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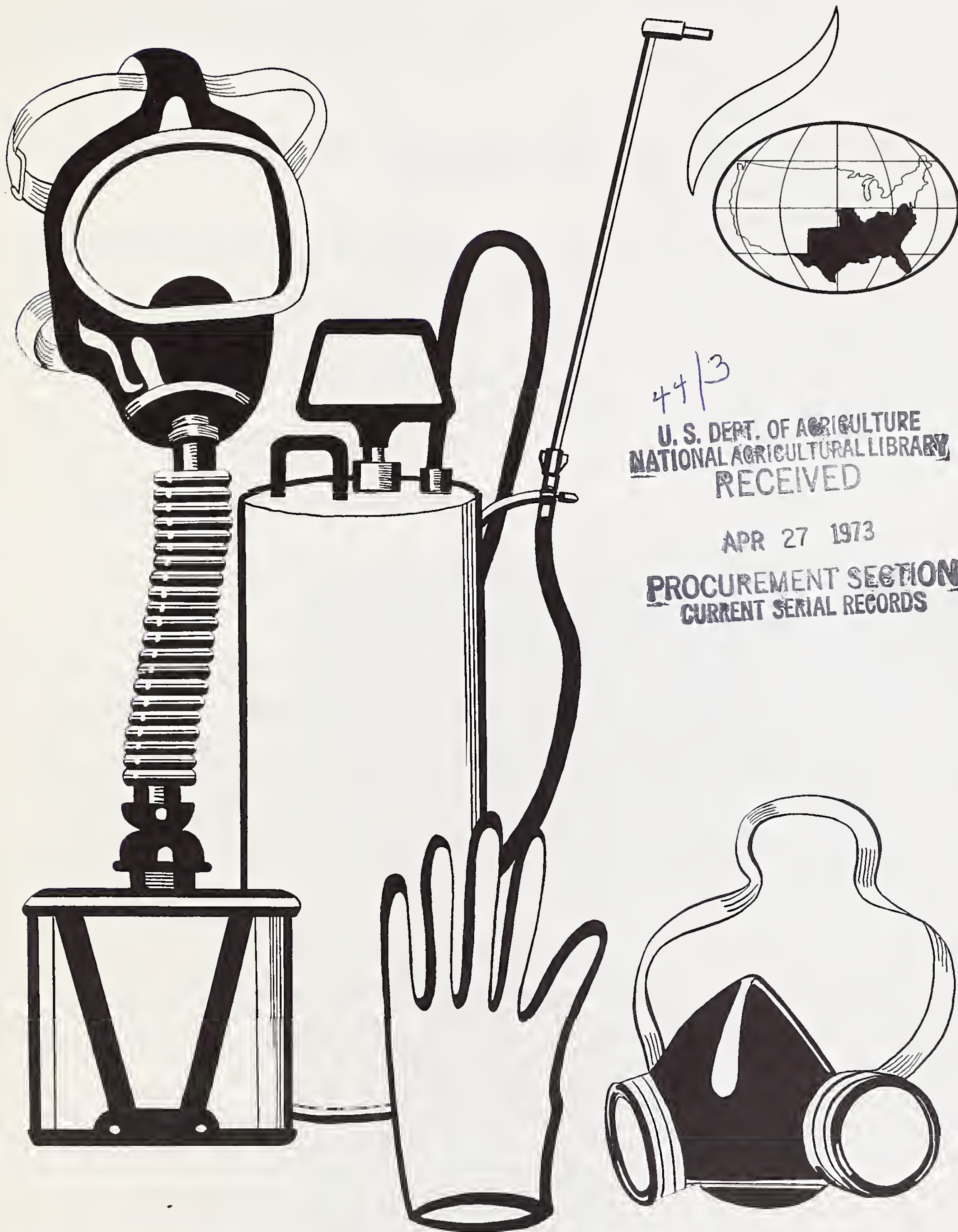
EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE ✲ MARCH 1973



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PROJECT SAFEGUARD
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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 Extension workers, in their roles as educational leaders, 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.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, ***Administrator Extension Service***

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EXTENSION SERVICE
REVIEW

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A tip for 4-H workers

Looking for an educational experience, access to a wealth of resources, and a chance for personal enrichment? That's what the National 4-H Center offers 4-H workers through internships financed by a grant from the Kellogg Foundation.

These internships at the Center allow Extension professionals and volunteer adult and teen 4-H leaders to pursue individual study and to gain practical experience. Professional internships are for 3 or 4 months; volunteer internships are for 1 to 4 weeks.

Four Extension workers and one volunteer leader pioneered the intern program in 1972. They say that an intern needs a lot of self-direction to make the most of the experience, but that the combination of learning and working opens new avenues for improving program planning, recruiting and training leaders, and improving general club organization.

The program is administered by ES-USDA, the intern's local university, and the National 4-H Foundation. An advisory committee directs internship activities.

So if you're a 4-H worker who is interested in learning while making a contribution to 4-H at the national level, contact the 4-H Center. The internship program might be just what you're looking for.—MAW

Senior citizens pose educational challenge

One of every 10 persons living in the United States is a "senior citizen"—nearly one of every nine in nonmetropolitan areas. The total number is more than 20 million.

Many senior citizens must struggle for social status. Most have to struggle for economic survival. In 1970, almost 5 million older Americans, about one in four, lived in households with income below the poverty level.

Even the financially secure have to struggle against being pushed out of the mainstream into a subculture of uselessness.

How can a State or county Extension Service meet the needs of a group whose problems are so diverse?

It's being done in county after county all over the country, as Extension workers adapt old methods and devise new ones to serve this special audience.

It would be helpful if each one working with senior citizens could know what all the others are doing. Considering the thousands of programs underway, that is impossible.

by
Elizabeth Fleming
Home Economics Information Specialist
Extension Service-USDA

But here are some examples of how Extension staffs are serving the special needs of this large and important audience.

Older people often are lonely. They may no longer have regular opportunities to be with other people. In some places, Extension is helping senior citizens form their own organizations, where they can make friends and enjoy activities.

The Franklin County Senior Citizens Group, in Franklin County, Virginia, for example, has grown to a membership of 84 with the help of the Extension Service. Some of the educational programs provided by Extension include gardening safely in the home; food for older folks; health; frauds and gyps; drugs; and community services.

South Dakota Extension Home Economist Faith Cahalan played an

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Senior citizens in Miller, South Dakota, above, sign up for membership in Friendship Center, their new community meeting place. At left, Extension Home Economist Elizabeth Roth (left) discusses meeting plans with two officers of the Gloucester County, New Jersey, Senior Citizens Organization.

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important part in establishing a senior citizens group and a senior citizens center in Hand County, South Dakota. A survey to determine the needs of the county's older people led to formation of the Hand County Senior Citizens Organization.

This group then founded Friendship Center, the senior citizens' meeting place. The center is open 30 hours a week and features activities such as craft classes, potluck suppers, song fests, and educational meetings.

People over 65 are still interested in learning new things. And they need to learn how to cope with the special problems they face in this phase of their lives. Extension staffs in many areas are offering special classes on subjects of particular interest to senior citizens.

In Massachusetts, for example, "Good Eating Keeps You Swinging After Fifty" was the title for half of a two-part program offered to the elderly of three communities. "Gardening in a Limited Area" was the second part of the program. More than 200 took part.

"Cooking for One or Two As We Grow Older" was the topic of a short course given for senior citizens in Nebraska. Most sessions were held in public housing units; 197 people attended.

Older men and women in three Minnesota high-rise apartment buildings participated in a series of Extension classes on food buying. Organizations of senior citizens have had special training meetings on good nutrition and food for fitness.

Kentucky has developed teaching materials to use in classes for the aging. "Emotional Health in the Senior Years" is the title of one publication; "Let's Think About Aging" is another. The materials include discussion questions.

Senior citizens have many talents which they can develop into hobbies, teach to others, or use to produce

Above, Extension Home Economist Jane Elliott of Montgomery County, Maryland, speaks to members of an Over 60 Counseling and Employment class. At left, a Tennessee volunteer leader shows others the art of macrame.

extra income. Some Extension staffs are helping them find outlets for their talents.

Extension sponsored a four-county hobby and arts show for Iowa senior citizens to interest them in art and hobbies, recognize people with special abilities, and provide a market for good crafts. Many of the 74 persons selected to explain their crafts to the 2,213 people who attended had not previously participated in Extension activities; 77 percent had never sold their work.

Senior citizens in west Tennessee's Haywood County are serving as Extension leaders to teach others how to do macrame. They make belts, jewelry, and headbands. One necklace was priced at $6 in a local store; the senior citizens made it for 35 cents.

Double benefits occur when senior citizens' talents can be channeled into community service. The community's needs are met, and the older person has an opportunity to feel useful and needed.

Women over 50 are finding rewarding and satisfying jobs as companions to elderly people or as mother substitutes for youngsters, through the Over 60 Counseling and Employment Service of the Montgomery County, Maryland, Federation of Women's Clubs.

Extension Home Economist Jane Elliott helps teach their training course, which includes practical psychology, environmental health, nutrition, food management, and responsibilities of the aide.

Through a Federally-funded program called RSVP (Retired Senior Volunteer Program) elderly people in Madison County, New York, are finding that life can be meaningful. The Extension Service has been chosen as the agency through which RSVP operates in that area. Senior volunteers are working at an infirmary—visiting elderly patients, playing games with them, writing letters for them, or reading to them.

Others work at a State school for retarded children, assisting staff in the library, and helping out in the occupational therapy department and in the classroom, as well as helping to feed and care for the children.

Mail can be an important link to the outside world for many older

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Senior citizens sometimes need tips on how to prepare simple, nutritious meals. Here, Ethel Diedrichsen, Nebraska Extension specialist, conducts a workshop on "Cooking for One or Two."

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people. They look forward to it and read it carefully. Knowing this, many Extension agents use the direct mail approach to provide educational materials to senior citizens.

"Your Digest" is the title of a 6-page monthly newsletter sent to Arizona's older people. The publication deals with subjects such as the cost of living, food values and other nutrition information, and historical information about Arizona. The mailing list has grown from 1,200 in 1968 to 10,000 in 1972.

Senior citizens in Gloucester County, New Jersey, receive two newsletters from Extension. "Golden Harvest," published quarterly, publicizes programs and activities of interest to senior citizens. "With You in Mind," published 10 months of the year, features timely tips on such subjects as meal planning, shopping, homemaking, and other topics of interest.

Television is another means of taking an educational message directly into the homes of senior citizens. "Living," West Virginia's television series for senior citizens, is a cooperative project between WMUL-TV, the West Virginia Commission on aging, and the West Virginia Cooperative Extension Service.

The 1972 series consisted of 12 half-hour shows featuring senior citizens. They demonstrated mountain heritage crafts such as wood carving.

The retiree above is a home repair aide in Maine's Senior Service Corps, administered by Extension under a contract with the Council on Aging. The Corps employs 70 needy senior citizens in a variety of jobs. At right are the "Singing Senior Sisters," who open and close each program in West Virginia's TV series called "Living."

quilting, weaving, and spinning; played old musical instruments such as the dulcimer; told stories; recited poems; and sang old-time hymns.

Extension agents and specialists provided information on consumer problems, nature, and health.

And reports indicate that Extension is serving the elderly in many other ways, too. Agents are encouraging the eligible elderly to use food stamps or donated foods, using radio to reach senior citizen audiences with information, setting up exhibits in shopping centers, and training leaders who carry information back to groups.

Other methods include working with local groups to implement selected recommendations of the 1971 White House Conference on Aging. Through cooperation with the Commission on Aging, some States have been funded to carry on educational programs. Agents also employ and train aides to teach senior citizens on a one-to-one or group basis. □

A Minnesota high-rise apartment resident, above, listens intently as the Extension home economist teaches a class on food buying. At left, it's class change time for the 247 senior citizens who attended Clemson University's 1972 "College Week for Senior Citizens."

North Carolina organizes for

'PROJECT SAFEGUARD'

by
Ovid Bay
Agricultural Information Specialist
Extension Service-USDA

If you are a county Extension agent in one of the 14 Southeast States where the new project on safe pesticide practices has been initiated by the Extension Service and the Environmental Protection Agency, you probably are calling it an "add-on" program.

Officially, this concentrated educational program is called "Project Safeguard." The primary audience is the small farmers who produce 30 acres or less of cotton, peanuts, and soybeans and who usually do not participate in Extension's ongoing programs.

The goal is to avoid accidental poisonings in 1973 by alerting farmers that the substitute chemicals for DDT leave less residue but are much more dangerous for the people who handle them.

The program has been funded with $750,000 from EPA and $350,000 from the Extension Service. Extension will provide the leadership in hiring and training "safety aides." These aides will make person-to-person contacts in the local communities selected by the States as the areas needing this special effort.

How does a State Extension Service "gear up" for one more assignment of this magnitude? North Carolina is a good example.

The North Carolina Extension Service recently held a training session for 35 county agents who will be conducting Project Safeguard in the selected counties in that State.

"We do not want to use 'fear tactics' to put the idea across, nor do we want to imply we can stop using essential chemicals," Frank Doggett, leader of the program, told the agents at that training session.

"But a lot of small farmers will be using highly toxic chemicals for the first time, and often with old equipment and no protective clothing or equipment. It's up to Extension to try to reach them."

Here's how they will do it:

—One agent in each of the 35 counties has been made responsible for Project Safeguard.

—Each county has an allocated budget to use in hiring local people to be trained as safety aides. Dr. G. T. Weekman, Extension pesticide coordinator, suggested that since the aides will be on an hourly pay scale and will need to travel, they should be hired in more than one area of a county. He also recommended that women be considered for the task.

—The State Extension specialists in entomology and information already are preparing educational materials for the aides to use as they contact farmers and to leave with them.

—A checklist stressing safety is being prepared for aides.

—A glossary of chemical and pesticide terms is being prepared.

—The EPA poster for display by dealers is being reproduced for use in each county.

—First aid leaflets telling the family what symptoms to watch for and what to do are being printed for each county.

A deadline of March 1 was set for all printed materials to reach the counties.

It was decided that the period to use the safety aides would be from March 15 to July 15 for most counties. Aides are to be hired and ready for a short training school by March 15.

Safety aide time has been budgeted for each county. Most counties plan to hire two or more part-time local people so they can make the contacts more quickly. It is believed that a few hours per day will prove to be the optimum time to visit these farmers.

Aides will be required to make reports to the county Extension office, including the name and address of each farmer visited, a few observations from the visit, and the number of contacts attempted but not completed.

These reports must be completed every 2 weeks or pay will be withheld. The lists of contacts also will be useful for updating current mailing lists in the 35 county Extension offices.

If a county contacts all of the cotton, peanut, and soybean farmers and has some funds left for safety aides, these funds may be used to reach producers of other crops grown in the county as they are sprayed with pesticides.

State and county Extension personnel will contact medical personnel to inform them about Project Safeguard and about the chemicals that will probably be used in the county so they will know what symptoms to suspect.

The agents will have the responsibility for explaining the safety program to pesticide dealers in the county. Agents also will work with EPA personnel and with Junior Chamber of Commerce members in the county who may be cooperating on the program. The Jaycees are sending a pesticide safety information kit to all chapters in the 14 States.

"We are expecting Extension personnel in the other 65 counties in North Carolina to contact dealers and farmers in our ongoing program on safety with pesticides," says Dr. Weekman.

How will a safety aide be equipped to really warn farmers about the dangers of highly toxic pesticides?

During the Extension training session, he will study a "Safety Handbook," which is a manual prepared by EPA and USDA personnel. It covers 12 key areas, including:

—individual responsibilities,

—safe pesticide usage,

—safe transport of pesticides,

—safe storage of pesticides,

—personal protective equipment,

—safe mixing procedures,

—application procedures,

—re-entry precautions,

—cleaning up and good housekeeping,

—pesticide disposal,

—symptoms of pesticide poisoning and what to do about them, and

—emergency procedures for spills and fire.

"One of the real problems is what to do with tenant families who live on the edge of a cotton field and have children in the yard the day you apply chemicals," said Wendell Young, Hoke County Extension agent.

The answer: You have to stop planting cotton near them, or move them out the day the applicator plans to fly the field.

"Project Safeguard is a real challenge and an important program for Extension," summed up Dr. Carlton Blalock, associate director. "The need for this safety program is real—it will save some lives in this State in 1973 and the years to come." ☐

An idea, like a seed of grass, should be planted in the right conditions and receive nourishment and care if it is to produce as it should.

The late Peter Breuer, then Extension irrigationist, planted the idea for the Standing Rock Irrigation Grazing Trial in June 1970 while planning a tour of the Standing Rock Sioux Tribe Irrigation Farm.

One-year results do not make a creditable research study, but they can give an indication of the potential. In this case, demonstrations showed that irrigated pastures, when given the proper management, can return more than $50 per acre to labor and management.

The demonstration was conducted to help determine the beef production potential of yearling steers grazing an intensively managed irrigated grass-alfalfa pasture.

The Standing Rock Sioux Tribe near Fort Yates, North Dakota, had been irrigating 240 acres of alfalfa with two different systems. A tow-line sprinkler system had been bought in 1968 and a center pivot system in 1969. The alfalfa was used in a cattle feeding operation on the farm. Calves were bought in the fall and wintered and sold.

Plans for the Irrigation Grazing Trial call for a 3-year period of grazing yearling steers on a grass-alfalfa irrigated pasture. Last year the Standing Rock Sioux Tribe provided the land, steers, irrigation system, power supply, pump, and miscellaneous items to conduct the trial. The Bureau of Indian Affairs and Cooperative Extension Service, North Dakota State University, provided technical assistance and labor.

A tractor takes the "tow" out of tow-line irrigation. Sioux County Extension Agent Charles Soiseth prepares to tow line from an irrigated plot in the intensive grazing trial on the Standing Rock Sioux Tribal Irrigation Farm.

Expecting that supplemental irrigation water would be available in North Dakota in 2 more years, the late A. H. Schulz, Extension Director, named a multiple-discipline irrigation task force, whose functions are spelled out in these objectives:

—To keep abreast of the latest research and other technical information on irrigation development and practices in North Dakota and to continually upgrade the competencies of the specialist staff, and especially the county agents, on irrigation.

—To relate research needs on irrigation to the research staff at NDSU and other responsible agencies and groups.

—To provide the latest educational information to irrigators and potential irrigators on irrigation development in North Dakota via meetings, workshops, seminars, farm visits, tours, and demonstrations.

—To coordinate the educational program with other interested and responsible Federal and State agencies, private organizations, agribusiness, and industry.

—To prepare educational materials in furtherance of the educational pro-

Irrigation offers hopes for higher income

by
J. J. Feight
Agricultural Editor
North Dakota State University

Two members of the NDSU Cooperative Extension Service irrigation task force take forage samples during the intensive grazing trial. Billy Rice (left), farm management economist, assists Duaine Dodds, conservationist.

gram and to use mass media techniques to inform the public on irrigation development and programs in North Dakota.

From idea to reality, the grazing trial followed this pattern. From June 1970 to March 1971, plans were completed for the trial and were presented to the Tribal Economics Committee and Council for their approval.

Fred Hamel, land operations officer of the BIA, presented an outline of the project plans to the Standing Rock Tribal Council in early March to get the Council's opinion. The Council expressed an interest in the project, because it showed promise of benefiting the Standing Rock people.

In April, Sioux County Agent Charles Soiseth presented complete plans of the project to Tribal Council Chairman Melvin White Eagle, and then to the Tribal Council Economics Committee. The committee presented the project to the Council immediately, and it was approved.

At this time, everything was "go" for the trial. With the technical assistance and supervision of Duaine Dodds, Extension conservationist, grass seed was bought. John Loans Arrow, a tribal farm employee, and the county agent planted the pasture in the latter part of April 1971.

During the summer, Soiseth and others closely associated with the trial attempted to irrigate the pastures, but because of several problems they were able to apply only an inch of supplemental water.

Not only was the water level in Lake Oahe lower than normal, but the pump sites were cluttered with driftwood. A tractor with power take-off to supply power to the irrigation pump needed repairs not counted on originally.

This experience suggests a warning to all potential irrigators—give yourself plenty of time when setting up any irrigation system. Be sure of your water source, power, and the system itself, including specifications as well as time of delivery and installation.

In March 1972, the BIA Department of Credit took over the management of the Irrigation Farm. Before that, it had been managed by the BIA's Land Operations Department. William Sherwood, tribal employee, was named farm manager.

Before selling the farm's feeder cattle in May 1972, Sherwood, Loans Arrow, and Soiseth randomly selected 30 head for use in the grazing experiment. These three men, along with BIA personnel and members of the Extension Service's Irrigation Task Force, were involved during the summer grazing period with such work as pumping water, moving pipes, weighing steers, and other details necessary in such a study.

Staff members of the NDSU Department of Agronomy and the Department of Soils also figured heavily in the success of the trials. Members of the Task Force managed the study and maintained records with Soiseth's help.

The trials again emphasized the importance of timeliness of applying irrigation water. Under the intensive grazing plan used, steers grazed under five controlled cycles. Delays of 5 to 10 days occurred due to equipment problems and a fluctuating reservoir water level.

The lower forage production following delays in water application increased the acreage required per steer from about 0.3 acres to 0.4 acres in cycle three and 0.5 acres during cycle five. As a result, the steerdays grazing per acre was reduced from a high of over 80 to 68 and 52 steerdays in cycles three and five, respectively.

The pastures in the grazing trials, established in the spring of 1971, used a grass-legume mixture consisting of 8 pounds of Lincoln bromegrass, 6 pounds of Sterling orchardgrass, 2 pounds of Garrison creeping foxtail, and 1 pound of Vernal alfalfa per acre. The mixture was double seeded. Oats was seeded as a nurse crop at about 20 pounds per acre prior to seeding the grass-legume mixture.

Highlights of the grazing trial in its first year include a return of $57.20 per acre to labor and management. The steers, all but three of them crossbreeds of some type, averaged 1.97 pounds per day over a 132-day grazing season. The average gain per head was 260 pounds with a stocking rate of 2.7 steers per acre.

Returns to labor and management from other farm enterprises under irrigation in central North Dakota include: corn silage, $16.95 per acre; corn for grain, $19.99 per acre; and alfalfa, $18.85 per acre.

Dryland returns per acre for crops grown in the State's famed Red River Valley in eastern North Dakota include: soybeans, $14.71 per acre; pinto beans, $24.90 per acre; and sunflowers, $17.50 per acre.

If final results prove as successful as the preliminary ones, the trial could benefit the people of Standing Rock by increasing income and providing jobs. □

Extension leads Kansas tax study

by
Gary L. Vacin
Assistant Extension Editor
Kansas State University

How to pay for services provided by State and local government—particularly local schools—has been the hottest public issue in Kansas for the past several years. This was the top-priority issue to come before the voters in the 1972 gubernatorial campaign. It's the most crucial and difficult problem being debated in the current session of the State legislature.

As early as 1970, Extension administrators at Kansas State University agreed that some education should be done on the tax issue. Key leadership in Kansas was in a mood to increase its knowledge and understanding of the problem. This mood was expressed by the payment of taxes under protest, formation of taxpayers' associations, general public unrest, and partially polarized positions taken in the mass media.

With this climate, leaders across the State asked Kansas State University to conduct an educational program in financing State and local government. It was clear that a "teachable moment" had arrived.

The University responded to the challenge. A college of agriculture research-teaching-Extension advisory group passed a resolution supporting the fielding of a public affairs program and the employment of a specialist.

Objective of the program was to help local leaders gain a greater understanding of the various alternatives for financing State and local government.

Barry L. Flinchbaugh was employed as Extension specialist in public affairs. A native of Pennsylvania, his first task was to familiarize himself with Kansas. He traveled the State, visiting with Extension workers, local leaders, and the "man on the street," discussing public problems and how Extension might provide information to help solve these problems.

Next step was to collect relevant data and develop an educational package for delivery to the public. "One of the startling facts for a young man just beginning in Extension was that most of the available data was not in a useful form," Flinchbaugh recalls. "Much digging and interpolating was required to prepare the material for public consumption.

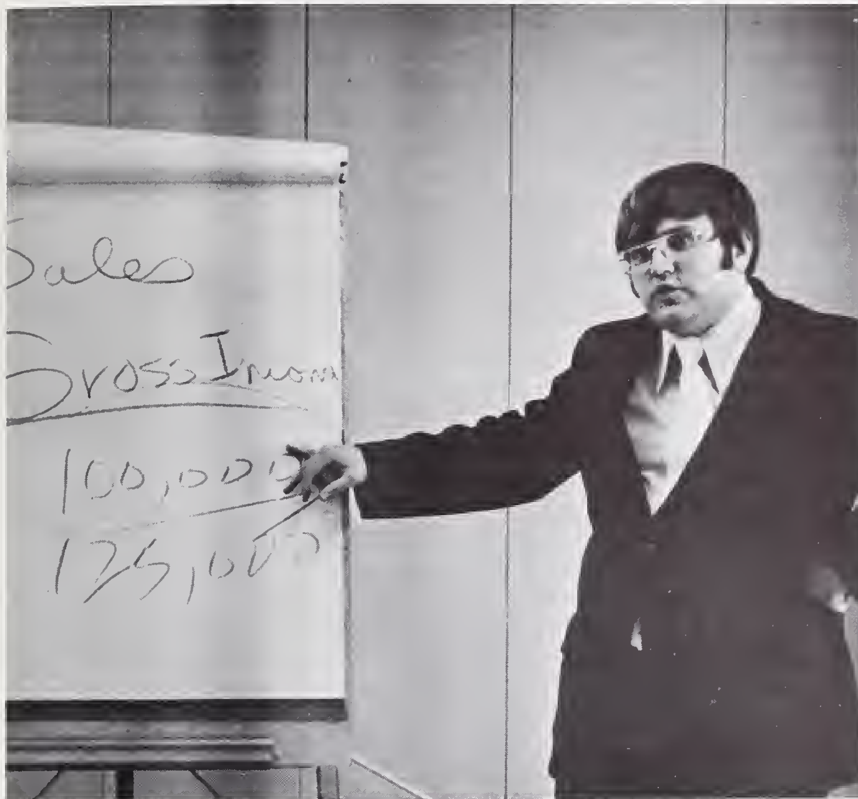
"For example, if decisionmakers are interested in changing the tax mix, it's extremely important to know how big an increase in the income tax would be needed, for instance, to lower property taxes 10 percent. Kansas law at that time (it has now been repealed) allowed local political subdivisions to substitute local sales and income taxes for the property tax. So it's extremely relevant, for example, to know how much property tax relief can be brought about by imposing a local 1-cent sales tax."

Small group discussions, like the one above, gave workshop participants a chance to design a tax package to support State and local government. Dr. Barry Flinchbaugh, at right, uses visual aids to illustrate a presentation on alternative financing methods.

Flinchbaugh and several Kansas Agricultural Experiment Station economists spent 4 months preparing background materials. This effort produced a 70-page bulletin containing a wealth of pertinent data on public service financing.

Flinchbaugh and other Extension specialists met with numerous groups and individuals who might have a stake in the taxation issue. This included legislative leaders, labor union representatives, State agency officials, county commissioners, leading newspaper editors, lobbyists, business representatives, and farm leaders. A public problem-solving approach was outlined and a timetable laid out as to the what, where, who, and why of the program.

This series of meetings generated additional program endorsement and gave key leaders an opportunity to become part of the program. Formal legitimation was accomplished by pre-



senting the program to Dr. James A. McCain, president of Kansas State University.

Next step was to give formal notice that the program was being launched. More than 150 key leaders were invited to attend a workshop on the K-State campus, where the program was announced.

Legitimation at the local level was gained by presenting the program for county Extension agents and board chairmen in each of the five Extension administrative districts in Kansas. Following the district programs, agents were given an opportunity to schedule the event in their county.

Flinchbaugh presented the seminar to audiences totaling more than 3,000 persons in 80 counties during the next several months. County Extension workers personally invited local leaders to attend. The public was not invited.

"Since our resources were limited, we decided that we could best reach our objective by working with the power structure," Flinchbaugh says. "These are the persons who have the greatest influence on public decisions."

The decision to seek out the community leaders also dictated the approach the program would take. Flinchbaugh points out that he was careful to remain objective and avoid taking a position on the issue. His approach was to:

—clearly define the problem,

—discuss social and economic conditions at the national level and their effect on State and local government expenditures and tax patterns,

—present a comparative analysis of the current situation in Kansas and neighboring States, and

—offer alternative solutions to the Kansas tax problem and their probable consequences.

The last hour of the program was devoted to a workshop. Participants were divided into groups and challenged to design a tax package to support State and local government based on one of three alternatives:

—follow the current mix between property taxes and nonproperty taxes,

—place less emphasis on revenue from property taxes and more on revenue from nonproperty sources, or

—place more emphasis on revenue from property taxes and less on revenue from nonproperty sources.

Groups which selected the second alternative were asked to decide how much to lower the property tax and how to make up the difference. Information needed to determine how much to raise the income or sales tax rates in order to lower the property tax by various percentages was provided in the bulletin.

Groups also were given the option of changing the tax mix on a local basis. Those selecting the third alternative were challenged to decide how much to increase the property tax and which nonproperty taxes to lower.

Evaluating an educational effort of this kind is always difficult. One fact stands out, however. About half the participants had never attended an Extension meeting before, so new clientele had been reached and served.

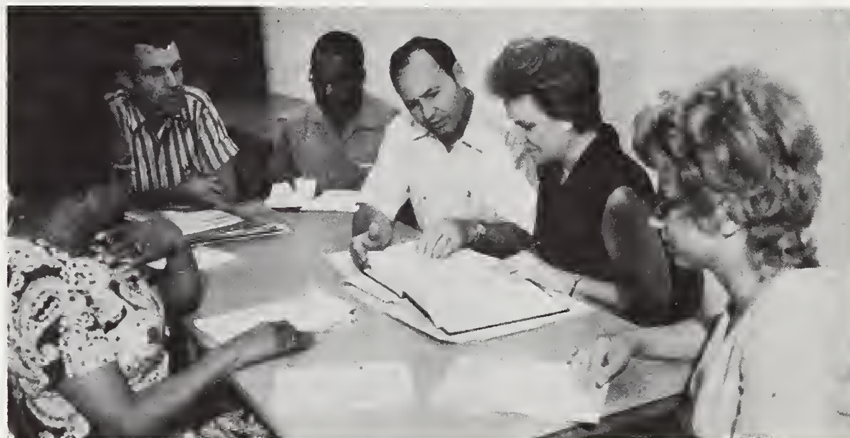
Flinchbaugh believes the program has proven that Extension is capable of helping Kansas leaders seek solutions to public problems. On several occasions, the economist has provided technical assistance to the Governor, the State legislature, and other elected officials. Currently, he is presenting a second round of seminars across the State.

Flinchbaugh feels the success of the program is due primarily to the objective manner in which it is presented. "No tax mix can be proven inferior or superior to another, scientifically," he says. "The only way to approach the problem is to present the facts devoid of personal opinion and value judgments—that is, to educate, not advocate."

One State legislator who has attended several of the seminars perhaps best evaluated the program in these words: "When the people are informed through a meeting like this, the job of legislating is much easier." ☐

Tennessee workers illustrate uses of SEMIS

by
Ralph L. Hamilton
Agricultural Communications Leader
University of Tennessee



Robertson County Extension staff members work with Associate District Supervisor Margaret Ussery (second from right) to plan their presentation on how they use TEMIS data to evaluate and redirect their programs. From left are Virginia Swoopes, Don Malone, A. B. Jordon, Jim Willhite, and Mary Ann Gregory.

SEMIS, the cold, impersonal, computer-coded, comrade-in-arms of Extension workers, came to life for 500 Tennessee Extension staff members at their 1972 State conference.

In a fast-moving, highly visualized, multimedia presentation, 12 staff members told and showed how the State Extension Management Information System—known in Tennessee as TEMIS—was working for them.

Using TEMIS data, these administrative, specialist, supervisory, and county staff members described broad objectives, staff resources and assignment, and specific work areas and time expended on them. Coordinated with this information were program thrusts planned and clientele needs.

Specific comments were then made by both State and county level staff members on how TEMIS data was being used to determine any needed reallocation of resources.

Associate Dean (now Dean) William D. Bishop, of the Agricultural Extension Service, set the stage by defining the broad educational responsibilities of the Extension Service.

Assistant Dean Troy W. Hinton used TEMIS summary data to show how staff were assigned to each objective. "A first broad look at our objectives and staff assignments indicates that our organization is staffed to conduct the educational program with which it is charged," he concluded.

"Generally speaking, staff time expended is closely related to staff assignment: adult phase of agricultural production and marketing—33 per-

cent assigned, 32 percent expended; adult phase of home economics—26 percent assigned, 20 percent expended; 4-H and other youth work—34 percent assigned, 44 percent expended; community and resource development—1 percent assigned, 4 percent expended."

Continuing the analysis on the State level, Miss Virginia F. Boswell, Assistant Dean, described how time was being expended in specific work areas under the broad objective of home economics. She also described this work in terms of contacts with 10 different audiences, again relying on TEMIS printout data.

"As we anticipate future needs and make plans for program thrusts, we will need to make adjustments," she pointed out. "It may be that the only way we can develop and execute program thrusts will be to reallocate time from one work area to another.

"Another alternative would be to review and adjust current teaching methods and techniques of disseminating information and working with families in order to make efficient use of time.

"I challenge you," she concluded, "to make use of TEMIS information to more realistically plan and carry out effective programs in your assigned work area."

After a description by Assistant Dean Hinton of the time planned and time expended in the various crop and livestock work areas, M. Lloyd Downen, leader of agricultural economics work, explained present and potential importance of the State's various agricultural enterprises.

Downen, now Assistant Dean, pointed out ways by which Tennessee agricultural income could reach the $1 billion level in the next dozen years.

He described certain obstacles that must be overcome for 12 different crop and livestock enterprises, implying the need for educational programs to assist farmers in overcoming these impediments to increased income.

As an example of how a program thrust might be implemented to overcome obstacles to increased income, Clyde K. Chappell, leader of dairy Extension work, told of the adjustments made in time allocation and contacts as a result of agent inservice training.

"In the 42 counties where this special inservice training effort was made, agents spent more time on the dairying work area," he reported. "There was a 22-percent increase in time expended and an accompanying 36-percent increase in the number of contacts.

"These two increases brought about an important result. More herds and more cows were enrolled in DHIA work and average production per cow increased."

"Agents are managers of time," began Associate District Supervisor Margaret Ussery, as she opened the presentation on how TEMIS data is used in district and county program planning, execution, and adjustment.

She pointed out that by using TEMIS information, agents can quickly and easily review a year's work — objectives, subjects taught, audiences reached, time planned, and time expended—and determine whether time was allocated to the important line item tasks emphasized in the plan of work.

Miss Ussery explained obstacles to making shifts in programs, including clientele interests, lack of training on the part of the agent, and lack of data or failure to use available data.

She called attention to the various kinds of information that agents must secure to use along with TEMIS data in planning, such as size of audience, complexity of subject matter, opportunity for expansion, and clientele interests.

"Using these kinds of information, along with TEMIS data, an agent can see how and where to shift emphasis from one program area to another and can justify his reason for change without jeopardizing an ongoing, strong program," she said.

"Also, supervisors can better assist agents when this kind of information is available and used. This approach can and will lead to effective planning and consequently to more effective performance and greater job satisfaction."

Four members of the Robertson County staff described their county's overall objectives for adult agriculture, adult home economics, youth, and expanded nutrition work areas and listed time planned and time expended for the appropriate State EMIS purposes. They pointed out variations between time planned and time expended, indicating points deserving further analysis.

Other Robertson County staff members then focused on a specific high-priority objective and associated line tasks in their plans of work.

Virginia Swoopes presented an analysis of an objective dealing with clothing construction and buying, emphasizing a task dealing with developing skills in construction.

She reported time planned and time expended, types of teaching methods used, types of audiences and numbers contacted, and results obtained.

She concluded, "More time has been spent in the clothing work area than in any other. Other work areas need to be given more time. Leaders should be able to assume more responsibility in the clothing work."

Reporting on an objective concerning leadership development in youth work, James Willhite pointed out, "For intelligent decisions to be made in shifting work from one task to another within broad areas of work, it is essential that accurate, complete reporting be done."

"In this era of emphasis on accountability in educational and legislative relationships, TEMIS-like information is absolutely essential," stated Associate Dean Bishop.

"It is only with this type of information that satisfactory answers can be given to questions being asked by governmental and legislative study groups who are concerned with the effective and efficient use of public resources." □

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Emphasis on the vowels

The vowel letters have a special role in the English alphabet. They are the catalysts of our words, and give meaning to our language.

Extension has a similar role in our Nation's society and economic life. It is the catalyst for programs and services, and helps to build meaning into the lives of people.

It is interesting to note that vowels are the initial letters of words that are basic in Extension's language. But first, let's identify the letters we call vowels.

When I studied spelling in a country school, our spelling books taught that the vowels are A, E, I, O, U, and sometimes W and Y. In this article, all seven letters are treated as regular vowels.

It is obvious that the "A" should stand for Agriculture. That means farmers, their farms, and the products of those farms. It also means agribusiness with the many materials and services it supplies for production of food and fiber.

And Agriculture includes the processing, transportation, marketing services, and distribution of farm products. It is our Nation's most basic industry. Extension has grown up with Agriculture in the 20th century and has helped Agriculture to grow up.

The second vowel in the alphabet is for Education. This, too, is a very basic function in any human complex that depends on progress. It is primarily a process, but its activation involves many elements. Among these elements are people, institutions, machines, materials, and procedures.

The "I" stands for Information, which is the content of the educative function. It is the raw material from which knowledge is assimilated. It also is the carrier for Education. Thus, in addition to being materials, it is people, machines, and media, which make up our vast communications system.

"O" is for Opportunity. Extension has helped to create opportunities for many millions of Americans in its 59-year history. It especially has been noted for helping farmers utilize opportunities to improve their farming operations. In recent years, it has made great strides in equalizing educational opportunities for people of all ages, races, and economic levels in the United States.

The vowel "U" is best represented by the prefix "Uni-" which we find in our words unity, united, and unifying. For Extension, the one word most applicable is "university." The land-grant universities have had an especially unifying effect in Extension work.

The "W" vowel logically applies to Women. In their role as homemakers, women were one of Extension's first audiences. As their roles have expanded, Extension's help for them has grown also, to include such things as career guidance, help in achieving community improvement, and assistance in developing talents and abilities. And women are not only an Extension audience—they are also Extension educators who are playing an increasingly important part in planning and carrying out Extension's services.

The "Y" of our alphabet belongs to Youth. They were part of the beginnings of Extension. They have an even more important part in its educational process as Extension's scope spreads beyond its original purpose. Through 4-H, the only youth program sponsored by Government, they are the focus for much of Extension's out-of-school educational services. And they also take on a teaching role in it.

And so, this septet of vowel initials helps set the pattern of Extension. What stronger combination could be fashioned than this team of Agriculture, Education, Information, Opportunity, University, Women, and Youth!

But we know that vowels alone do not make our language. Thus, we recognize the consonants along with the vowels. And Extension uses all of the alphabet of groups, institutions, materials, processes, and services to achieve its goals for the betterment of people and proper utilization of resources.—*Walter John*