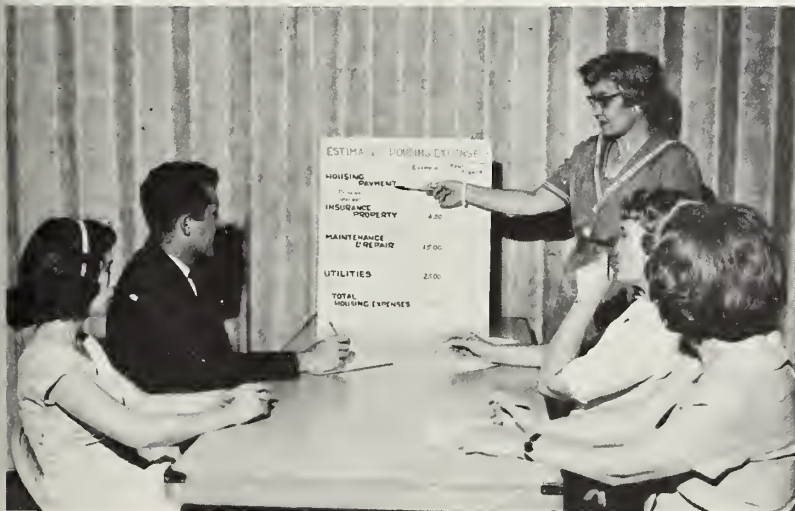




*As part of their consumer education program, the Orange County, Florida, Extension staff teaches special interest classes to help homemakers renovate old furniture. Here, the assistant county Extension home economics agent, right, shows homemakers samples of color finishes.*

*4-H junior leaders in Orange County, Florida, have found antiquing an easy way to renovate furniture for their home improvement project.*

*In a workshop on "Getting a Good House," the Benton County, Oregon, family finance specialist helped consumers estimate housing expenses. Representatives from banks, savings and loan associations, and mortgage firms discussed costs of loans. Representatives of the home builders association and suppliers of building materials provided help on locally available choices.*



# Extension guides

## cooperatives in

### modernization of laws

by  
Russell Robertson  
*Extension marketing specialist*  
*University of Kentucky*

#### ***New Kentucky Agricultural Cooperative Act follows Bingham Act as another milestone in cooperative progress.***

The basic concepts underlying cooperative organizations evolved centuries ago, but change has been necessary to make these cooperatives meet the demand of the times.

For many years, the Extension Service has helped guide this change. The most recent result of such Extension guidance is the 1966 Kentucky Agricultural Cooperative Association Act.

The first acts for incorporating agricultural cooperatives in the United States were passed in the late 1850's by Michigan and New York. In 1922 the Bingham Act of Kentucky became the so-called standard cooperative marketing act. This law was copied in toto by 38 States.

Cooperatives organized under this act embodied many of the principles established in 1844 in Rochdale, England, by the first consumer cooperative. These Rochdale principles included the concepts of one man-one vote, limited dividends, patronage refunds, and open membership.

In addition, the Bingham Act required the dean of agriculture and home economics to evaluate and advise with prospective cooperative leaders prior to organization. Each cooperative was required to file an annual report with the dean. Thus, the cooperative became something of a semi-public institution operating in the public showcase.

Whenever the economic welfare of

a group rests heavily on a few members, it may be highly advantageous, if not critically important, that voting rights be proportional to control of the group. This means that the "one-gallus" member cannot and should not enjoy the same voting power as one who makes a major contribution to the business of the cooperative.

Many cooperatives have been organized without members providing equity capital. Free membership often results in a weak, inactive, and disinterested membership. These are some of the practical problems which have been of concern to Kentucky cooperatives.

For more than 40 years the Bingham Act was invaluable to cooperatives in their planning and organizational programs. In its day it was a milestone along the road of cooperative progress. From time to time, however, changes were made, but these were only minor and piecemeal in nature.

In time both the cooperative leadership in Kentucky and the State Extension Service recognized the need for a Statewide cooperative council. To this end, the Kentucky Cooperative Council, organized in 1953, provided the forum within which cooperatives and other parties interested in cooperatives could debate, plan, reason, and learn together.

This they have done in numerous ways—one being a series of workshops for directors and managers, with Extension coordinating the learning process. At no time has the Council acted as a lobby in public affairs.

Kentucky Extension has maintained direct communication with (a) the key officers of the Cooperative Council, (b) the member cooperatives, and (c) related agricultural associations. Thus, an environment fostering cross-fertilization of ideas developed.

In recent years Kentucky Extension has helped sow some of the seeds of change in the minds of agricultural and cooperative leaders. In time, these seeds began to sprout and grow. In 1965, the Kentucky Cooperative

Council directed its committee on legal tax and accounting matters to review the Bingham Act and suggest needed changes which might be recommended to the Kentucky General Assembly.

A review of the legislative history reveals quite clearly that: (a) the Bingham Act has been primarily concerned with procedures for organizing and operating cooperative marketing associations; and (b) only minor amendments have been made during its 43-year life.

These amendments were often tailored to suit the needs of small groups of cooperatives within the cooperative family. In short, the Bingham Act did not keep pace with the overall needs of the agricultural type of cooperative corporation.

In the process of redrafting the Bingham Act the review committee undertook to: (a) clarify ambiguities and create consistent terminology; (b) delete overlapping sections and those no longer of practical significance; and (c) incorporate new sections to bring the new draft in line with present-day needs and practices.

Throughout the redrafting process there was a melding of ideas contributed by various groups. Those included producer groups, educational and service groups, artificial breeders, rural electric and banking interests as well as managerial and legal interests.

#### New Statute

The new Kentucky Agricultural Cooperative Association Act was sponsored by the Kentucky Farm Bureau Federation at the request of the Cooperative Council. The act was passed by the Kentucky Legislature in June 1966. Although this is neither a revolutionary nor highly controversial statute, it does expand the boundaries within which Kentucky cooperatives can be created and function.

In scope it is not limited to cooperative marketing—as was earlier legislation — but includes service, supply, education, and financing functions. It is, in a sense, an agricultural

cooperative association's act in which: (a) terminology has been explicitly defined to remove ambiguities in keeping with present-day thinking and practice; (b) membership requirements have been reduced to five agricultural producers or two or more associations of producers. Residence in Kentucky is no longer a requirement; (c) the term "person" is defined to include individual firms, partnerships, and associations. Thus, the corporate family farm can qualify as a person; (d) procedures for drafting and filing the articles of incorporations, amendments, and bylaws are treated explicitly, as are minimum voting requirements relative to amendments, bylaws, special meetings, mergers, consolidations, and related items; (e) terminology concerning voting is explicit and consistent; for example, "by the affirmative vote of not less than the majority (two-thirds, three-fourths, etc.) of the votes entitled to be cast by the members present in person or by proxy (if permitted) and voting thereon;" (f) it is now permissible to create executive level jobs in addition to the traditional president, vice president, and secretary-treasurer; and (g) *it is permissible, but not mandatory, for members to vote on some basis other than "one member-one vote."* This permits the allocation of control in proportion to the economic interests of the member with appropriate restrictions provided.

The new Kentucky Agricultural Cooperative Association Act represents an enlightened approach to revamping the original Bingham Act. Incorporated into the new Act were many ideas which are not unique to Kentucky. Some have been borrowed from other States and incorporated in a new and more effective legal framework which hopefully presents another milestone along the path of cooperative progress.

Copies of the act may be obtained by writing directly to the Department of Agricultural Economics, University of Kentucky, Lexington, Kentucky 40506. □

# Trust Spells Success

. . . in work with low-income children in Cleveland, Tenn.

by  
Marifloyd Hamil  
*Assistant 4-H Club Specialist*  
*University of Tennessee*

The world beyond the "City Dump" in Cleveland, Tennessee, is opening up for low-income children through the efforts of the assistant county home agent working with junior 4-H leaders.

Cleveland is a prosperous, growing, industrial city, but in an area called the "City Dump," families live on welfare and surplus commodities. A few hold part-time jobs or are migrant workers; the families are large, and the group is transient.

A small mission church asked the assistant home agent, Maxine Byerley, to assume leadership in a clothing program for children in the "City Dump".

Under her guidance, a clothing special-interest group began for girls 6 to 13 years old. Their attendance was sporadic, but a total of 25 to 30 children attended the sessions.

For the first few months, Miss Byerley was considered an outsider, and it was several weeks before the children were willing to trust her. Other outsiders had worked with the

group before, but they stayed only a few weeks, and the children were skeptical of those who did not remain long enough to develop a secure relationship.

When Miss Byerley realized that working alone with the group was too time-consuming, she called on a group of senior 4-H girls who were working on Junior Leadership. These girls and a few adult leaders agreed to help with the "City Dump" children.

Miss Byerley and the junior leaders have found that these low-income children have strong pride and dislike being pitied. They want to be accepted as individuals, not as an anonymous group labeled "poverty-stricken."

Asked what she had gained from working with the "City Dump" children, Susan Brooks, a junior leader, said, "I have learned to accept people the way they are, and not to look at the children as poverty-stricken."

One of the greatest needs of the "City Dump" children is individual attention, Miss Byerley points out.



*Sarah Bates, junior leader, supervises biscuit making.*

They want the approval of an older person, and they need and want love. Susan Brooks says her philosophy with the children is "Smother them with love and attention," and it seems to have worked.

The class sessions, all informal, have been in the all-purpose room of the Lundy Chapel. Since clothing was the first subject, cleanliness was stressed in the first few lessons. Then the girls learned to operate the two old treadle sewing machines in the chapel. Following the Tennessee 4-H clothing unit, they made pin cushions and aprons.

After the clothing lessons, a series on foods was taught. Each group of girls had an opportunity to prepare each dish.

They made biscuits, cookies, and cakes from a basic recipe. Other food classes concerned the basic four food groups and simple meals which the girls could prepare at home.

To climax the food sessions, the group had a party for boys and girls from the church which sponsors



*Susan Brooks, junior leader, teaches a session on color to Lundy Chapel group.*



*Sarah Bates, junior leader, shows younger members how to hem.*

Lundy Chapel. The guests were of the same age, but of a different socio-economic background. The low-income children prepared the food and arranged the table. Items made in the clothing classes were put on display. The party provided an excellent opportunity for teaching manners. One little boy standing off to himself explained, "I can't eat because my hands are dirty."

Sessions have been taught on crafts, particularly around Christmas and Easter. The boys joined in to make Christmas wreaths and Easter baskets.

Junior leader Susan Brooks' major project in 4-H has been Home Improvement. Because the low-income children had no money to spend for improvements, she began working with color. They mixed the primary and secondary colors, and learned to relate colors to nature.

"My first attempt at teaching color was not received well," Susan said, "because I used crayons." But for the second session on color, she used

tempera paint, and the children were thrilled by the experience of mixing and creating different colors. After discussing design and shape, they plan to apply their knowledge by improving the chapel kitchen. This project was an idea of one of the girls in the group. Each session is planned after discussion with the children.

What have been the results of these sessions? Progress is slow, but Miss Byerley and the junior leaders are accomplishing many things. The children seldom come to the sessions now without trying to be neat and clean. They have become so conscious of their appearance that they do not want to combine plaids and polka dots.

The children have also learned to share with one another. Manners have improved, too. The children take better care of the facilities and do not tear or cut up items as they did in the beginning. And instead of saying "gimme," they now say "may I borrow".

The 4-H junior leaders are also profiting from the experience of working with these children. They have gained in confidence and teaching skill. And they have learned that they must set a good example, because the children try to pattern themselves after the junior leaders.

One junior leader overheard a little girl say, "Sarah wouldn't have said that. That's a bad word." The realization of the influence they have over the children has given the junior leaders a feeling of real responsibility which they have willingly accepted.

Completing fifth grade is an accomplishment to the "City Dump" children. But the junior leaders talk to them about high school and the things they can do if they continue their education.

Miss Byerley and the junior leaders agree that one of the most important things they have tried to do is to give the children a broader outlook on life. Through their efforts, they hope the children will set their goals higher. □



## From The Administrator's Desk . . . . . by Lloyd H. Davis

### Food for Peace

It is a world fruitful to communism. But communism cannot feed the people it enslaves. Communism can offer the underdeveloped world only hunger and starvation. The genius of America's farmers and the American system of free enterprise can save mankind from famine and mass starvation, if implanted and accepted in the far corners of the earth.

The recent Congress passed a law known as the "Food for Peace Act—1966"—passed it with broad support. This Act sets in motion a policy and a program which in times to come, with the active participation of other nations, may be heralded as one of history's greatest steps forward.

The Act sets forth an American policy of using our great food production potential as a force for world peace. It establishes the policy of producing food in the U. S. as a weapon in a worldwide attack on hunger. It sets forth a policy of encouraging self-help agricultural programs in the underdeveloped nations and using our food assistance and our technical know-how to aid in those self-help efforts.

A new feature of the Food for Peace Act is an emphasis on self-help measure in cooperation with universities to recruit and train farm couples to send to de-

veloping nations to help them increase their own food production.

Under this Act the American people are planning a new war, a new kind of war.

This is a world war on hunger.

Its aim is to deal with the oldest and severest agony of mankind. Victory would save more lives than have been lost in all the wars of history. It is a war in which all nations and all peoples may join.

The President has said there should be only victors, no vanquished.

In this undertaking it will be well to remind from time to time the recipient governments and peoples that the United States of America, not many years ago as measured by the span of time, was an underdeveloped country and that, under free enterprise by a free people, this underdeveloped land has become the most prosperous and most powerful nation on earth.

One witness during the committee's public hearings recalled that in the early history of our country one million American Indians lived marginally, in mean circumstances, on the land embraced in the continental United States, while today almost 200 million Americans eat well from the same land, and have food to share with others throughout the world. □