Proceedings of the
1st Annual
1890 CRD Program Leaders Workshop

September 15-17, 1982

 Marriott Hotel
 Atlanta, Georgia
ACKNOWLEDGEMENTS

Sponsoring Agencies
1890 Institutions
Extension Service, USDA
Farm Foundation
Southern Rural Development Center

Program Committee
Dr. Mort Neufville, Chairman
Dr. John Bottum
Dr. Jerome Burton
Dr. Daniel Godfrey
Dr. Bill Linder
Mrs. Faye Singh
Dr. Charles Tillman

Proceedings
Southern Rural Development Center
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MINUTES

1890 CRD PROGRAM LEADERS MEETING
Marriott Hotel
Atlanta, Georgia
September 15-17, 1982

Wednesday, September 15

A reception was hosted by Ms. Faye Singh, Fort Valley State College, for all meeting participants.

Thursday, September 16

8:30 a.m. Dr. Mort Neufville, Lincoln University, and advisor to the group introduced Dr. Fred Harrison, Jr., the new Extension Administrator with Fort Valley State College who welcomed the group to Georgia.

The objectives of the workshop outlined by Dr. Neufville were:

1. To develop 1890 CRD policy statement.
2. Make recommendations to 1890 administrators on 1890 CRD program direction.
3. Identify and prioritize 1890 CRD program thrusts.
4. Develop a coordinated 1890 CRD project.
5. Identify ways by which Rural Development Centers may better assist 1890 universities in their program efforts.

9:00 a.m. A total of 25 persons participated in the conference. Fourteen of the 17 1890 universities were represented. The total list of participants can be found in Appendix A. Each state CRD Program Leader presented a brief report on the CRD program efforts in his particular state. These reports as presented at the meeting can be found in Appendix B.

10:30 a.m. The Task Force report on CRD in the 80s was discussed by Dr. Mort Neufville, Mrs. Faye Singh, and Dr. John Bottum. Copies of the report were copied and distributed to the entire group prior to adjournment. It was suggested that everyone read carefully the statement and direct any changes to Dr. Bill Linder, Director of the Southern Rural Development Center for incorporation in the final draft of the report.

1:30 p.m. Dr. Leodrey Williams, Southern University, presided over the afternoon session which begin with a discussion by Dr. John Bottum on "The New Federalism." Dr. Bottum emphasized the reduction in federal responsibilities and more state and local responsibilities. He introduced Mr. Larry Terry who is working in his office and has spent a great deal of time on the subject. Mr. Terry led considerable discussion on the impact of the New Federalism on 1890 universities.
2:15 Dr. Charles Tillman, Alcorn State University, presented an effective program used by Alcorn State University. A copy of his presentation is included as Appendix C.

3:00 p.m. Dr. Jerome L. Burton, Extension Administrator at Alcorn State University and Associate Director of the Southern Rural Development Center introduced Dr. Bill Linder, the Director of the SRDC. Dr. Linder's remarks are included as Appendix D.

3:30 p.m. The 1890 CRD Program Focus: Current Projects, Future Regional Projects, Development of Training Materials was presented by Dr. Willie Thomas, Tuskegee Institute. A copy of his presentation is included in Appendix E.

4:00 p.m. During the roundtable discussion, the conference participants indicated that there were areas of particular concern to 1890 universities which should be addressed. The entire list of those areas includes the following:

- Small Business Management
- Rural Health Care
- Career Awareness
- Land Loss
- Estate Planning
- Training Local Elected Officials
- Training Local Leaders
- How to Canvas Community and Government Support for Local Initiatives
- Rural Transportation
- Water Systems
- Block Grants
- How to Keep People Motivated
- Economic Diversification
- Rural Crime
- Clergy Education

Using the Delphi Technique, the areas were prioritized in the following order:

- Leadership Development
- Land Loss
- Implementing Block Grants
- Small Business Management Training

6:30 p.m. Following the banquet, Dr. T. J. Pinnock, Virginia Polytechnic Institute and State University, presented a paper entitled CRD Programs: Meeting the Needs of Rural Farmers and Inner City Dwellers, which is located in Appendix F.
Friday, September 17

8:30 a.m. Dr. Louis Thaxton presided over the first part of the morning session which included a discussion on Small Farm Program Issues presented by Dr. Randy Halsey, Lincoln University and Dr. Emory Rann, North Carolina A&T. These papers are located in Appendix G.

9:15 a.m. Dr. David Gandy, Tennessee State University, presented information regarding Identifying and Working with Minority Community Leaders (Appendix H) which included a model presented by slides in Tennessee.

10:00 a.m. Mr. Eddie Wynn, Clemson University and Chairman of the 1862 Community Development Committee, presented the scope of work of the 1862 institutions in CRD. (Appendix I)

10:30 a.m. To conclude the meeting, Dr. Neufville conducted various items of business necessary before adjourning.

Regional research projects in the areas of need for 1890 universities formed the following core groups for initiation of regional projects.

   Leadership Development--Tennessee, Louisiana, Kentucky
   Land Loss--Florida, Arkansas, Missouri, North Carolina
   Block Grants--Alabama, Maryland
   Small Business--Mississippi, Georgia, Virginia

Two resolutions were presented and both passed unanimously. The first was presented by Dr. David Gandy and read as follows:

   Whereas Mrs. Faye R. Singh has been a loyal and faithful practitioner of CRD for the past seven years and
   Whereas she has performed her duties diligently and well both in Georgia and nationally and
   Whereas her work has advanced the cause of CRD in Georgia and the nation and
   Whereas she has lifted the morale of male CRD workers through her kindness, spirit of cooperation, beauty and professionalism and
   Whereas this meeting may represent her last activity as Extension CRD professional and
   Whereas she will be sorely missed
   Let it therefore be resolved and this resolution unanimously adopted by this body that a hearty standing vote of thanks be expressed to Mrs. Faye R. Singh for her great contribution to CRD and that we wish her well in her new assignment.

   Be it further resolved that this resolution becomes a part of the official proceedings.
   Done this 17th day of September, in the year of our Lord 1982 in the city of Atlanta at the Marriott Hotel at the First 1890 CRD Program Leaders Workshop.
The second resolution passed as presented by Dr. Mort Neufville, it read

"CRD is an extremely viable program area within the 1890 extension system. However, there is a great need for the creation of a critical mass of expertise to carry out the CRD programs in the areas of Economic Development, Local Government and Natural Resources."

The following policy statement was recommended to the committee and passed unanimously:

"The mission of extension CRD programs is to provide a conscious and deliberate educational effort to strengthen the abilities of citizens to identify and resolve critical community needs and issues."

It was further indicated by the committee that the 1890 CRD leaders would attempt to work within the framework of the three national program thrusts of Economic Development, Local Government and Natural Resources. However, all 1890 universities have varying expertise and will present to their administrators the four additional program thrusts as arrived at by the group which are Leadership Development, Land Loss, Implementing Block Grants and Small Business Management Training.

It was recommended by the group that Dr. Neufville should report to the ECOP/CRD-PA subcommittee indicating to that group the program thrusts as outlined by the 1890 CRD Program Leaders. He will also make ECOP aware of the needs of 1890 universities in the area of computer training as well as the need for work in the area of black land loss.

In establishing a formal structure for the 1890 CRD Program Leaders, Dr. Neufville indicated that in future years the 1890 ECOP representative would serve as administrative advisor to the group. Officers were then elected as follows:

Mr. Ron Williams, Chairperson (Burton - Edwards)
Dr. Willie Thomas, Vice Chairperson (Edwards - Burton)
Dr. Louis Thaxton, Secretary-Treasurer (Williams - Thomas)

The group indicated that it was essential for them to meet on a regular basis. It was suggested that future meetings may conducted in various manners as follows:
--meet with 1890 Administrators
--meet with Southern CRD Program Directors
--meet at some national meeting
--meet as 1890 CRD Program Leaders alone

Evaluation of the meeting was conducted and is found in Appendix J.
PARTICIPANTS

John S. Bottum
Extension Service
U.S. Department of Agriculture
Washington, D.C. 20250
(202) 447-6283

Jerome L. Burton
Alcorn State University
Box 479
Lorman, MS 39096
(601) 877-2916

Hoover Carden
Cooperative Extension Program
Prairie View A&M University
Drawer B
Prairie View, TX 77445
(713) 857-2023

John B. Clark
Extension Farm Management Specialist
University of Arkansas at Pine Bluff
P.O. Box 4007
Pine Bluff, AR 71604
(501) 541-6751

Winfrey Clark
Virginia State University
P.O. Box 540
Petersburg, VA 23803
(804) 520-6421

Samuel Donald
Alcorn State University
Lorman, MS 39096
(601) 877-6528

James C. Edwards
Rural Development Specialist
Florida A&M University
Box 339
Tallahassee, FL 23307
(904) 599-3546

David C. Gandy
CRD Specialist
Tennessee State University
Nashville, TN 37203
(615) 320-3651

George W. Hadley
District Agent
North Central Extension District
3951 Snapfinger Pkwy. Suite 335
Decatur, GA 30035

Randy Halsey
Lincoln University
Cooperative Extension Programs
900 Moreau Drive
Jefferson City, MO 65101
(314) 751-3797

Fred Harrison, Jr.
Cooperative Extension Programs
Fort Valley State College
Fort Valley, GA 31030
(912) 825-6296

L.R. Hughes
Cooperative Extension Programs
Lincoln University
900 Moreau Drive
Jefferson City, MO 65101
(314) 751-3797

William W. Linder, Director
Southern Rural Development Center
P.O. Box 5406
Mississippi State, MS 39762
(601) 325-3207

Linzie M. Muldrow
South Carolina State College
P.O. Box 1682
Orangeburg, SC 29117
(803) 534-0660
Mortimer Neufville  
Lincoln University  
Cooperative Extension Programs  
900 Moreau Drive  
Jefferson City, MO 65101  
(314) 751-3797

Leodrey Williams  
Cooperative Extension Programs  
Southern University and A&M College  
Baton Rouge, LA 70813  
(504) 771-2242

E.L. Rann  
Agricultural Extension Program  
North Carolina A&T University  
P.O. Box 21928  
Greensboro, NC 27420  
(919) 379-7957

Ron Williams  
Kentucky State University  
Cooperative Extension Programs  
P.O. Box 196  
Frankfort, KY 40601  
(502) 564-5660

Faye R. Singh  
Fort Valley State College  
P.O. Box 4061  
Fort Valley, GA 31030  
(912) 825-6268

Eddie L. Wynn  
Cooperative Extension Service  
Clemson University  
Clemson, SC 29631  
(803) 656-3460

Larry Terry  
Extension Service  
U.S. Department of Agriculture  
Washington, D.C. 20250  
(202) 447-6283

Willie H. Thomas  
Human Resources Development Center  
Cooperative Extension Program  
Room 205  
Tuskegee Institute, AL 36088  
(205) 727-2248

Louis Thaxton  
University of Maryland Eastern Shore  
Cooperative Extension Programs  
Princess Anne, MD 21853  
(301) 651-0279

Charles J.D. Tillman  
Alcorn State University  
Box 479  
Lorman, MS 39096  
(601) 877-2916

Clarence Williams, Jr.  
Fort Valley State College  
P.O. Box 4061  
Fort Valley, GA 31030  
(912) 825-6296
APPENDIX B
ARKANSAS
FLORIDA
GEORGIA
KENTUCKY
LOUISIANA
MARYLAND
MISSISSIPPI
SOUTH CAROLINA
TENNESSEE
TEXAS
VIRGINIA
CRD ACTIVITIES - ARKANSAS

The 1890 Extension Program at the University of Arkansas at Pine Bluff does not employ a CRD Specialist, per se. However, some CRD activities are included in work done by the Farm Management and other specialists. Accomplishments consists of the following:

- Providing technical support for two vegetable production and marketing associations

- Assisting with development and promotion of the Annual Rural Life Conference at the University of Arkansas at Pine Bluff.

- Providing factual information for the public on public policy issues
  - taxation
  - interest and usury
  - water use regulations

- Planning programs for rural leadership development

- Providing advice about county government operation

- Assisting and advising about land retention for black owners.

These activities involved an estimated 550 individuals residing in ten counties.

Submitted by: John B. Clark
Extension Farm Management Specialist
University of Arkansas at Pine Bluff
September 16, 1982

JBC:dt
Community Resource Development
Florida A&M University

The Florida A&M Community Resource Development Program offers educational programs in leadership development, organizational development and maintenance, comprehensive community planning, and community services and facilities to strengthen limited resource residents effectiveness in carrying out the community development process. Extension professionals develop and distribute educational factsheets, pamphlets and brochures in Columbia, Gadsden, Jackson and Jefferson counties to help residents make better decisions regarding improving their communities.

Leadership development training sessions are also conducted for community leaders in these counties. These training sessions provide information on strengthening local leaders abilities to plan organized programs; identify problem areas in the community; develop strategies for obtaining needed facilities; and seek support services and financial assistance through local, state and federal agencies.

In the area of organizational development and maintenance, community group meetings are organized and supervised in each county. These organizations have been instrumental in obtaining community services and facilities through local, state and federal agencies to make their community a better place in which to live and raise a family.

Some chartered organizations have completed the following community projects since their incorporation.

1. In Jefferson County, the Lamont Improvement Association constructed a community recreation park. More than 3,700 residents enjoy park facilities made available through a grant of $97,000 from the State Department of Labor.
2. In Gadsden County, a weatherization program was initiated. This program provided low-income families with technical housing assistance. The program was sponsored by the local Community Action Program, in conjunction with the St. Hebron Community organization and the County Extension Office. Twelve families received $1,000 for labor and material cost for renovation of their homes.

3. In Columbia County, a single community organization was formed from residents of six communities to identify community problems and obtain recreational facilities for youth and adults. Educational information and leadership training were provided to this group by specialists from Florida A&M University and the University of Florida. Information concerning parliamentary procedure, decision-making, problem-solving and chartering non-profit community development groups was passed on to these groups. This group is still active and continues to help solve problems in their community.

Prepared by: James C. Edwards  
Extension Rural Development Specialist
Community Resource Development at Fort Valley State College revolves around six (6) major areas:

1) Organization development and maintenance
2) Leadership
3) Housing
4) Economic Development
5) Community Services and Facilities
6) Business Management and Economics

Concentration in these areas is based on the premise that the Fort Valley State College Community Resource Development staff will be able to aid communities to evaluate assets, determine goals, decide on adequate development plans and establish courses of action.

The major responsibilities of the Community Resource Development staff will be to mobilize all available resources and work on a cooperative basis with other federal, state and local agencies to achieve the best results in the total community spectrum.

It will be the role of the Community Resource Development Leader to serve three primary missions: that of catalyst, of advisor and of active participant or partner.
It is the aim of the FVSC- CRD Program to work on programs that serve goals of improving rural income and increasing rural employment opportunities; improving access to essential community facilities and services; creating and implementing a process for involving the private sector, local, state and federal agencies in establishing policies and programs that affect rural areas; and strengthening the planning, management and decision-making capabilities of local communities.

For the year 1983, the CRD component is planning an expansion of the Leadership Development for Lay Leaders, special leadership training programs for the clergy in community development, to further develop information outreach programs, develop newsletters, brochures and inform and involve community leaders and members of the general public in efforts leading to development of their communities' natural resources.
Highlights of Community Resource Development Programs in Georgia

1. Water System

In 1975 many citizens in Talbot County were facing a severe shortage of water because of the lack of rain and the geographical location of Talbot County which is situated on rocky land. Many homes had wells to dry up. They faced a dilemma, the expense to drill a well several hundred feet deep through hard rock was too exorbitant. As a result, this caused a loss of water for many low income residents.

Therefore, a committee of local citizens formed to discuss the problem. They applied for a grant in 1979 from the Farmer's Home Administration which was approved in 1980 to get a water system installed in the drought area. The role Extension played was to talk to local citizens, and publicizing the need for citizens to sign up for the new water system and the requirements for getting involved.

2. Community Development Block Grant

In the city of Dublin, Georgia, Community Development Specialist worked with Scottsville area residents in getting the city to provide Community Development Block Grant funds to renovate and pave streets in their decaying neighborhood where mostly senior citizens lived.

The residents were successful in getting many of the homes painted and completely renovated in most cases.
Among some of the things provided for these persons was the underpinning, rewiring, and the installation of roofs on homes. Also installed were storm windows, doors and many other safety features for ambulatory senior citizens.

3. Small Business

Assistance is always given to local citizens by providing them with resources for Small Business activities.

We have an ongoing Small Business series of programs that is coordinated with the Continuing Education Department which provides Small Business Workshops to local citizens. Among some of the most successful workshops are: "How to Start a Small Business," "How to Secure Capital for a Small Business," and "How to Buy Farm Land."

Since 1974 there have been fifteen (15) Small Business Workshops held on Fort Valley State College campus attracting more than five-hundred persons. These workshops have also been presented on the county and multi-county level.

A food buying club was organized and developed through the cooperative efforts between the Fort Valley State College Cooperative Extension Program and the Middle Georgia Community Action Agency.

A proposal was developed to secure funds for the Food Cooperative. Community Resource Development Specialist(s) arranged and set up two on-site tours for the Co-op Board of Directors to visit established co-ops and grocery distribution agencies in Atlanta and Augusta.
Also specialist made presentations to the co-op group members on the Pitfalls of Co-ops and How to Avoid Them and How to Organize a Cooperative.

4. Leadership Development

Leadership Development seminars have been implemented to train local citizens and leaders on the different styles of leadership, how to be effective in leadership, how to structure successful meetings and how to identify resources to carry out practical projects.

5. Senior Citizens

In an effort to help local Senior Citizens develop an awareness of problems which confronts them and how to become advocates for their own needs, the Peach County Senior Citizens Committee was organized and became incorporated.

The Middle Georgia Area Planning and Development Commission (APDC) surveyed seven (7) middle Georgia counties to take a needs assessment of Senior Citizens in the area. From those needs a proposal was written and submitted to the Social Security Administration for funding.

The Extension Service here at Fort Valley State College assisted the Senior Citizens in going before the County Commissioners to obtain a building where the program operated for four (4) years. As a direct result of the initial workshop, and the development of a structured Senior Citizen Committee there are now nine (9) Senior Citizen Centers in seven (7) middle Georgia counties offering
a nutritious meal once a day and a wealth of social rehabilitation and transportation services.

6. Manpower Development

Career Development workshops were developed to assist participants in developing a better understanding of their personal qualities and talents, increase their self-confidence and enhance participants' job seeking skills in an effort to prepare them for entry into the employment market or facilitate their further education.

Special projects:

1. A week-long leadership institute will be held on the Fort Valley State College campus. The purpose is to provide youth the opportunity to live in a campus setting for a week and provide the opportunity to enhance leadership skills and training.

2. Odd Job Clinic is designed to develop with local business persons an odd job clinic to teach youth a salable skill and the responsibilities of the world of work.
OVERVIEW OF

COMMUNITY RESOURCE DEVELOPMENT PROGRAM

COOPERATIVE EXTENSION PROGRAM

KENTUCKY STATE UNIVERSITY

Prepared by:

Ron Williams
Community Resource Development Specialist
COMMUNITY RESOURCE DEVELOPMENT

Community Resource Development is from a Cooperative Extension perspective one of four distinct program areas. As an identifiable program, Community Development is not mutually exclusive of Agriculture, Home Economics or 4-H Youth components; indeed many avenues of communication and interaction provide crucial linkages designed to better address expressed locality relevant concerns.

Community Development may be described as the chameleon of Cooperative Extension components as it negotiates form changes involving process, method and program. As a Process, Community Development is a function of social relations or interactions which occur on both inter and intra-community dimensions. Such relations imply a set of changes which actuate the community from a static mode of operation to dynamic community development. Community Development as process challenges elite decision making and seeks a pluralist involvement, i.e., a transition to manifestations of full participation and generation of resources and leadership from within. Community Development from this perspective has as its primary focus the "means" as opposed to "end"; psycho-social affects of Community Development to the people involved is a central concern.

Also a significance to Community Development is the product of the process, or the fruit of the labors of process. From this vantage point, we shift our focus to pragmatic solutions (method) to process-defined goals. Community Development becomes the means to a previously defined (process) objective and is realized not as a progression of changes in psycho-social criteria, but a methodology for implementation of the stages suggested via process, yet carried out by the will of the community. Community Development as method is then a step-by-step completion of goal clusters imperative to end achievement.

As a discipline, Community Development must cooperate with "others" as it focuses on activities consistent with and supportive of the concept of method. Community Development then becomes concerned with program and focus is redirected toward activities, and the resultant impacts of such activities on the people. Community Development becomes a set of procedures inclusive of involvements with subject matter specialist such as recreation, business, industry, natural resources, etc. Community Development is now
concerned with activities designed to enhance the process and the method. Participation of the people at maximum levels as they seek means to a defined end is then supported by Community Development practitioners through the provision of technical assistance and other services which enhance leadership abilities, initiative and effectiveness. Programs then become the tool through which needed information and resources are linked to the locality generated concern.

Drawing from these various yet related forms, we may derive a definition of Community Development. Six central elements comprise this chameleon we call Community Development. Involved are:

1) a group of people
2) with common factors which serve to create a community,
3) invoking a process which leads to a decision,
4) to initiate a social action process,
5) to change,
6) the social, economic, cultural, political, or environmental quality of life.

It is now evident that provision of the tools necessary for people to help themselves is the goal of Community Development. We spoke of social, economic, political, cultural, economic and environmental quality of life. These are some of the specific areas addressed by Community Development specialist in the 1890 Cooperative Extension Program.

Cooperative Extension, from a National perspective, establishes broad topic-component areas under which state, area and county programs categorize their activities. The 1890 Community Development effort at Kentucky State University has significantly addressed several of these components including Leadership Development; Organization Development and Maintenance; Safety; Leisure and Cultural Education; Economic Development, Manpower and Careers; Housing and Home Environment; and Natural Resources and Environment. Limitations of time and space do not allow full documentation of the Kentucky State University Cooperative Extension Program Community Development activities, largely due to the fact that in our ten years, four or more persons conducted area and state programs for the benefit of the Commonwealth. I have chosen to present several selected Community Development program efforts which exemplify activities and accomplishments.

Covington is located in the extreme Northern area of the Commonwealth and constitutes one of the major metropolitan areas of the state. Covington has among other things, a rich cultural history, a large population base, a significant economic base, and ease of transportation due to a major airport, a river and excellent interstate highway systems which link the area with
both the Commonwealth and the neighboring states. A central problem in Covington, as in other cities, was the deterioration of the downtown (residential and business) area. Civic and governmental leaders, recognizing the severe negative impacts of the negative image generated by an unattractive downtown, sought solutions to this problem. A process of enhancement directed along lines of cultural and historical awareness was implemented with the assistance of Kentucky State University, Cooperative Extension Program, Community Development area specialist. Examination of the community led leaders to recognize the potential for theme-specific development which could both enhance the downtown (and neighboring counties) and contribute to greatly increased tourist traffic. Specifically the German-Armenian heritage, evidenced by population, but more noticably via architecture was selected as a development theme. Community awareness was one area which extension specialist from the 1890 program made contributions. Such offerings included both leadership development activities and awareness campaign techniques. In addition, conflict resolution and needs assessment were vital concerns which Community Development specialist devoted much attention.

Direct results of 1890 Community Development interactions were: First, significantly enhanced leadership abilities of Key "Community Awareness Committee" personnel. Second, and of equal importance, was the escalated emphasis on meaningful citizen participation and the resultant alteration of previous plans to include locality relevant concerns. As a result of citizen participation, social action processes observers realized a shift from a governmental and developmental emphasis to a total community involvement.

A somewhat similar situation existed in Spencer County, Kentucky and should be seen as a continuing program. 1890 Extension Development specialist has worked closely with professional and lay leaders in Taylorsville (Spencer County), Kentucky. Spencer County is the location of Taylorsville Lake State Park Development. A traditionally rural, generally isolated county, Spencer County was suddenly faced with the realization that both quantitative and qualitative changes were soon to impact. Specialist worked closely with the county extension staff and other state staff seeking to provide them leadership training as well as serving as a resource base and resource link.

The central area of concern relative to Taylorsville (Spencer County) State Park Lake Development is that of community ability to effectively meet the challenges of rapid change and the social economic and political consequences of such change. Problems centered in the area of the community's ability to meet increased demands on: police services, fire services, roads, solid waste disposal, sewer and water services, and the local economy relative to the acquisition of tax revenues to meet these and other challenges.
Another concern is the degree to which community leadership can preserve the "traditional" Spencer County-Taylorsville environment - that of a rural community with "good quality of life".

The objectives of the involvement of Community Development specialist in Spencer County are:

A) To provide educational resources which will help local county Extension staff members to better foresee and assist in preparation for impending change brought about by rapid technological and developmental pressures.

B) To work with the local Extension staff in Spencer County in providing educational resource materials-assistance to local decision makers, as the attempt to meet increased demands on local fire, police, medical, sewer, waste, transportation and other services.

C) To develop a better communication network between and among Extension staff, county government leaders, state government officials and lay leaders in an attempt to focus on and pragmatically confront immediate and long range developmental forces which may affect the ability of local government to provide goods and services to the community.

Outcomes to date of continuing Community Resource Development involvement in Spencer County live primarily in the areas of Leadership Development and community mobilization. Lay leaders were identified and their leadership capabilities cultivated. Networks of communication were established linking federal, state and local governments with civic organizations and county lay leadership. A "tour" of like developments in Tennessee was conceived, planned, implemented and evaluated. The purpose of the "tour" was not only to view similar communities undergoing change but of greater significance, to foster interpersonal discussions with individuals holding similar positions, i.e., county judge-executives, developers, Chamber of Commerce and citizen groups.

Further, the Spencer County project emphasized community analysis with a focus on projected increased demands on local services such as transportation, police, fire and waste disposal.

Active community recreation programs and facilities are limited in most counties in Kentucky. Migration patterns, resulting in new populations for rural and small communities, have significantly increased the demand for recreational outlets. Some recreational facilities are available in most counties but many leaders were not aware of how to plan, organize and implement quality recreational in this era of decreasing federal dollars for recreation. Kentucky State University, Cooperative Extension Program specialist devised a set of objectives to assist interested counties and communities. These objectives were:
A) To assist selected communities in their efforts to meet increasing public demand for individual, family and organized group recreational activity.

B) Agents, leaders and community groups gain the knowledge and skills necessary to plan and implement locality relevant recreational programs.

C) Selected counties to seriously address their recreational needs via program planning/needs assessment process which included strategies and timetables for completion.

D) To facilitate intergovernmental and interorganizational efforts geared toward recreational assistance for community programs.

In order to exemplify that recreational concerns could be realistically addressed in severe economic times. Kentucky State University, Cooperative Extension Program, Community Development specialist devised with Kentucky State University personnel a process to meet some of the recreational needs of Franklin County (Frankfort), Kentucky. Locations on unutilized property were selected for two public use softball fields. Of greater importance, a request for technical assistance in the development of a physical fitness–nature study trail was made of the Cooperative Extension Program Development specialist. Specialist utilized this project as an example for Kentucky communities faced with economic restraints for recreational endeavors. The physical fitness trail was suitable as no budget was allocated; indeed all services and supplies were obtained from community resources, i.e., the University, the city of Frankfort, the Franklin County Soil Conservation Service, the State Government and other private and governmental agencies. The trail incorporates not only cardio-vascular and physical fitness but also nature study (plant and wildlife).

Aquaculture is a new and developing activity in the Commonwealth of Kentucky. A great deal of interest from county agricultural agents and Kentucky farmers has resulted from warm water aquacultural awareness programs conducted by Development specialist during the last two years. This is particularly true of small, limited resource and part-time farmers. Request for information on aquacultural pursuits come from other sources as well.

Aquaculture, as conceived by this program, is a means of generating family use fish products and supplemental on-farm income but which may ultimately generate a significant proportion of farm income. Aquaculture was referenced in the Extension Council recommendations, several area development specialists, the Soil Conservation Service and others. Indeed federal legislation has been enacted to support aquacultural activities. Auburn University-Department of Fisheries and Allied Aquaculture is working closely with this institution in providing technical assistance for Kentucky farmers and others interested in fish
farming. The primary objectives of aquacultural endeavors are:

A) To assist the farm and economic community of the Commonwealth of Kentucky to realize the potential for aquacultural endeavors, specifically channel catfish but including rainbow trout cultures.

B) To realize a greater number of Kentucky farmers interested in and engaged in food fish production.

C) To identify and facilitate the acquisition of necessary support items.

D) To explore potential internal markets for food fish produced in the Commonwealth of Kentucky.

E) To explore "other" aquacultural pursuits such as: minnows, frogs, sport fishing, fee lakes and bait production.

F) Exploration of credit sources for aquacultural pursuits.

G) Generation and distribution of management materials.

H) Locate and engage technical support bases necessary for producers.

One must realize that Aquaculture is a new and developing program in Kentucky; results therefore are limited but the program heralds great promise for the future. Accomplishments to date include creation of an awareness of the potential for home-use and small scale aquacultures, particularly for small, part-time and limited resource farmers. The Community Resource Development Program gave support for the initiation of a Community Research Service Research Project in aquaculture, specifically in the areas of location of a suitable site for the research project, provision of linkages with appropriate agencies in the Commonwealth and contacts with interested farmers in the state. Aquisition of and dissemination of reference materials was a major activity.

A program in Crime Prevention deals with many areas including lights, locks, Operation ID, personal safety, etc. Both rural and urban crimes are considered though small communities will receive priority. In addition, police delivery systems in small rural communities are of importance and citizen co-production activities are to be explored.

The need for such a program emphasis is easily understood if one examines the Uniform Crime Reports for the Commonwealth of Kentucky. Utilizing 1980 State Offense Data and data for Area Development Districts, one readily observes increasing trends in most crime areas. Reported crimes have increased and the crime rate and percent change by year have also escalated.

The objectives of Community Development crime prevention are:

A) To create a public awareness of the magnitude of and economic effects of increasing rural crime.

B) To create an awareness among local leaders of possible citizen
co-productive activities and the prospects for community utilization of such services.

C) To cooperate with at least ten Kentucky law enforcement units in crime prevention and delivery system programs.

D) Five communities to establish crime prevention programs which utilize citizen co-production services.

E) To explore inexpensive practical alternatives designed to make communities safe.

This program is also a new item on the Community Resource Development agenda but some results have occurred. Training was provided for FDM paraprofessionals, giving them the necessary tools to encourage and assist enrolled FDM families in crime prevention activities. Timely information is generated and provided to area Community Resource Development specialist for utilization in their respective areas of the state. In addition, discussions have begun in two communities, with local officials, relative to improving police delivery systems and citizen co-productive activities.

Several other Community Development activities deserve brief mention.

1) Career Education: a program for youth designed to begin early investigation of possible educational and/or career choices.

2) Wildlife Habitat: designed for youth to solicit small one-fourth and one-half acre tracts from farmers and others to plant food sources for wildlife.

3) Energy Conservation: another youth effort which provided education on Home Energy Conservation and general energy education.
COMMUNITY RESOURCE DEVELOPMENT

LEADERSHIP - Intensive efforts in leadership development is an integral part of the Extension Program in twenty of the twenty-four parishes (counties) where 1890 Extension Agents are employed. These efforts are directed toward improving the leadership competence of indigenous community leaders in planning and conducting community development projects.

A special leadership development project was conducted in seven parishes with faculty members of the University’s Sociology Department as instructors and consultants.

INNER-CITY REHABILITATION -

Community Resource Development activities are emphasized in urban parishes with 1890 Agents.

In the City of Baton Rouge, East Baton Rouge Parish, an inner-city rehabilitation program was initiated by Extension. As affluent families living in the inner-city, moved to new suburban areas and shopping centers followed, the original housing area of Downtown Baton Rouge became somewhat of a ghost town. The property value decreased. Less affluent families purchased or rented vacant houses and moved into the once well-kept middle income neighborhood. The facilities and overall appearance of the inner-city community began deteriorating.

An 1890 Extension Agent was assigned the responsibility of working with the leadership in an attempt to slow, stop or reverse the deteriorating trend. The community residents, businessmen and elected officials were organized in an effort to rehabilitate the community.

A strong advisory group was formed to help plan for restoration and preservation of the community (Beauregard Town). With intensive efforts on the part of all concerned, the restoration project has been completed. This also included landscaping, street signs, and historical markers. The Beauregard Town Advisory Committee worked with the City Beautification Commission in planning and executing this project.
Because of the proximity of the community to the Centroplex, business and cultural areas of the city, attorneys are buying the old houses for offices and restoring them in their original styles. Young couples are also buying and restoring property in Beauregard Town. Few houses are now for sale and the price for one is up 350%.

Beauregard Town residents met the requirements for placement on the National Register of Historic Places through the efforts of the Historical and Preservation Subcommittee.
MARYLAND COOPERATIVE EXTENSION SERVICE (MCES)
COOPERATIVE EXTENSION PROGRAM (CEP)
COMMUNITY RESOURCE DEVELOPMENT (CRD) COMPONENT

Program Determination

The overall goals of Extension's Community Resource Development (CRD) Programs are to increase and/or improve economic opportunities, quality of life, including availability of essential community services and facilities, and the efficiency and effectiveness of local governments in America communities.

The Extension CRD Program in Maryland reflects a unified effort involving the 1862 and 1890 faculty working together with leaders and other citizens in the program determination and implementation process. During FY 1981, special efforts were made to focus the CRD program based on citizens and their community needs and the available faculty resources. The resulting program thrusts receiving major emphasis in FY 1983 are economic development, energy, community leadership and public policy.

In FY 1982, the CRD faculty, district directors and administrators interviewed seventy-two (72) citizens and community leaders from twelve counties. These leaders rated 89% of the program thrusts in economic development, energy, community leadership and public policy as a high or moderate priority. The FY 1983 Plan of Work is based on data collected from the community leaders and citizens interviews, county program advisory committees, recommendations, national and state trends. Available resources and potential program impact were also considered in developing this plan.

Community development education within the University of Maryland Eastern Shore (UMES) CEP in cooperation with the CES, University of Maryland College Park is planned Extension work directed to the solution of problems, achievement of goals, and the development of leadership and organization of new Extension audiences, disadvantaged and limited resource groups and communities.

The main emphasis of the CRD Specialist at UMES is to provide CRD program support to CEP and CEP faculty as it relates to new, disadvantaged, and limited resource groups and communities.

Examples - Program Objective

Economic Development

A new activity. Eighty (80) leaders in small communities in four counties will study their local economies and reach decisions about projects to improve their local economies in FY 1983. Over
the next five years, 15 communities and 300 leaders will participate. (Local Economic Option (LEO) program)

Energy

A new initiative in Allegany, Frederick, Wicomico, Talbot, Dorchester, Caroline Counties and Baltimore City to train at least 125 volunteers in basic energy conservation tips, identification of symptoms of hot and cold stress, proper first aid methods, and the usage of local emergency energy services to reach and teach at least 2,000 older citizens in Maryland these same skills.

Leadership Development

A continuing activity. Extension agents who have received leadership development training will train, through workshops, 1,000 individuals representing minority, disadvantaged and limited resource citizens, public and private organization representatives, and advisory committee members. These individuals after completing the training will be able to practice the skills and develop community programs that they were not able to do prior to taking the training.

Public Policy

A new activity. Increased and more effective participation by 10,000 Maryland citizens in state and local public decisions over the next five years.

Presented and discussed at the 1st Annual 1890 CRD Program Leaders Workshop, Sept. 15-17, 1982, Atlanta Marriott Hotel, Atlanta, Georgia. Hosted by Fort Valley State College. - L.C.T.
RURAL DEVELOPMENT

The focus of Rural Development is a continuation of the development of human resources within the total realm of leadership development. Focus has been on developing leadership at the local level to help solve local problems. Involvement by community leaders and elected officials provides the catalysis for complete rural program development. Leadership by local leaders provides the foundation for future generations to build sound community programs. Once community leaders get involved and believe in what they are doing, the community will began to make progress. Leadership development provides the key to successful community survival.

The rural development program is geared toward diffusion and dissemination of information to local leaders to train them in leadership development using the practical day-to-day approach. Leaders are trained in parliamentary usage, proposal writing, planning community programs, organizing for rural development, defining community problems, setting priorities, implementing community programs and locating resources for rural development.

Community problems are identified by having participants participate in a group exercise called - defining community problems and setting priorities (see attachment). This exercise includes such items as:

1. List five problems you feel need correcting within your community;
2. Select the most pressing problem. Once problems are identified - leaders proceed to discuss procedures to solve these problems. Many times these discussions will lead to additional meetings involving other community leaders.

These other leaders as mentioned above - have been members of different communities concerned with some of the same problems; members of different organizations, church groups who perceive a unified effort
as being significant in accomplishing community solidarity.

Fort Adams

A rural area located approximately twenty miles from the nearest town. Prior to 1980, the only fire protection for families living in the Fort Adams Community was provided by Woodville, 20 miles away. A workshop on FAPRS was provided the Alcorn Cooperative Extension Program Assistants. In this training session information was given on ways to obtain a volunteer fire department. This information was provided to local community leaders at Fort Adams who decided to put it to use. As a result of the training session, Fort Adams has a fire truck equipped to handle fires in their locale. Volunteer fire personnel are receiving training in operating the equipment. The Fort Adams Fire Department is chartered by the State of Mississippi.

Tillman Road Community Development Club

Residents in the Tillman Community experienced the loss of several lives as a result of a stop light, nor stop sign, as well as high banks blocking the view of on coming traffic on both sides of the road.

Through the efforts of organized community meetings, attended by state and local elected officials (state representative, highway commissioner representative, county supervisor, sheriff department, county planner, county leader, ACEP Assistants, CRD Specialist, etc.), the banks were cut down, road widen, stop signs and other hazardous signs have been placed on the road.

As a result of the efforts put forth by community leaders, no other lives have been lost at this intersection. Also the community leaders combined their efforts and formed the Tillman Road Community Development Club, which is in the process of being chartered by the State of Mississippi.
Minister's Conference

A ministers conference was held in Walthall County. This conference was designed to impart information to the ministers about the ACEP. Assurance was given by the ministers that they would encourage members of their community to support the ACEP.

Recreation

Five recreational sites have been developed in two counties in southwest Mississippi. Three of these sites are in operation. Blueprint have been drawn for two sites with everything in it for a complete recreational area. (Baseball, tennis, horseshoe, swings, restrooms, bike trails, trees, picnic areas, concession stand, office space, amphitheater, etc.).

Community leaders working through their community clubs made it possible for youth in their area to be exposed to a planned recreational program. Mothers, fathers, friends, other relatives and their minister(s) combined their resources to obtain these sites. Elected officials - county superintendents, board of supervisors, state representatives, etc. help to form the catalyst for this important event.

Distributed by:

Charles J. D. Tillman
Community Development Specialist
Cooperative Extension Program
Alcorn State University
Lorman, MS 39096
DEFINING COMMUNITY PROBLEMS AND SETTING PRIORITIES

1. Problem Identification and Specification (15 minutes)
a. List five problems that you feel need correcting within your community:
   1. _____________________  2. _____________________
   3. _____________________  4. _____________________
   5. _____________________

b. Select the most pressing problem. (3 minutes): _____________________

2. Problem Solution (17 minutes)
   1. Selection solution/or ways to solve the number one problem (8 minutes).
   2. Score keeper/secretary of group will rotate to new team. Score keeper read problem to new team. Write down new problems from the group. (6 minutes).
   3. Score keeper return to original group. Each group come up with "way out" solutions list. (3 minutes).

3. Selection of most promising solutions (8 minutes): Questions to be answered:
   1. Which solution (you group discussed) will cause the most positive impact on your community or county?

   ____________________________________________________________

   ____________________________________________________________

   2. Which solution can be put into action faster?

   ____________________________________________________________

   ____________________________________________________________

4. Answer the following questions about the solution you selected in III above: (12 minutes).
   1. Who? --must be involved in implementing solution?

   ____________________________________________________________

   ____________________________________________________________

   2. What? --must be done?

   ____________________________________________________________

   ____________________________________________________________

   3. When? --set up time table?

   ____________________________________________________________

   ____________________________________________________________

   4. Where? --location?

   ____________________________________________________________

   ____________________________________________________________

   5. How?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

5. Final Report from group(s): (3 minutes)
MAJOR EMPHASIS OF THE COMMUNITY RESOURCE DEVELOPMENT CONDUCTED AT LINCOLN UNIVERSITY, MISSOURI COOPERATIVE EXTENSION, INCLUDED:

1. An increase in minority participation and bid acceptance in city, county and state funded projects;

2. Organization of black leaders from urban and rural communities to discuss the utilization of the democratic presses for involvement in decision-making in society through the Missouri Black Leadership Conference;

3. Development and implementation of rural county-wide Neighborhood Council to facilitate citizen participation in community decisions;

4. Provide leadership local and Statewide in Economic Development Programs that resulted in 607 million bond issues that will provide:
   (a) Comprehensive economic development
   (b) Improvement to state buildings and properties
   (c) Construction of new state facilities to improve the quality of life
   (d) Increase in employment of 57,250 new jobs in Missouri

5. Participation in Missouri Girl's State and Missouri Freedom Forum to promote and improve the leadership and community decision-making skills of Missouri youth and to facilitate future participation of minority youth in those programs;

6. Statewide coordination for programs directed toward reduction/containment of health care costs with emphasis on Health Maintenance Organizations (HMO's), with the possibility of participating in the establishment of a St. Louis Blue Cross, Inc. HMO at the University of Missouri Medical Center;

7. Establishment of the network for the possibility of the statewide coordination of Extension personnel involvement in the Missouri Community Betterment Program.
LIP RESOURCES

The resources listed below have been developed with the assistance of a statewide advisory committee. The committee is made of representatives from the North Carolina Agricultural Extension Service, National Association for the Advancement of Colored People, National Association of Landowners, Farmers Home Administration, North Carolina Department of Natural Resources, N. C. Department of Agriculture, N. C. A&T School of Agriculture, N. C. Central University School of Law, and the Agricultural Stabilization and Conservation Service, as well as farmers, educators, clergy and community organizers.

- resource workbook
- newsletter
- teletips
- slide-tape series
- radio and tv public service announcements and documentaries
- local resource referral
- resource organization referral

For more information, contact:

written by
Emery Rann, LIP director, and
Dr. Clyde Chesney, natural resource specialist
Agricultural Extension Program
P. O. Box 21928
Greensboro, N. C. 27420-1928
(919) 379-7957

Published by
THE NORTH CAROLINA AGRICULTURAL EXTENSION PROGRAM


AN EQUAL OPPORTUNITY EMPLOYER

NR-103 5-82

LANDOWNERSHIP INFORMATION PROJECT
Saving the Land

The land. Information Project in their efforts to save the land. Help is needed to use the land's potential. The land's potential can also be used to combat land loss and erosion. Knowledge of local landowners and community groups involved in land use and community development can also provide assistance to landowners.

The Landowner Information Project

At North Carolina A&T State University, a program is being developed by the Agricultural Extension Program (AEP) to provide landowner information. The project is focused on the following goals:

- Family relationships
- Economic development
- Land use planning
- Legal issues

The project aims to educate landowners about the importance of these issues and provide them with tools to manage their land effectively.

Losing the Land

The plot of land in the South is limited. Resources people will have no sight-

ight in the near future. Nutritional and other needs will continue to increase. If this land loss continues, it is possible that the loss of block-owned land will increase by an additional 470,000 acres.

In North Carolina, the loss of block-owned land has been especially severe. By 1974, the loss of block-owned land in the state was more than 700,000 acres.

The rate of land loss at a rate of 9,000 acres a week.

Since 1910, over 100 million acres of farmland have been lost.

The plot of land is shrinking at a rate of 9,000 acres a week. The current loss of agricultural land at a rate of over 11 million acres of farmland. This loss is a serious concern. The loss of block-owned land is a particular concern for landowners who rely on rural landownerships. They need to know their property rights and responsibilities if they want to keep their land. Landowners need to know their property rights and responsibilities if they want to keep their land.

American farm families need to know their property rights and responsibilities if they want to keep their land.

Why Save the Land?

From "Forty Acres and a Mule""...and maintain a political and economic base

that is the loss of block-owned land. The plot of land in the South is limited. Resources people will have no sight-

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American farm families need to know their property rights and responsibilities if they want to keep their land.

Why Save the Land?
It is mutually agreed by the 1890 and 1862 Institutions that the 1890 Program will, for the most part, address the needs of those families that find themselves outside the mainstream of civic, economic, and educational participation. Our program thrust is planned and directed to help the:

---Financially limited resource families.
---Skillfully limited resource families.
---Educationally limited resource families.
---Youths and adolescents in limited resource families.

In the area of Community Resource Development, South Carolina State College's Extension Program efforts are directed toward the eradication of rats, mosquitoes, roaches, and on the assistance with clean water projects, waste disposal, housing, community clean-up campaigns, and the establishment of community recreational facilities for low-income families.

Many low-income families in South Carolina are still without a source of clean drinking water and indoor plumbing. Also, many low-income communities are plagued with poor drainage, junk cars, pot holes, dilapidated housing, and inadequate waste disposal which cause severe problems with rodents and other harmful pests.

During the past year rodent control projects were conducted in 19 communities in the counties we are servicing. Rats alone in South Carolina cause an estimated $20,000,000 damage each year by destroying food and property.

South Carolina State College's Rodent Control Program, Clean Water Projects, Housing, and Clean-Up Campaigns have been greatly enhanced by the cooperation of County and State staff, local feed and seed dealers, Farmers Home Administration, County Health Departments, and the Department of Health and Environmental Control. Each year the Extension Program goes into different communities to provide low-income families with information on the damage rodents do and the diseases they spread.
Tennessee State University

CRD Programs

The specialist staff at TSU has statewide responsibilities. However, its actual program efforts are confined to Middle and West Tennessee. There are concentrated efforts in two counties of West Tennessee where TSU is payrolling two associate extension agents and eight program assistants.

I. Summer Feeding Program

This program has been operating in Dyer County, Tennessee for the past nine years and represents a cooperative effort among the Extension Service, the USDA Food and Nutrition Service and the Dyersburg Park and Recreation Board. In 1981, 325 children were enrolled at five feeding sites.

II. Bi Vocational Ministers' Institute

On the theory that highly influential leadership among low income and minority citizens is to be found with ministers, particularly in rural areas, a Bi-Vocational Ministers' Institute has been conducted for two years in West Tennessee. A series of workshops on topics of the ministers own chosing have been successfully conducted.

III. Health Fair

For six years a Free Public Health Screening Fair has been held in Crockett County, Tennessee. This is a one day affair. In 1981 twenty-five separate tests, exhibits and demonstrations were offered to 525 citizens. Tests available were: dental screening, (diabetic, eye, hearing, blood pressure and sickle cell anemia testing), oral cancer screening, temperature and hematocrit.

IV. Farm, Home and Ministers' Institute

For twenty-four years TSU has invited citizens from over the state to discuss with federal, state and local officials ways and means of improving the quality of life. Attendance has averaged 600.

V. Housing in Bells and Free Hills

In the Bells Community forty-two homes have been renovated and weatherized because of the joint efforts of 1980 extension and the Bells Housing Authority. Sewer and water lines were laid and the streets paved. In Free Hills $407,700 has been obtained from HUD for housing development. Also after years of effort the community now has running water in each home (a great improvement over the community well) and roads have been improved.

VI. Community Organization

In Dyer County twenty-seven civic clubs have joined to form the Community Resource Development Committee. All during the year they pursue projects that result in community improvements. In the Spring a banquet is held at which time awards are given in nine categories to the most successful organizations.
The Neighborhood Improvement Program is an integral part of the Cooperative Extension Program at Prairie View A&M University. It was initiated in March, 1978 resulting from the needs and concerns acknowledged by individuals and families in low-income neighborhoods with limited available resources. This program is one of the very best approaches for local residents to improve their quality of life because each resident has the opportunity to participate and cooperate in all neighborhood program activities designed to help them benefit individually as well as collectively.

Presently, the program is in operation in four counties and requests to expand to other counties are being received as a result from successes in the areas of leadership development, problem-solving, group dynamics, program planning, and awareness of existing opportunities.

A few of the accomplishments and progress made by the Neighborhood Improvement Program are as follows:

1) 12 new neighborhoods were organized.
2) 60 officers were elected and trained in the capacities they wished to serve.
3) 36 committees were established to work on problem areas according to local needs.
4) 120 committee members were appointed and received training in areas they agreed to serve.
5) 300 neighborhood meetings were conducted providing information relevant to unity, cooperation, progress, planning and increased family income.
6) 8 neighborhood centers were obtained with recreational activities.
7) 4 cemeteries improved.
8) Over 300 families realized a saving of $150,000.

The Neighborhood Improvement Program has proved to be one of the best methods in bringing about positive changes in neighborhood unity, cooperation and progress.

The sincere effort and motivation of the Neighborhood Improvement Program in Texas will continue to serve as a successful vehicle in aiding the low-income neighborhoods to aspire and obtain their goals.
Highlights of Some CRD Efforts
By The Virginia Cooperative Extension Service

The information below highlights some of the many activities in CRD initiated and given leadership to by the Virginia State University Cooperative Extension Service with assistance from VPI&SU.

I. HOME RABBIT PRODUCTION PROGRAM FOR LOW INCOME AREAS.

- The HOME RABBIT PRODUCTION PROGRAM objectives are to: provide rural residents with a source of low cost quality meat; generate limited cash income for participants; develop constructive and productive leisure activities; and, develop a 4-H educational program on animal production.

II. VIRGINIA KELLOGG RURAL LEADERSHIP DEVELOPMENT PROGRAM.

- A preliminary evaluation project to determine the need for, scope of and support for a VIRGINIA KELLOGG LEADERSHIP DEVELOPMENT PROGRAM, KELLOGG FOUNDATION FUNDING. Assuming the results of the evaluation confirm the need and support for establishing a rural leadership development program, a basic phase of the VIRGINIA KELLOGG RURAL LEADERSHIP DEVELOPMENT PROGRAM will be undertaken, supported by the Kellogg Foundation.

III. RURAL ISSUES CONFERENCE.

Conceived by the Virginia State Cooperative Extension Service and having as its objectives to address rural issues and/or problems and ways by which they can be solved, the first such conference was held at Virginia State on March 20, 1982. The program was so successful that preparations are under way for another conference in the spring of 1983.

IV. ECONOMIC DEVELOPMENT IN RURAL COUNTIES.

Helping rural communities to gear up for attracting potential industrial development. The Virginia Economic Impact Model (VEIM), developed under Title V, was one of the instruments used. As a result of V.S.U. involvement in this process, two rural counties with limited income have set up economic development committees and are beginning to seriously work toward organized economic development.

V. INTERNATIONAL CRD WORK AT V.S.U.

As part of a joint effort between USAID and the Government of Kenya, East Africa, through the South-East Consortium for International Development (SECID), the undersign has worked during the past three years at Egerton College, an agricultural education and extension teaching and training institution, to develop an administer appropriate technology in extension education at Egerton and to rural communities throughout Kenya.

Submitted by: Dr. Winfrey S. Clarke, CRD Specialist
Virginia State University for the 1890
CRD Workshop, Atlanta, GA
September 16-17, 1982
APPENDIX C
Leadership Development Program Concepts

Dr. Charles Tillman
Alcorn State University

Leadership in the local community must take on new interests. In order for us to progress and to march in step with progress, old traditional ways must be left behind. We cannot do the same things that we did ten years ago. We must take on new interests. We have lagged behind long enough with that "wait-and-see-what-happens" attitude. Now is the time to put up or shut up. Right or wrong. No longer are we to sit back and say, "Somebody's gotta do something for us." As community leaders and directors we are going to have to realize what is possible and then do it. We are going to have to march in step with progress, and an important way to do this from where I stand is to get community involvement. People have the right to participate in decisions which have an effect upon their well-being. Too long we have had leaders or so called leaders sitting behind a desk planning a program for rural people. Then they go out to get the program started and nothing happens. I feel that community involvement is the way to start. We believe in a democracy of the people, for the people, and by the people. If we are to function now, if we are to survive, we must live by that. Of the people, by the people and for the people. After all, they are paying our salaries right? The local people – the taxpayers – pay our salaries. Even though we don't want to admit it, we are owned by the local people that we serve.

People have a right to strive for a better environment, not the environment I might desire for them but the environment they desire. This is why
you are so important. You can help them create what they desire, but you can't do it sitting behind a desk. We have to get out and mix with the people, get their confidence. And for God's sake be honest. They can spot a phony a mile away.

People have a right to reject an externally imposed environment. If I were to come to your home and start telling you what to do and when to do it, you'd kick me out. When we go into the community and start telling community people how to run their program and what they should do, they immediately build up resentment. But when we go in there and have our little meetings and let them decide what they want to do, we have a different ball game. To have a progressive community, leaders must be able to perceive where the group is and then plan their lives in front of them. This is why we have planning. You plan and work because your group is headed in this direction and you want to make plans so you can help them arrive at their goal. Once the direction has been determined and the plan set - rather the priorities set - then action should be taken. We have too many desk plans. Every year we make plans and more plans and then put them on the shelf. That's where they stay. We need action plans, and the only way I see to have action plans is to get community involvement. To help the local community, you must be up-to-date on what's happening. Old information will not get it. If you try to use the old information from three or four or five years ago, you can forget it.

When you go out in the community and try to help the people, don't go out there as the boss. This is where we make our mistake. Many of us think that leadership is bossing. But what happens? The boss drives men. The leader guides men. The boss depends upon authority; the
leader depends upon good will. The boss creates fear; the leader develops confidence. The boss decides patterns; the leader sets the pace. The boss says "I," the leader says "we." The boss says "go," the leader says "let's go." Which are you? Are you the boss or the leader? You are paid to be the leader.

Here is a statement that will get to community people every time. Leaders aren't born; they are developed. And with rural people---tough. Snuff dippers, tobacco chewers— with them you just opened a can of worms because most of our rural people are Bible creatures, grounded and rooted in the scriptures. If you do not have an idea of what's written in the book, you can forget it because the first one is going to say, "Oh, no sir. "Leaders are born." Bible scholars say leaders are born, not developed, right? As a result of that one statement, this is how we launched the quality projects that Dr. Burton mentioned this morning. People began to discuss the idea that leaders are born. They got interested in it. Now you say leaders are not born, well how do we know? We came up with a leadership program that started the ball rolling. In fact, we have the leadership program in Natchez. We could get more people there. People from one particular community would drive more than 30 miles for this particular leadership class. They would get off work at 5 o'clock and be there at 6:30. For this class we started with parliamentary procedure. Then we had presiding officers. We did this for at least three sessions, and we could not have begun without it. Parliamentary procedure is something that these people had never had much exposure to.

The one aspect of the class that got the most attention was the emphasis on agencies that help in community development. These people had been
exposed to the idea that something needed to be done in their community, but they didn't know where to go, who to see, or how to get it off the ground. We acquainted them with agencies that were helping communities, and they ate it up. They had leadership on paper but in reality they had no leadership. I'm sure it's the same way in your communities. On paper you look good. You like your elected officials. You got who you voted for. You got your state leaders and your national leaders, but the real leadership is not there. At this particular time, leadership is urgently needed, not only at the local level but also at the state and national level. What I'm saying is that this particular community, like other communities, had a dire need for leadership. It's up to us as extension personnel and community leaders to go in there and find that click or that one niche that can get the ball rolling. We must be able to go in there and find that one community leader. If you ever watch children playing on the playground, notice that there is always a leader. You might not know who he is, even if they're shooting marbles, but there is always a leader out there. So it is going to be up to us to go and find that leader, whoever he is. I think this is tremendously important. A minister probably has more control over what goes on in a community than we might think. In our search for leadership, we cannot overlook even the drunk. He might be a leader to others who might be just waiting for that one opportunity.

In one leadership and development study I am familiar with, the person who was identified as the number one leader in the community was the owner of the local bar. This person was someone who would listen when the people came in, sat down, and had a beer. We have to take advantage of every bit of leadership we can find. Remember, five percent of the people make things happen, and 65 percent of the people wonder what happened. When you go
into your community, which one of these people are you? Are you in the 5 percent? You should be. You are being paid to be in that percent. Are you in the 30 percent? Do you wonder what's happening? Or are you in the 65 percent that's watching?
LEADERSHIP DEVELOPMENT

(Course Outline)

Unit I: Being an Effective Presiding Officer

A. Introduction
   1. Principles of Parliamentary Procedure
   2. Order of Business and General Rules for Successful Meetings
   3. General Information for Officers and Members

B. Main or Principle Motions
   1. Subsidiary Motions
   2. Incidental Motions
   3. Unclassified Motions

Unit II: Agencies Which Can Help in Community Development

A. Federal Agencies
   1. HUD/FmHA
   2. Human Services
   3. ASCS
   4. SCS
   5. Council on Aging
   6. Environmental Protection Agency
   7. Parks and Recreation (B.O.R.)
   8. Energy and Transportation

B. State Agencies
   1. State Agricultural Experiment Station
   2. State Advisory Council
   3. Land-Grant Colleges and Universities
   4. Forestry Commission
   5. State Historical Commission
   6. Fish and Wildlife Services
   7. Community Colleges/Junior Colleges

C. Local Agencies
   1. Parks and Recreation Department
   2. Water Board
   3. Planning Board
   4. City Council
   5. Urban League
   6. Public Utility
   7. Research Foundation
   8. Health Department
   9. Extension Service
   10. U.S. Department of Agriculture
Private Organizations Which Can Help
1. Social Clubs
2. Church Groups
3. Industry
4. Utility Companies
5. Local Divisions of National Corp.

Legislation Affecting Community Program
1. Proposal Writing
2. (Local) Grants to Communities
3. Research Reports

Unit III. Duties and Responsibilities of Local Officers

A. Sheriff
B. Chancery Clerk
C. Justice of the Peace
D. Circuit Clerk
E. Tax Assessor and Collector
F. District Attorney
G. Town Marshall
H. Superintendent of Schools
I. School Board Member
J. County Supervisor
K. City Manager
L. Mayor
M. Board of Alderman
N. Town Council Member

Unit IV. Leadership

A. What Makes a Good Leader?
B. Advisory Councils
C. Clean-up Campaign (Community Wide)
D. Home Improvement
E. Leadership and You - What Is Leadership
F. The Importance of Good Leadership
G. Many Confuse Leadership with Bossing
H. Qualities of Leadership
I. Don't Look for Credit
J. Steps to Becoming a Good Leader
K. Ways to Be a Good Leader
L. Characteristics of Leadership

Unit V. Public Relations

A. News Articles
B. Television and Radio
C. Public Speeches
Leaders Who Are Merely Successful

<table>
<thead>
<tr>
<th>Executive</th>
<th>Typical Behavior</th>
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</thead>
<tbody>
<tr>
<td>1. Bureaucrat</td>
<td>Follows the letter of the law. Stickler for rules and procedures. Task-oriented, less concerned with people. Logical strategist but may be politically astute and/or a nitpicker.</td>
</tr>
<tr>
<td>2. Zealot</td>
<td>Devoted to the good of the organization, as he or she sees it. Excessively task-oriented but has little concern for people. Aggressive and domineering. Is insistent but fiercely supports all who are on his/her side.</td>
</tr>
<tr>
<td>3. Machiavellian</td>
<td>Treats people as things to be exploited and outwitted. Cooperates only when it is to his/her advantage. Personal considerations do not enter into thinking. Must win at any price and in any way possible.</td>
</tr>
<tr>
<td>4. Missionary</td>
<td>A soft manager who prizes harmony above all else. Low task-oriented. Gets emotionally involved. Acts on a personal basis. Tends to do what is popular or will make him/her liked. Inclined to ignore harder organizational requirements.</td>
</tr>
<tr>
<td>5. Climber</td>
<td>High political skills. Excellent at maneuvering into the limelight. Predatory toward weaker managers. Welcomes and initiates self-propelling change. May have high task orientation but for self-serving purposes, not for the good of the firm. Adroit with people but has no interest in them.</td>
</tr>
</tbody>
</table>
7. Temporizer

Low task orientation, low people concern. Reacts to the strongest immediate pressure. Reactive, not active. Behavior varies with pressures.

8. Glad-Hader

Sells himself or herself very well. Low or modest task orientation. Unconcerned with people but excellent in dealing with them. Gets by on "personality." Always seeks to impress and to improve his/her position. May use people but rarely threatens them.
APPENDIX D
SOUTHERN RURAL DEVELOPMENT CENTER: FOCUS AND IMPACT

William W. Linder, Director
Southern Rural Development Center

I am delighted to see this meeting a reality and to have the opportunity to be with you. Many of you have worked very hard for several years to bring this effort about and I think things are getting off to a good start.

To have this kind of attendance and interest shown by the various institutions is significant. I'm glad to be here representing the Southern Rural Development Center. I don't have to tell you that it is your center. We were established to back you up and give you any kind of assistance you need in developing and improving your CRD program. When you look good, we look good. It is that simple!

I don't have a formal presentation, but I did want to tell you that the center is alive and doing well. We thought by this time last year we were going to have a "funeral" and would be out of business but we have a reprieve.

All of you, just like us, are concerned about funding. We all have to have dollars to operate so let me cut the rhetoric and get down to the bottom line in terms of where we stand dollar-wise. The center, as you know, has a research function and an extension function. We back up the experiment stations as well as the extension services in both 1890 and 1862 institutions.

We receive roughly $75,000 from research money for P.L. 89-106 Special Projects, CSRS, USDA. That money is included in both the 1982 and 1983 federal budgets. It appears that it will be included in the 1984 budget.
Unless somebody initiates a move to delete it, I believe it is likely to be a continuing item.

The news on the extension side for funding is not quite as bright. However, John Bottum told me yesterday — and this was pleasant news — that the House Appropriations Committee has recommended continued support for the regional rural development centers. Likewise, the Senate Appropriations Committee has recommended $500,000 for the centers, the same amount as last year. If the appropriations go through, this will be the second year they have been included by the Congress.

Funding from these sources provides us with a base of $175,000 per year and we usually fluctuate between $150,000 and $175,000 per year. If everything I've described takes place, we will probably have as much permanence as in the past and maybe even more.

This situation is both a blessing and a curse. It is the kind of curse I welcome. If we have this type attention from Congress in terms of funding, then those same senators and congressmen who approved the appropriations will be watching us to see how well we perform. This means we must be sure to make distinctive and recognizable contributions. As Mort Neufville said in his opening comments, it is not enough just to have a line item. We have to do some visible things that have useful, practical and meaningful applications.

We received another blessing earlier this year during the joint meeting of the 1890 administrators and 1862 extension directors. The 1862 directors voted unanimously to give us the funding of $37,500 which was folded into Title 3(b) and 3 (c) dollars when Title V was folded into administration funds. The 1890 extension administrators agreed to work with the 1890
research coordinators to see if they could not jointly provide $37,500 funding ($18,750 extension and $18,750 research).

This kind of action is better than talk. Not only is it meaningful to us, it is also meaningful to Congress. When Senator Hatfield (Oregon) considered funding for the centers, he found that the extension directors in the North Central appeared not to want their center from the actions they had taken. He wanted to know why Congress should put money into a center when its own directors wouldn't support it. The action of our Southern directors and administrators in supporting us has put us in a very strong position and will help all of us.

I don't know where that leaves us in terms of some of the more recent developments, but it looks like we will have continuing funding at this point. This means we can really look at your needs and consider exactly what kind of support we can give you.

Of course, our budget is limited. When the salary dollars are removed, we must count our pennies to make sure the dollars take care of themselves. Most of our money goes into information dissemination -- getting the word out. We have put a lot of emphasis on publications, newsletters and sharing information.

Sharing information is one of the most efficient, cost-effective methods we use to get the most information to the most people. Whenever we find material related to the needs of our clientele, we give credit to the original publisher and redistribute the information in a regional publication. We believe this approach saves time and money by reducing unnecessary duplication of efforts.
In all honesty, however, we have noticed two problems with information sharing: one is a matter of attitude and the other is a matter of perception. The first problem is that some people won't use the information if they didn't think of it. I know it sounds petty but some people are more concerned with someone else getting too much glory than with getting good material into the hands of people who can use it.

The other problem is the fear that local administrators will only evaluate a staff person in terms of the amount and quality of original material they produce. Since promotions may be based on production, some people think sharing information will lead to a lower standing in the eyes of their administrators. I am not suggesting that everybody should forget about writing their own publications. However, I am suggesting that an administrator's evaluation may also include how much work actually gets done.

Dr. Doug McAlister at Virginia Polytechnic Institute and State University has set up an excellent prototype to consider when it comes to sharing materials. With rural and agricultural crime on the increase, he worked with us in setting up a network which serves very simply as a communications device to share materials on rural crime. This effort is an example of what I mean when I say we must make contributions that are distinctive and visible. Rural and agricultural crime is a problem with similar symptoms across the nation. Materials provided by this network can be used from Virginia to Florida to Louisiana — even beyond our region.

Another example of a distinctive information-sharing network is in the area of small business. This week the SRDC small business network is meeting in Starkville with Joe Lanham to finalize a videotape on small business. Here again, we are talking about a problem area with symptoms that are
similar across the nation. While a great many small businesses get started each year, I think roughly 400,000 of them fail. A significant number of these are minority businesses which have struggled to get their foot in the door only to find themselves locked in a closet of economic woes.

Some of you may know of problems that need attention. Some of you may be thinking of materials you have to share. We need your input. Any one of you can participate in a network. Any one of you can submit a proposal to start a network.

To obtain a grant from the center to form a network, send us a proposal. After receiving your proposal, we will survey the states, the directors, the administrators and CRD personnel describing the network and asking whether they have someone on their staff who might join.

Two areas we try to emphasize in forming a network are research-extension interaction and 1862-1890 collaboration. We are not in the business of dictating policy but we do want to exercise a leadership role as regional center coordinating opportunities to obtain maximum participation in regional activities.

Since we are a regional center concerned with the needs of the southeastern United States and Puerto Rico, we are not only involved in sharing information within our area, but we are also concerned with the rural development strategy being formulated at the national level. In order to be effective, we believe this strategy must encompass the wide range of interests found in rural America.

Bill Phillips, the director of the Office of Rural Development Policy, has asked me to solicit your help. He really wants to get input from local citizens! If Ms. Jones out in Podunk has something to say, he would like
for her to have the opportunity. If you know of a scheduled public meeting where Frank Naylor or Bill or some of the staff might find useful input, please pass on to me the dates, the place and the contact person so that we can get them involved.

Again – it's your center. We are at your service. Let us know how we can help you.
APPENDIX E
1890 CRD Program Focus: Current Projects, Future Regional Projects, Development of Training Materials

Dr. Willie Thomas
Tuskegee Institute

With the shift to new federalism under the Reagan Administration (returning control of programs from the Federal level back to the states for more or better), fiscal management and authority relative to the implementation of block grant programs are different from previous categorical grant programs. There is a need for the 1890 CRD program leader to acquire a clear conceptualization as to how the community development block grant process and/or function will be structured for his/her particular state. It is imperative that we know the particular agency to which the governor assigns the responsibility of managing programs that will come to the state through the block grant process. For example, the now defunct Title I program is under the Education Consolidation and Improvement Act which is now Chapter I of the block grant; this will be the controlling factor in how block grant funds to education will be allocated within your respective states.

The Reagan Administration's Small Cities Community Development Block Grant Program now being implemented by all states in Region IV (except Florida) are controlled by Title I of the Housing and Community Development Act of 1974 as amended through 1981. (Circular A102 – A82 from the Office of Management and Budget [OMB].) The Small Cities Community Development Block Grant Program will be governed on the basis of guidelines developed by the agency to whom the governors of the states within Region IV assign that responsibility.
In Alabama, for example, the designated agency is the Office of State Planning and Federal Programs. Alabama's funding allocation for CDBG for FY 82 is $31,727,000. Ten percent of this money will be placed in state discretionary funds; $450,000 will be for state administration; the remaining funds will go to prior HUD Commitments, the economic development fund, the planning fund, the county fund, the large city fund (population of 5,000 or more), and the small city fund (population of under 5,000). The latter group concerns me most because it has the least amount of resources at its disposal to package grant applications for competitive funding. Even if there is supposedly less difficulty in procuring funds for community development initiatives as a result of state control and management, the rules of the game have changed and we must be aware of these changes.

The State of Alabama plan calls for CDBG to operate from a ceiling of four broad areas: the single purpose program, the comprehensive program, planning, and economic development. The ceiling for the single purpose program in counties is $350,000; large cities, $350,000; and small cities, $300,000. Even though there are ceilings and categories of funding which indicate a sound program, I am concerned about those incorporated communities of 5,000 or less that lack the capability and resources locally to package a grant application for the most simple grant. These communities have not been very productive in the past in packaging grant applications, and there appears to be no hope on the horizon unless some training is provided within local government to individuals who package the applications. The process of procuring funds for city and county project initiatives has changed. Therefore, there is a need for orientation, training, and packaging of grant applications by someone within local government in order for small cities to be afforded parity in opportunities with larger cities.
These larger cities have full time expertise to do research and develop applications for funding regardless of whether the application goes to the federal or state level.

**Current Projects**

I am not familiar with the current projects you have at your institutions. At Tuskegee, monetary constraints have prevented us from training local officials in our target area. I developed and submitted a proposal in December, 1981, to do some of the things I have discussed; however, it appears that that was an exercise in futility. That particular proposal, in my opinion, had implications for Region IV or all areas of the county with incorporated communities of 5,000 people or less.

**Future Regional Projects**

In future years, I envision regional projects that could be the same as or similar in nature to those I have described. I can see a need for more regional training in CRD for projects such as the Regional Recreation Workshop held prior to this conference. Other projects where regional training may prove beneficial include rural transportation, tourism, community development, emphasizing the development at community centers, rural outdoor recreation, water and sewage.

These regional projects could help those of us with particularly small staffs in understanding various strategies and methodologies that could save time, frustration (on the part of those seeking extension assistance), and monetary resources. Through training by others who have gone through the experience and have learned the do's and don'ts, we could acquire a global concept of getting a job done.
Development of Training Materials

In addressing the latter part of the title development of training materials, I would like to say there is a need for some development of materials in specific areas of CRD. I believe there is a need for training modules that tell the how to's and practical ways of getting a job done since CRD covers such a broad area and we at 1890 institutions are limited in staff. I can see a need for the development of training and/or teaching modules that give specifics on how to canvas community support for local initiatives. Most community development efforts, regardless of the level, begin by organizing a local advisory council for community input. More importantly, we have a need in this area for continued involvement and motivation of residents through the slow process of actually meeting immediate needs for the community.
APPENDIX F
CRD...Meeting the Needs of Rural Farmers
and Inner City Dwellers

Theo. J. Pinnock, Ph.D.
Virginia Polytechnic Institute & State University

Introduction

Ladies and gentlemen, I am very pleased to be here with you this evening to discuss one of my favorite subjects, "Community Resource Development: Meeting the Needs of Rural Farmers and Inner City Dwellers." Let it be hurriedly said, however, that on the one hand the subject was chosen for me while on the other hand you should always work me before you feed me. For the next few minutes let me share with you some of my experiences in this business and raise some not-so-pleasant questions with you.

CRD...Meeting the Needs of Rural Farmers
and Inner City Dwellers

Please do permit me to modify the title of this presentation to read "CRD...Meeting the Needs of Rural Farm Families and Inner City Dwellers." Why? The farm family, not just the farmer, is the unit of concern. Ralph Waldo Emerson (1803–1882) raised the question, "And what is a weed?" He answered it beautifully, "A weed is a plant whose virtues have not been discovered." Those children of American rural farm families are the young plants whose virtues have not been discovered. And in addition, there are the wives whose input into the management and development process must be recognized and appreciated. Many a male farmer would be nonexistent financially had it not been for the management skills of a gracious, hardworking, enduring, and diplomatic wife. Yes, it has been
said that God made earth and rested, God made man and rested, God made woman and since then neither God nor man has rested. That's quite understandable; the woman spends her time praying for her man and children while at the same time telling her man, "the Lord and I will take care of you." Now, can I inject "farm families" into the title instead of farmers?

In terms of inner city dwellers, I like the term only because I am ignorant about urban America. I was born in rural Jamaica. I was born in poverty, grew up in need and lived in want; and the few acres of land that the ten of us boys grew up on was so poor that we could not raise hell on it.

Community...A Functional Definition

A community is not a forest where no one lives; it is not an ocean; it is not a desert; it is not in space; and believe me, you cannot get to know a community vicariously. When we talk about Community Resource Development we are talking about the social, economical, and educational growth of people. When we build bridges and roads, hotels and shopping centers, golf courses and tennis courts, schools and community centers, churches and houses, sewer lines and electrical systems, we are building them for people.

Communities have unique characteristics which must be reckoned with. Some are poor; others are not. Some are rural; others are urban or suburban. Some have charisma; others do not. Some are black; others may be white, Chicano, Indian, Polish, Irish, or what have you. Still some are conservative while others are liberal. The only one constant in all communities is people. Now ladies and gentlemen, have you in all your academic lives tried to change a mathematical constant? In community resource development
you have a "constant" to change and that is the task of involving and changing people. Dr. Willie Thomas of Tuskegee Institute refers to "the awesome responsibilities that are essential to the eventuality of what is expected to become a reality for the community." Community resource development is truly one of the most awesome responsibilities anyone engaged in the social sciences can undertake. Community resource development means changing people's behavior--their expectations, their lifestyles, in total their "modus operandi" and that in effect is almost tantamount to changing a mathematical constant. It is difficult and time-consuming to say the least. For my purposes, and based on my experiences, community resource development is the process of educating people in (1) identifying their needs; (2) developing strategies to address identified needs; (3) identifying resources to treat those needs; (4) identifying and training potential leaders; and (5) establishing a base from which to measure accomplishments over time.

**Education and Community Resource Development**

You will, hopefully, keep an open mind on my concept of community resource development. Thomas Robert Dewar (1864-1930), a British distiller, said: "Minds are like parachutes. They only function when they are open." And in that same light, Jean Cacteau (1891- ), a French novelist, said: "The eyes of the dead are closed gently. We also have to open gently the eyes of the living."

Keeping an open mind on all issues is an asset the Community Resource Developer cannot afford to forget, and having the skills of planning with the people and not for the people is the basic equipment within the arsenal of strategies to be used by the community resource developer.
A rural or urban community resource developer who fails to involve people at all levels is either ignorant, naive, or in business to achieve his own selfish ends.

It takes a tremendous amount of time to get people involved. You have to be an expert at communication and interpretation. It is interesting to recall that in the earlier part of this century an extension agent checked into a rural lodging house and said to the lady of the house, "I need a room with running water." About thirty minutes after he checked in, a beautiful lady knocked on his door. When he asked her what she wanted, she said, "I am 'Running Water'."

Communication, interpretation, and information sharing are all critical elements in Community Resource Development. These elements cannot be built into a system without a blueprint for the education of the people who are to be served. He who expects to be ignorant and free will remain a "slave" forever. Education, regardless of how it is defined, will forever be the great equalizer in our democratic system.

Lyndon B. Johnson, in his commencement address "The Century of the Educated Man" at Tuft's University in June 1963 states:

The common man has been the focus of great economic and political revolutions. His status as an individual has changed. His institutions have changed. But today a new revolution is running deeper, broader, more profound, and more permanent. It is a revolution of education, a revolution changing the capabilities of the common man, changing what he is, what he can be, and what his children after him will be. In this perspective, I believe we have come to a time when the century in which we live should henceforth be known as the 'Century of the Educated Man'. We have entered an age in which education is not just a luxury permitting some men an advantage over others. It has become a necessity without which a person is defenseless in this complex, industrialized society. ...And we are now learning that no moral issue can be postponed indefinitely.
This, ladies and gentlemen, is a part of what L.B.J. said in June of 1963. Now for my second provocative question: What has changed significantly since 1963? My third provocative question: What has changed significantly since 1972? And my fourth provocative question: What difference have the 1890 colleges and Tuskegee Institute made in community resource development since they have been receiving federal funds for extension? Some of these soul-searching questions defy accurate answers, and others, if answered accurately, would tend to indict our institutions in complicity of crimes against our own people. I cannot in all honesty say that we have done what we ought to have done with the limited resources which are at our disposal. We probably do not understand how to multiply our resources. We have depended too heavily on Federal funds without demonstrating that we are getting more for every dollar spent than any other agency. Don't bask in the sun because it appears that 1890 colleges and Tuskegee Institute may get a few additional dollars this fiscal year. That was a decision based on political expediency rather than performance. We will be vulnerable to attack as long as we are getting support via political expediency rather than on performance. We have time to change that and, based almost exclusively on my experience, I would like to share some ideas with you.

**Getting the Job Done**

You have to be cautious about what you do in CRD. Your first programmatic failure may just be your last. I am reminded here of the fellow who made his first parachute jump and could not get the chute to open. On his way down, he met a guy going up and then he asked him, "Do you know how to open this parachute?" "No", said the guy on his way up, "but do you know anything about lighting a gas stove?"
Neither of these guys had a second chance. In CRD you have to know what you are doing and know with whom you are interacting.

Since you may have agreed with me that CRD (1) is time consuming and (2) needs to continue getting people involved in education and programs, you should then take a programmatic approach to CRD.

1) The CRD specialist should identify farm families who are underserved or not being served and refer them to the 1862 colleges. This referral system not only must be documented but follow-up work also has to be done to see that families are getting service.

2) The CRD specialist should identify organizations and agencies with which 1862 colleges should interact to get a better feeling of the problems of the poor – both black and white. I would suspect that very few 1862 colleges know or care to know what the NAACP, the Urban League, SCLC, etc. are all about. The CRD specialist should endeavor to bring those actors together, not in an adversarial role, but hopefully in the beginning of a working partnership.

3) The CRD specialist should know, and try to interact with, every civic organization in his district. That includes the ministerial alliance, chamber of commerce, ruritan clubs, etc. He must endeavor to know who the power brokers are in his community. I would not think much of the CRD specialist who goes through a town or city and does not make a courtesy call on the mayor, the probate judge, the sheriff, some of the city fathers, and other elected officials. It's so nice to drop in at various churches every once in awhile. Ladies and gentlemen, involving people also includes developing alliances.
4) When do you get to the people who need you most? I am sure that is the question going through your minds. Well, you have been paving the way all along based on the three steps I have just suggested. Moreover, I said earlier that you cannot get to know a community vicariously. You have to be in there, and this is not a one-way deal. People have to get to know you while you are getting to know them. There are problems in each and every community in which you are working. The problems may revolve around roads, water supply, sewer systems, electricity, housing, unemployment/industrial development, illiteracy, juvenile delinquency, crime, recreation, public transportation, manpower training, marketing of local produce such as vegetables, health, and a host of others. In every case, there are those who have some interest in each problem area. And in each problem area, there are at least two potential leaders who will be willing to be trained as leaders to discuss each problem area with interested citizens and come up with alternative methods of solving the problems. There are no valid reasons why the CRD specialist should not have a series of formal and informal advisory councils. Advisory councils, in addition to establishing priorities and giving inputs on program development, serve as a buffer between the CRD specialist and his adversaries.

5) The skillful and experienced CRD specialist should know who are the leaders and potential leaders in his respective communities.
"Don't judge a man by his family relations, for Cain belonged to a good family.

Don't judge a man by the clothes he wears; God made one and the tailor the other.

Don't judge a man by his speech, for a parrot talks, and the tongue is but the instrument of sound.

Don't judge a man by his failures in life, for many a man fails because he is too honest to succeed.

Don't judge a man by the house he lives in, for the lizard and the rat often inhabit the grandest structures.

Judge him not by his acts alone, but by the motives of those acts.

There is enough said in those words to warn the CRD specialist about the pitfalls of selecting the wrong leaders and potential leaders. I am not suggesting that there won't be disagreement between the leaders and the CRD specialist. We must never disregard the positive dimensions of controversy. It would be a rather unhealthy relationship, I think, if the leader agrees with everything the specialist says and vice versa. Good arrangements do not necessarily emerge out of good friendships. Baron Lytton (1803-1873) an English dramatist says: "It is difficult to say who do you the most mischief: enemies with the worst intentions or friends with the best." Be that as it may, the selection of your leaders or chairmen of your advisory councils is not as easy as it seems. You should make sure you have the right persons for the jobs to be done. Remember, he/she who knows why will always be the leader, he/she who know how will always have a job, and he/she who knows neither is wasted talent.
6) At this point you may think that I have spent enough time on people involvement, but I have not. Your hope of continuity in CRD depends largely on the extent to which you involve youths and females in the planning and implementation process. Every 4-H youth is a potential leader and every housewife is a decision maker. Need I say more?

Harry V. Wade (1894 – ), an American newspaperman and creator of Senator Soaper, says: "Youth today must be strong, unafraid, and a better taxpayer than 'its' father." How many youth committees and advisory councils can the CRD specialist boast of having today? And if you do have youth councils and committees, what are they doing and how have they impacted your program? More importantly, what have you learned from them?

Holbrook Jackson (1874 – ) says: "Fear of corrupting the mind of the young generation is the loftiest form of cowardice." And I say, educate the young in all worthy endeavors because they are the leaders of tomorrow.

In my judgment, CRD rests upon four fundamental tenets: faith in the ideal as a motivating force for human action; a conviction of the worth and the capacity for self-improvement of individuals; a belief in freely assumed responsibility as a means of realizing human potential; and faith in education as a means of making men equal to their responsibilities.
APPENDIX G
CRD Involvement in Small Farm Program Issues

Dr. Randy Halsey
Lincoln University

Mr. Chairman and members of the committee, I appreciate the opportunity to appear before you and others to discuss this important topic, "CRD Involvement with the Small Farm."

Dean Neufville and I, along with other top administrators at Lincoln University, Jefferson City, have a strong interest in the involvement of CRD small farm issues. As we planned FY82-83, we were mindful of the need for a health support to stop the decline of black farming in America.

Our CRD program during the past decade has observed the decline of black farming in Missouri. The 1974 Census of Agriculture reports that blacks are losing 500,000 acres of land annually.

The number of farms has declined much the same as the number of nonfarm businesses. With the exception of fast food restaurants, far fewer businesses are in operation today. Whether or not society has fared for better or worse because of these developments is an individual value judgment.

General Observations

Much of the basis for controversy about farms stems from differing views about the family farm. While most of the agricultural community agrees with the broad definition that a family farm is an enterprise in which most of the labor is provided by the family, in today's context this "loose" definition brings widely different views to mind.
Today there are about 2.4 million farms compared with 5.6 million in 1950. The acreage farm today (including many small, part-time units) is 430 acres in size compared with its counterpart 30 years ago of 213 acres. Some who are concerned about these trends suggest there will be fewer small and more larger farms in the future. They are probably correct.

I do not want to imply that the changes in farm structure have not presented any problems. As a number of farms and farm families decreased over the past several decades, many rural communities declined sharply and some practically disappeared. Some who left the farm migrated to cities and were not able to cope adequately with the new urban life. These adjustments have added to the nation's social problems of the last several decades.

The causes of structural change are difficult to isolate and rank. Technology has undoubtedly played a part. Modern machinery and other technologies have enabled one producer to farm many times the cropland that would have been possible two generations ago.

The Problem

Many generalizations are made concerning loss of land among small farmers but few empirical studies have been conducted to identify factors associated with land loss among black farm families.

The role of small farmers in the structure of United States agriculture (their domination in terms of numbers) remains critical, but their limited control of total farm production has consistently declined. (United States Congress, 1978)

Policymakers need to understand the factors associated with land loss among blacks as a prerequisite to stemming the flow of rural people to
urban cities.

Agriculture remains a critical component in America's industrial establishment; therefore, it is important that more empirical studies be conducted to investigate the effects of land loss among blacks on unemployment, alienation, inadequate housing and health care (Hite, et.al; Johnson, 1979; and Blunde; 1980).

Objectives

Our CRD objective is to identify factors associated with land loss among black small farmers in the State of Missouri. In order to do this, planning meets have been conducted in the bootheel area of southeast Missouri.

Methodology

Lincoln University CRD staff will conduct jointly, with the area staff, mini-conferences to provide leadership in the area of economics of the black small farmer.

Future Outlook

Can the family farm survive? Experts do not agree. Professor Don Paarlberg, a distinguished agricultural economist and former top-level USDA official, argues that the family farm can survive (University of Missouri, pp. 62-63):

* If it is permitted the flexibility that will allow efficiency of modern technology and management.

* If it is provided with good research, education and credit.

* If it makes wise use of the principles of cooperation.

* If there is opportunity to supplement farm income with income off the farm.

* If it continues to enjoy the good will of the public.
The family farm, understood in its context, is far from broken. It has survived war, depression, natural disaster and a technological revolution. With a little luck, it can survive a political debate as well.

Professor Harold Breimyer, another distinguished agricultural economist, is less sanguine than Paarlberg (University of Missouri, pp. 15, 17):

U.S. agriculture seems to be drifting into a bimodal pattern of many small farms and relatively few larger ones...evidence seems convincing that true family farming is on the decline...
My skepticism about survival powers of the traditional family farm...is the farm's ability to self-finance and accept risk. Moreover, the increasing difficulty of entry of new young farmers, accentuated by tax laws, is a strongly negative factor.

Will the family farm survive? As indicated in the previous answer, expert opinion is divided but it appears to boil down to this: The family farm is experiencing increasing pressures to change. A number of forces are operating which will likely result in further declines in farm numbers (albeit at a slower pace), increasing concentration of production on the larger farms, and separation of farm ownership from operation. To summarize, these forces include inflation, expanded exports, new technologies, expanded credit, farm programs, tax laws, off-farm employment opportunities, sensitivity of farm prices to supply-demand changes, energy costs, pollution regulations, land policies, etc. The family farm can and will survive if permitted the opportunity to adjust and adapt and if an enlightened public policy is maintained. If we insist on treating the symptoms rather than the causes and on prescribing new programs rather than eliminating the defects of old ones, then the prospects are not encouraging.
Suggestions for Dealing with the Decline of Black Land Ownership in Missouri

H. Randolph Halsey
State Community Development Specialist

1. Community and rural development specialists can act as a catalyst in Missouri to bring together black landowners to form councils which could represent the interests of minority landowners and provide communication between other states and themselves.

2. Increase legal knowledge of land laws and provide para-legal assistance programs to black landowners.

3. Develop appropriate programs of study to be used in training young people (9-14 years of age) in the value of land ownership.


5. Provide continuing education programs in estate planning and state and local laws related to land ownership.

6. Work with communities in establishing direct markets for small producers.

7. Identify troubled minority landowners before financial crisis situations arise.

8. Research and disseminate information to black landowners as to the best use of land so it becomes profitable to hold onto land.

9. Refocus priorities so that in addition to product and market research universities conduct economic research that can be used to design programs to help small farmers.

10. Develop impact awareness programs to alert black landowners to the seriousness of land loss and to alternatives to selling land.

11. Provide technical assistance to groups addressing land ownership.

12. Assist in creation of a data network that will identify black buyers for land that may be available for sale by current black landowners and others.

13. Praise the profile of Extension areas where blacks were selling their land to indicate to them there was assistance available from Extension personnel to help them with their farming problems (which is part of what the small farm family program is all about).
14. Conduct annual and mini-conferences for small farmers.
CRD Involvement in Small Farm Issues

Dr. Emory Rann
North Carolina A & T

Dr. Halsey has presented a very good dissertation on some of the problems of land loss, and I would recommend your using some of his suggestions with regard to dealing with the problem of black land loss. I am glad to see a lot of people here from the South. This is basically where we suffer the problem of land loss, and the statistics that Dr. Halsey has given you are good. Let me just emphasize that in 1910 Black Americans accounted for 15.8 million acres of land. By 1974 that number had dwindled down to about 3.8 million acres. I want everyone to appreciate the fact that there is a problem of black land loss. By the year 2000, as he intimated, there may not be any black land loss problem because we may not have any black landowners.

I am glad to see you here because you have some basis to work with the small black farmers, and these small black farmers are basically in need of a lot of help and assistance right now. They are catching hell. Small farmers in general are because of various reasons in the economy, but small black farmers have an added problem. Grain, seed, feed, and the things necessary for farm operation are all skyrocketing. Gas, oil, and repairs for machinery and farm equipment have nearly doubled in the last decade. Getting conventional financing is almost impossible for the small farmer. Lenders just won't loan it out. Something that complicates the problem even further is that when you go to institutions that have been mandated by the government - such as the Farmers Home Administration -
and try to get money to help in the operation, you are probably going to find that they aren't exactly operating according to the mission and the goal of helping small farmers. I think that former Secretary of Agriculture Earl Butz once said, "Get big or get out." Too many folks are taking that to heart. They do not want to make any kind of loans to small black farmers. In North Carolina we have had a particular problem with this and have filed suit and administrative action against Farmers Home Administration because when they decide loans between a black and white owner who have identical prospects for success in a farming operation, too often the black farmer is denied any kind of operating funds as opposed to the white farmer who has all of the money and more. If he is funded, he is funded at a level that is not going to be sufficient to adequately support his farm operation. There are different administrative procedures - especially for Farmers Home Administration - that can be employed and checked. That is something that we have done in North Carolina, and I think Tennessee is taking similar action with the Farmers Home Administration.

Not only do economic factors adversely affect the small black farmer, but there are also some unique characteristics of the black farmer that complicate the overall problem. For one, he doesn't like to talk about the hereafter. I was very glad to hear a speaker yesterday report on estate planning. We have to start making wills and preparing for the future. You can't underemphasize that, and I can't stress it enough. When we don't make any preparation for the hereafter, we are subjecting our land to a land loss situation. Too often families move from the farm and go to the city. Many times they don't come back. The land is basically abandoned, and they leave behind parents who must make ends meet on the farm.
Statistics indicate that in North Carolina 80 percent of these parents are over 45 years of age and 60 percent are over 55 years of age. So we have an older group of landowners with a basic educational level that appears to be around the eighth grade. As a result, they are susceptible to a lot of outside speculating and not basically aware of some of the things they need to do.

Another characteristic of the black farmer that complicates his problems is his overall approach to farming. Farming is obviously very important to the small black farmer, but he doesn't treat it as it should be treated - as a business. He treats it as a "mom and pop operation" and may not keep records on what he has. He goes out and buys whatever he needs and doesn't know how much he has planted. He doesn't know his expenses and gets in trouble with the taxes and with the creditors. All of these things are something that you all can address. You can instill a more business-like attitude in your family farm operation. The appreciation for the value of the property extends not only to the farmer but to the farmer's family. Please encourage your farm families to hire a reputable attorney, but also talk with your families because it may be more feasible for them to divide property and deed to each child a certain amount of acreage. You have to instill in a farmer the knowledge that he cannot count on the benevolence of the state to take care of him through special laws. The best advocate for protecting the family farm is not you and me but the farmer himself. We must equip him with the information and education necessary to protect himself.

I have been invited here because of a project I am working with that seeks to provide landowners educational information geared to help them
avoid being a statistic in black land loss. The Land Ownership Project at North Carolina A & T State University was originally funded in 1980 and subsequently funded in 1981. It has five primary objectives: (1) identify who the landowners are, (2) identify where they are, (3) design an educational package which addresses their concerns, (4) conduct workshops, forums or any kind of public meeting that will help to increase public awareness, and (5) promote local support groups that will be actively concerned with not only the problems of the small farmer in the rural community but also with the problems of the community itself.

The emphasis of this conference is education. I must confess that I am not a CRD specialist. I did not really know what was expected of me when I was invited to speak here. We do not have a CRD person at A & T. I am a lawyer by training and I have a different emphasis when it comes to the impact of higher education. I think it is imperative that we instill in the landowners we are working with – the low income or limited resource farmer – an appreciation for their legal rights as well as an understanding of their responsibilities for the land. That is the bottom line.

In our program, we have developed a notebook of materials designed for training and educating persons who are associated with or work with low-income or limited resource landowners. This is used specifically for working with social agencies and extension agencies to provide aid throughout the state. In it, we have information that explains the problem to these people, gives them guidance and information on various causes, and tells them how the problem can be seen in terms of the things that can be done to abate the problem. We also have some information sheets that are basically one-page dissertations pertinent to land ownership. We have
things in here such as how to advise a person with oil, mineral or gas that might be on the property; how to advise landowners about timber rights; and how to shop for a lawyer. We also have materials that basically try to instill an appreciation for the land-ownership issue.

In addition, we have a farmer's handbook which is a little more basic and to the point concerning some things that they need to do to protect their interest in land. Beyond that, we have a slide tape presentation which is being produced now. We are on a system belonging to North Carolina State University that is basically a telephone service. You can call and get a tape recording on a particular subject dealing with land ownership. One thing that I think has been most helpful is our involvement with the media. My program has either produced or cooperated in the production of several television documentaries basically dealing with land ownership. These have been shown in the cities throughout North Carolina. I think this is important because when you start throwing out a lot of information – even though it is a pretty widespread hit or miss effort – you are talking about going to cities where there are a lot of blacks who have migrated from the farm. They have not gone to the North but to cities in the Sun Belt. There are a lot of folks who might listen to the television or to the radio, and they can identify their problem. They become aware that there is some kind of resource available to help with that particular issue. I have really been pleased and satisfied with the call back and follow-up responses from people who have been inspired to do something about problems that they know about or are personally involved with or from people who have friends that are suffering or being victimized.
I think that education has to be the foundation for presenting this material. Workshops and seminars are another way that we try to get into the communities. We operate in much the same way as you do in CRD. One of the questions I've been asked is, "What can CRD people do?" I told you a few minutes ago that I am not a CRD person; but listening to you talk about your issues and problems, I am inclined to reverse that statement and say that I am more of a CRD person than I ever imagined. For example, I mentioned my personal beliefs that promotion of self-advocacy is one of the things that is the bottom line in terms of land ownership. You do the same thing with leadership development, if I am not mistaken. By necessity I will have to get involved with community organizations and leaders. That is the same thing that you do. Getting in the community and talking with people is your emphasis. You use forums and workshops as a mechanism for disseminating information. Some people have indicated that they are interested in marketing and direct marketing projects. That is another aspect of our work. Once the land has been obtained and protected against an immediate threat, we need to make sure that there are some mechanisms in place to help make the property productive and viable for future generations. As an example, I want to caution you about getting too up in the air and promising too much. When you start talking about land ownership and preservation of black land and then do not have the mechanism for your institutions to address this problem, you are going to be getting yourself into a lot of trouble because your credibility is going to be dead. You will probably do as much harm to these folks as help. In North Carolina, for example, legal problems are one of the most serious problems affecting land ownership. I have been working with the North Carolina Association of Black Lawyers, an organization which has instituted a special land-loss
task force funding a project with a hired attorney to represent land-loss victims. I can't emphasize how important this is because it is very difficult to get lawyers within a rural community. Secondly, it is difficult to get lawyers that you can trust. Most of the lawyers are white and unfortunately they are the folks who prey on black landowners. They aren't the only ones. There are a lot of black lawyers out there as well. So you have to be very cognizant of who you are dealing with. Again, like one of the speakers said yesterday, legal recourse is a necessary thing that you have to have in order to stave off the impact.

Another group that I have worked with is the National Association of Landowners in North Carolina. This is a group of farmers, and they have been buying land and leasing it back or selling it back to those landowners who have lost the land. It is hard to do because we are spread out over a pretty good range, but these folks have been having positive impact. Another group we have worked with has been the North Carolina Economic Development organization. They have projects that are trying to deal not only with affecting land ownership but also with making situations more viable.
Identifying and Working with Minority Community Leaders

Dr. David Gandy

It is quite an interesting coincidence that Faye, Louis, Randy, Eddie and I are here together in this session. We have been involved with this subject in some form for the past several years at the Community Development Society of America (CDSA) meeting. Louis with his foresight and wisdom lead the fight and established a committee on the Low Income and Minorities. Each year we have had a place on the program. Last year Randy led a lively discussion on "Low and Moderate Income Housing Development." This year Louis and Faye led a discussion on "Strategies for Working with Low Income and Minorities." Faye was supposed to lead a discussion on "Reaganomics and Its Effect on the Low Income and Minorities" but the discussion got so good on Louis' subject that Faye, like a Baptist Minister, laid her sermon by and from experience joined Louis in a further discussion of "Strategies for Working with Low Income and Minorities." She brought plenty of copies of her original presentation and they went like hot cakes. If you don't have a copy you should ask her for one. Much of what I have to say will be taken from their discussions. A copy of Louis' work should be sought after also. If it sounds like I am pushing the CDSA—I am.

Before I proceed along that line, however let me explore briefly along another line. For years, even before 1972, Tennessee State University has been engaged in outreach programs throughout the state. One of the programs has been with the Free Hills Community. Though I am not here to
discuss programs, I would like to take about fifteen minutes for this slide show. See if you can see in the show ways of working with low income people. We will discuss them afterwards.

A. Gain their confidence.

1. Go into the area, if possible, with someone already known and accepted by the group.

2. Before you begin discussing programs get to know the people and develop some understanding of the community and what is happening there. Find out who the real leaders are--
   a. Go to church if possible.
   b. Do some shopping and engage in conversation.
   c. Shoot a little pool.
   d. Listen - let them tell you.
   e. Dress properly, speak properly, drive the proper car.
   f. Don't take sides where there are factions - be neutral.
   g. Determine where they are on Maslow's need hierarchy.
   h. Gain their confidence by helping them on easily achievable, simple projects.

B. Check your attitude (Perhaps this should be A).

1. Why are you there?
   a. Do you love poor minority people?
   b. Are you there because you love them and believe in them or are you there to get the right numbers for your semis?
   c. Can you go into a smelly home without turning up your nose?
   d. Can you work alongside a farmer without worrying about dirtying your clothes?
   e. Do you feel as though you are a missionary?
Quoting Dr. Lewis C. Dowdy, Chancellor, North Carolina A & T State University.

The whole process must begin with us. We must first accept poor rural families as the greatest resources on earth. Expect no motivation, no leadership initiatives to spring forth unless you believe and that this belief can be seen in your eyes by the families with whom you work. You must believe that they are precious human beings. So it begins with a burning love in your heart to help and a desire to assist them to seek and secure the things which they have declared as their first apparent need. Even if the group who emphasizes pessimism, you must understand the reason for this feeling. When people have been told No! so many times about so many of their needs, there is no reason to feel this way.

Achieving short-term goals, even one by one, is better than trying to cover the waterfront and create an expectation of the group which cannot be delivered.

Dr. A. Alphonse Thompson II, associate professor of history and political science at TSU, has recently completed a research project on "The Identification of Black Leaders for the Nashville Black Community and An Assessment of Their Perceived Effectiveness."

In the preface to his paper Dr. Thompson states:

It appears that black leaders have been evaluated against a two-fold standard, their personal advancement and the degree to which they have prompted attainment of the goals sought by rank-and-file residents within the black community.

Regardless of where one stands on the basic questions of who are black leaders against the quality or effectiveness of their leadership, most tend to agree that some criticism is justified. Often, though, these types of assessments are made contrary to the facts.

All too often some of the negative aspects that are associated with black leadership have to do with circumstances beyond their control. It is well-known that white power brokers, through their manipulative schemes, are
often responsible for the fractionalized, disorganized efforts that sometimes characterize black leadership activity.

On the other hand, perhaps it is mere understatement to note that black leaders have often accepted or opted for clinical solutions to problems that are of a structural nature. Public education provides an excellent example. The public schools continue to graduate functionally illiterate black students while emphasis is placed on clinical aspects as a prime solution to the problem. So, while public schools continue to produce the ill-prepared products, compensatory education programs such as Head Start attempt to undo the damage. Black leadership has seldom effectively addressed such issues.

The whole black leadership picture, particularly at local levels, is cloudy. Clearly black leadership at all levels needs to be identified and its performance objectively assessed. Otherwise it will be virtually impossible to provide the type of support that is needed to accomplish the goals sought by the black community. Moreover, such an approach would allow the community to hold its leaders more accountable for their actions and activities in the future.

This particular research grew out of a commitment and sincere concern for the need to improve and support black leadership locally and nationally across the United States. Thus, this research was specifically designed to identify and assess the performance of black leaders for the black community of Nashville in five areas: education, politics, business, religion, and the black lay community.

In the introduction Dr. Thompson states:

At the outset, there is a concern that one should be aware of when assessing black leadership performance based solely upon the criteria of degree of direct benefits provided to the black community.
First, history has proven that participation in conventional activities utilized by white leaders to affect decisions in their favor usually do not work for their black counterparts. Little success seems possible without the recourse to unconventional political activity. Part of the explanation for this state of affairs can be found in a subtle societal racism directed toward blacks. Though discussing another subject one writer recently put it this way:

Like the various other minorities we suffer from conflicting values that have developed in America. But uniquely, blacks, whether descendants of free or slave Negroes, were stigmatized as forever inferior because of ancestry as well as skin pigmentation. Their solitary choice was to learn to act out of apartness that they inevitably felt from the dominant culture. The climate of anxiety and hostility that resulted has undoubtedly diminished but it still remains a traumatic and retarding force in American life.

Secondly the black leadership often receives criticism that is unwarranted given the structure and dynamics of current U.S. power politics. On the question of black leadership in America one writer recently put it this way:

Leadership in this country has had to submit to at least one crucial test of legitimacy. It has had to withstand almost constant attack from those who would question both its judgments and its motives.

This criticism is often not justified and is often the opinion of the ill-informed, the self-serving and the media who should know better.

.....Description of system

.....Many problems lie outside the power of black leaders to do anything about them, i.e., the power elite

Methodology

1. Data gathered by a survey questionnaire.

2. Census tracts were used to assure representation from all areas. 150 addresses thus randomly selected.
3. An academic definition of leadership was developed.* Using this definition 346 names surfaced as leaders in five specific areas - education, religion, business, politics and the lay-community. Only those who received as many as ten mentions were left on the list.

4. Of the 346 named, interviews were arranged with 191, the remaining 155 declined to be interviewed.

---

* "A leader is one, formal or informal, who through exercise and/or influence is able to stimulate people to act integratively toward the achievement of group and/or individual goals, while having a decided impact upon the decision processes within a particular sphere of activity."
### Table 1. Target Group Sizes and Responses

<table>
<thead>
<tr>
<th>Target Group Numbers</th>
<th>Actual Respondent Per Group</th>
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<tbody>
<tr>
<td>99</td>
<td>40</td>
</tr>
<tr>
<td>57</td>
<td>33</td>
</tr>
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<td>54</td>
<td>34</td>
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<td>65</td>
<td>46</td>
</tr>
<tr>
<td>71</td>
<td>38</td>
</tr>
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</table>

**Totals**: 346

**191**

**Findings**

A. Leaders identified were predominantly male

<table>
<thead>
<tr>
<th>No. of females originally</th>
<th>No. of females verified</th>
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<tbody>
<tr>
<td>Business</td>
<td>14 (14%)</td>
</tr>
<tr>
<td>Politics</td>
<td>24 (42%)</td>
</tr>
<tr>
<td>Religion:</td>
<td>1 (2%)</td>
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<tr>
<td>Lay</td>
<td>34 (52%)</td>
</tr>
<tr>
<td>Education</td>
<td>21 (30%)</td>
</tr>
<tr>
<td></td>
<td>94</td>
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B. Thirty-six leaders validated

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<tr>
<td>Education</td>
<td>7</td>
</tr>
<tr>
<td>Politics</td>
<td>10</td>
</tr>
</tbody>
</table>

**Six Women - Thirty Men**
C. Previously had appointed or elected experience

- Political 60%
- Business 22.5%
- Community 26.1%
- Education 21.1%
- Religious 20.6%

D. Question - Do you consider yourself to be a leader?

- Political 75.8%
- Business 55.0%
- Community 45.7%
- Religious 97.1%
- Education 60.5%

E. Intragroup Leadership Strength---

Leadership - Strength was measured within and between the five individual categories.

Religious - These leaders hold quite a bit of power even in non-religious areas. Though only six persons were validated as religious leaders, two people receive as much leadership support for roles in other areas as the individuals in the other four groups. One was validated in four of the five areas.

Political - Ten leaders. Seven political leaders only - two leaders in two areas, one in three

Education - Validated in this area only.
Community - Of the seven persons confirmed as community leaders, five received support for a leadership role exclusively in this area while one person was named in two leadership areas and a third individual was named in three categories.

Business - Rounding out the list, six persons were validated as business leaders, five only in this category with one individual confirmed in two areas.

To further clarify the overall strength of those validated as leaders in the five categories that are the focus of this current investigation, two vote totals were analyzed. First, the total number of votes received by the validated leaders within their primary group was calculated. Study-wide, the six religious leaders received 419 votes, followed by political, education, business, and community with 399, 286, 206, and 116 respectively. When in-group strength was controlled for - by not counting the votes received in primary leadership areas - the six religious leaders still led the field with 107 votes. Leaders from the other primary groups, education, politics, business, and community received 29, 80, 27, and 24, respectively. The number of persons receiving these votes respectively were: 7, 10, 6, and 7. (Please see Table 6)

F. Leadership Competition in the five groups---

(a) Religious - Three of the six religious leaders call the shots for all religious leadership. 10 - 25%

(b) Political - More decentralized. Half received about identical averages. 10 - 20%

(c) Lay - No all powerful leaders. Low percent of support 3.7% to 10.3%.

(d) Business - As in religions, two are dominant head and shoulders over the others.

(e) Education - Similar to business.
G. Selfish Decisions

Black leaders for the black community sometimes make decisions contrary to the community's best interest which favor their selfish aims.

<table>
<thead>
<tr>
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<th>Agree</th>
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<td>29.4</td>
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<tr>
<td>Business</td>
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<tr>
<td>Education</td>
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<td>26.3</td>
</tr>
<tr>
<td>Politics</td>
<td>18.2</td>
<td>27.3</td>
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H. The major goals sought by black leaders are the same ones desired by the black community.

<table>
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<td>12.5</td>
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<td>Politics</td>
<td>12.1</td>
<td>33.3</td>
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I. The major policy goal of black leaders is to prevent membership change.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Strongly Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Politics</td>
<td>18.2</td>
<td>12.1</td>
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</table>
J. Have you ever been elected to office? Do you consider yourself a leader?

<table>
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K. Black leaders promote policies that protect their own selfish interest.

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<th>Agree</th>
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L. Major political goals sought by black leaders are clearly the same as those desired by the black community.

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Table 4 - Bivariate Analysis of the Five Leadership Groupings

<table>
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<tr>
<th>Group Sampled</th>
<th>% of Sample Not Elected or Appointed</th>
<th>% of Sample Elected or Appointed</th>
<th>% of Sample Considering Themselves Leaders</th>
<th>% of Sample Not Considering Themselves Leaders</th>
<th>Total % of That Particular Sample</th>
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* Made invalid response
Summary Sheet

1. Purpose of the study - To examine the black leadership picture for the Nashville black community.

II. Principal Investigator - Dr. A. Alphonse Thompson III
   History and Political Science
   Tennessee State University

III. Methodology

1. Survey of representative cross-section of the community. 150 addresses.

2. Survey of list of leaders obtained (1)

3. Grounded theory approach - used in research not based on prior hypothesis.

   Researcher describes what happens while formulating explanations and conclusions.

4. Uni-variate and bivariate analysis.

IV. Number of leaders validated in five categories - 36

   6 females 30 males

   Business 6
   Education 7
   Community 7
   Religious 6
   Political 10

V. Cross-study support measurement showed - (Shows how many categories leaders were named in)

   Religions 2 3 4 5
   Political 2 1
   Community 2 1
   Business 1 1
   Education 1
VI. Perceived effectiveness of black leadership performance

(a) sizable numbers of those sampled believe that—

(1) the goals being sought by black leaders are not the same as those sought by the black community.

(2) the major policy goal of black leaders is to prevent leadership change.

(3) black leaders make selfish decisions

(4) the real black leaders are not responsible to the black community.

(5) black leaders tend to operate in secret.

VII. Conclusions—

1. Black leadership is more formally organized in religious, political and community categories.

2. The leadership seems to be dominated by a handful of relatively well know, highly visible individuals. The leadership base needs to be broadened. This leads to greater coalition building and complex negotiative activities. This approach would help to keep goal seeking efforts on target and properly supported.
APPENDIX 1
Interfacing with Southern CRD
Program Leaders

Mr. Eddie Wynn
Clemson University

As chairman of the 1862 counterpart committee of the Southern Regional Community Development Committee, I am happy and I know that all my 1862 counterparts are happy that this committee has been put in place at this point. Through the years we have talked about trying to develop some dialogue, and I think that this is probably the best mechanism for providing a liaison between counterpart schools and for working together in better serving our clientele - which, if you stop and think about it, isn't always a different clientele. In some cases it is, but I think that quite often we are serving the same clientele. There is not a clear-cut line. I appreciate this opportunity to talk from the 1862 perspective, and I appreciate the effort of the Southern Rural Development Center; the 1890 planners, administrators and specialists in the community development area; and John Bottum's office in helping to bring about the organization of this meeting.

The previous sessions have been very energizing and stimulating. It has been hard not to interject all that we have been doing over the years from the 1862 perspective and to let your committee develop your own agenda without my influencing you or suggesting some items that may not have been relevant from your perspective. I feel like three different persons all wrapped up in one. I know what is happening around the table. At least I am watching what is happening. I think we all fluctuate in and out of that mold as we address different topics over the course of the
meeting, and it is best to sit back and listen sometimes. So I will congrat-
ulate myself for not going overboard and talking too much and muddying the
water. I think it would have been inappropriate up to this point.

Three things that I would like to touch on and that might be of interest
to you relate to committee functions from the 1862 perspective. One is the
goal relationship or the development of a policy. I wanted to share with
you what the 1862 committees have done through the years. We initially
felt the same need you feel to determine what we were about and what we
were trying to do as a committee. We summarized our function in terms of
four goals that we try to keep in front of us as we try to find out what we
are about. These have been very helpful when we sometimes get off base
or when we bring to our attention that we are not addressing the goals.
By sharing this information, I certainly am not trying to influence any goal
development processes that you might have because it is a different process
altogether that you would need as an 1890 committee. For the Southern
Regional Community Development Committee, however, the overall purpose
as stated in this brochure is to develop and improve CRD programming in
the Southern states. With this mission in mind, the Southern CD committee
has adopted the following goals or guidelines:

* The first goal is to keep abreast of current CRD developments
  by exchanging ideas on emerging problems, current policies and
  organizations, programs, methods, concepts, models, strategies,
  and issues pertinent to CRD programming in the South and in the
  nation. We have listed activities under that goal.

* The second goal is to plan, implement and contribute to extension
  CRD at county, state, regional and national levels.
* Our third goal is to continue to improve relationships with all levels of extension administrative personnel and with other extension program and subject-matter personnel to achieve more cooperative educational efforts.

So you see, we have couched our mission and goal in fairly broad terms, yet terms concise enough to give us a rudder to stay on course as best we can when we deliberate as a committee.

Let me qualify what I mean by "ours" because I feel that I am a part of this group as Mort pointed out yesterday in the non-introduction at the banquet. I do feel a part of this group. I have had prior association with over two-thirds of the people in this room. I try to say to myself, "Where am I now?" Right now I am wearing my 1862 committee hat.

The second thing that I would like to mention to you is what our committee has in the way of a structure. We carry out our work through subcommittees, and we determine those subcommittees by identifying current trends and situations. One of our subcommittees is the Clergy Subcommittee headed by Dave Ruesink at Texas A&M. We also have a Constituency Building Subcommittee which might prickle your interest. Who is the constituency of the CRD? Quite often in other program areas or at administrative levels that term identifies the clientele group that will speak up for resource allocations, appropriations and funding for activities. That subcommittee is looking at constituency building and what we can do about it. Another subcommittee is concerned with accountability, a topic which goes along with evaluation and getting something back for the bucks that are put into this particular program area of community development or community and resource development. How can we be more accountable for the dollars
that go into our program?

The most recently established subcommittee is one in the area of land and water resources. I am the chairman. My background might interest you. My bachelor's degree is in Architecture and my master's degree is in city and regional planning. I don't have a Ph.D. I came from the nontraditional form or mold of extension yet it is very appropriate. When I was offered this position with extension and found out what CRD is all about, I felt that it was a natural for me. I thought that it was to the credit of extension that they saw a need in this area at that time. This subcommittee has only been established about six months. We are not addressing the black land loss issue per se. We are talking about conservation, planning, zoning, allocation, and capacity building. They are all tied together and this committee felt that there was an interface there. I personally do have an interest in the black land loss issue, and I am sure that it would surface in this committee anyway. It is nice to have that brought to the forefront here. As mentioned earlier, water seems to be the coming issue that we will be looking at throughout the nation from a variety of perspectives as well as through workshops and materials such as those you received yesterday. So we hope to determine what extension can do in these areas of land and water in terms of educational programs that fit into the extension mold. Our last subcommittee is the Training Subcommittee which identifies training needs of specialists. This crosses the line of the traditional 1890-1962 dichotomy in terms of having had 1890 specialists participating over the years in this training effort. Right now we are engaged in the triannual training development for CRD specialists in the Southern region, and the program has been finalized. My purpose for mentioning this is
to begin to drum up your interest in this training and to let you know that I think it is pertinent to much of what I have heard you discuss yesterday and this morning. I would like to review the proposed training program review with you.
PROPOSED SRGRD TRAINING PROGRAM
October 1983

THEME: PERSPECTIVES, PROGRAMS AND PARTNERS

Monday Afternoon

4:00-6:00 PM  Registration
6:30-7:30 PM  Get Acquainted Time
7:30 PM  Dinner on Your Own

Tuesday Morning

Objective: Parameters for CRD in the 80's

8:00-9:00 AM  Registration
9:00-9:15 PM  Welcome, Introductions and Purpose - Bob Soileau, LSU Cooperative Extension Service
9:15-9:45 AM  CRD's Responsibility to Extension - Dr. Talmadge C. DuVall, University of Georgia, Cooperative Extension Service
9:45-10:30 AM  Key Note Address - speaker to be named
10:30-11:00  BREAK
11:00-11:45 AM  Orientation to workshop sessions. Each workshop leader will give an overview of the major emphasis in his workshop.
11:45-1:00 PM  LUNCH

Tuesday Afternoon

Objective: Skills and Content for CRD

The five workshops listed in your program will run concurrently from 1:00 PM to 4:30 PM. These workshops are designed as intensive interaction periods where learning will take place. We plan for each participant to come away with useful "hands on" material that can be readily adapted to their state situation. Each state will decide which workshops their representatives will attend.

1:00-4:30 PM  I. ELECTRONIC TECHNOLOGY

Topics:

1. The role and responsibility of the Southern Regional Computer Coordinating Center - pending.
2. Learning to use a computer (The practical mechanics)

3. The application and use of CD Soft-ware:
   a. Budgeting for local government decisions
   b. Routing programs for school buses, garbage trucks, etc.
   c. Data management (record keeping)
   d. Community impact analyses

4. Directions for future electronic technology applications

   Proposed Faculty – Mike Woods, Chairman, Texas;
   Mary Ball, Mississippi
   Mike Wise, South Carolina
   Billy Emmert, Arkansas
   Jim Land, Louisiana
   Al Tinsley, South Carolina

1:00-4:30 PM  II. SMALL BUSINESS MANAGEMENT IN RURAL AREAS

   Topics:

   1. Video tape on developing business management programs

   2. Strategies for reaching small business audiences

   3. Components of management
      a. Financial analysis and planning
      b. Cash flow management
      c. Profit and loss projection
      d. Marketing
      e. Personnel management
      f. Feasibility analysis
      g. Taxes and regulations
      h. Accounting and reporting
      i. Time management

   4. Business management and economic development – interface

   Proposed Faculty – Dennis Fisher, Chairman, Texas
   Randy Williams, Georgia
   Jim Nelson, Oklahoma
   Charles Tillman, Mississippi

1:00-4:30 PM  III. COPING WITH COMMUNITY GROWTH AND DECLINE

   Topics:

   1. Measurement and projection of community change.
1. Models and approaches - What they are and what they can do for your community
   b. How to adapt them for use in your state

2. Evaluating the adequacy of community facilities and services
   a. Inventory of community facilities as measured by established guidelines
   b. Community assessment approaches (public opinion survey)

3. Planning to meet specific community needs
   a. Land use, zoning, permits, and subdivision regulations
   b. Facilities and services needs:
      1) Health
      2) Solid waste
      3) Water
      4) Fire
      5) Recreation
      6) Energy etc.

Proposed Faculty - Gerald Doekson, Chairman, Oklahoma
                 Steve Murray, Mississippi
                 John Gordon, Florida
                 Bob Chapin, Mississippi
                 Mike Larber, Alabama
                 Paxton Marshall, Virginia

1:00-4:30 PM    IV. MANAGEMENT OF LOCAL GOVERNMENT

Topics:

1. Effective organization for efficient management

2. Practical management
   a. Planning, developing and administrating budgets
   b. Analyzing and allocating revenue needs
      1) Taxes
      2) Fees
      3) Permits
      4) Fines
      5) Utility rates
      6) User fees
      7) Review sharing, bonds, grants and endowments
   c. Accounting, payroll and billing
   d. Property inventory
   e. Management of idle funds

3. Innovative approaches to financing public facilities and services

Proposed Faculty - Don Lacey, Chairman,
                   Larry Graves, Mississippi
                   Ken Pagans, Texas
                   To be Annouced, Tennessee
                   Pam Bryan, Arkansas
1:00-4:30 PM  V. RURAL COMMUNITY AND AGRICULTURAL CRIME

Topics:
1. Organizing a rural crime coalition:
   a. At the state level
   b. At the local level
2. Educational programs for crime prevention
   a. Home and business security - locks and alarm systems
   b. Farm equipment, product and supply security
   c. Marine security
   d. Personal security
   e. Vandalism
   f. Fraud and Con-games
   g. Business crimes - shoplifting, pilferage, armed robbery, etc.
   h. Industrial and construction security
   i. Crime against the elderly
3. Neighborhood community crime watch programs

Proposed Faculty - Doug McAlister, Chairman, Virginia
Keith Carter, Florida
Fred Cross, Texas
Joe Hoskins, Georgia
Joe Donnermeyer & Howard Phillips, Ohio State

Wednesday

8:30-8:45 AM Announcements and Questions
8:45-11:45 AM The Five Workshops listed in your program will continue from yesterday and will run concurrently
11:45 AM-1:00 PM LUNCH
1:00-4:30 PM Continuation of the Five Workshops

Thursday

Objective: Generating collaborative efforts

8:30-10:30 AM VI. PANEL - PARTNERS IN COMMUNITY DEVELOPMENT

Support from our federal partner - Dr. John Bottum, Assistant Deputy Director, Community & Rural Development
Support from our regional partner - Dr. Bill Linder, SRDC Director
Agriculture/CRD program opportunities - Dr. George Hyatt, Director, Retired UNES

Home Economics/CRD program opportunities - Dr. Doris Tichenor, University of Kentucky

4-H/CRD program opportunities - speaker to be announced

10:30 AM

The Permanent In The Changing - Dr. Jim Hildreth, Managing Director of the Farm Foundation

(The idea here is that times, population, technology etc., change, but the community remains. For that reason Extension cannot be overly caught up in the changes to the neglect of communities.)
1. I felt the strong points of the workshop were:

--All of the participants performed very well. Opportunity for individual participation was excellent.

--Substantive material (topics) discussed; expertise of speakers and participation.

--The sharing of program ideas in formal and informal sessions. The identification of and ranking of program thrusts and issues for the 80s.

Presentation made by Dr. Pinnock
Interfacing with USDA - John Bottum and Southern Rural Development Center - Bill Linder.

--The interaction between the various participants
The organization of the workshop
The appropriateness of the main topics

--Presentation by various presenters from the 1890 institutions.
Dr. Pinnock address to the CRD leaders

--Exchange of ideas, information and fellowship

--Sharing of ideas, freedom to discuss ideas. Knowledge of what other 1890 universities are doing. Very outstanding keynote banquet speaker. Excellent overall presentations. General interest of the entire group. Identification of future project possibilities and the expectation of cooperation between universities.

--Leadership development
1890 CRD program efforts reports
CRD involvement in small farm program issues -- land loss
Address by guest speaker - Dr. T.J. Pinnock
Southern Rural Development Center - focus and impact
Identification and working with minority community leaders
New Federalism programs

--Having the CRD staff from the Southern region come together and share their specific programs. As a result, insights to possible cooperative efforts. Idea sharing. In my opinion Dr. T.J. Pinnock's presentation was most appropriate. Additionally, being able to set CRD priorities for future efforts for the Southern region should do much toward legitimizing 1890 CRD initiatives.
--Learning more about CRD programs in other states
Meeting other CRD professionals from 1890 institutions
Finding out what others considered priorities
Discussion of multi-state projects which might gain 1890 institutions
more national visibility
Meeting and hearing Dr. Pinnock
Meeting with other leaders, i.e., Federal USDA-CRD and 1890 admin-
istrators

--1890 CRD staff having the opportunity to share program ideas and pro-
gram involvement
Adopting an 1890 mission statement developing a priority list of regional
programs to be developed.
1890 CRD staff having the opportunity to interface with one another and
other resource persons.

--An opportunity for the 1890 CRD specialist to:
1. Know each other
2. Organize
3. Share program ideas
4. Unlimited opportunities for program strengthening

2. I felt the areas where the workshop or future workshops could be improved
were:

--Black land loss and all of its implications
Development of computer skills

--More time allocations for discussion and questions (at least)

--I believe improvement on establishing at the beginning of the workshop
and each of its segments the objectives and goals of each and the
mechanics to be used to obtain them.
Enforce time limits on state reports.

--Give more time for sharing of program ideas. Bring more "how to"
(procedures) to identify the needs, involve the people, develop the
the program, evaluate, etc.

--In areas discussed ruring the roundtable discussion of prioritizing
issues
Training of CRD leaders in specific areas of interes to his clientele

--Limiting discussion topics
Presentation of position papers
Having some working sessions to arrive at necessary outcomes
By involving more outside resource persons to discuss high priority issues related to CRD problems. Allow more open discussions during roundtable discussions. Speakers should have more visuals to show hard facts relating to subject being discussed.

Have 100 percent participation

When possible have short conferences like this at an airport motel/hotel. Suggest we piggy-back on another CRD meeting in the future to stretch scarce travel funds, i.e., with the CD Society meeting. Those of us who attended need to encourage those who did not attend. Those who attended should be encouraged to share the transcripts of the meetings with others.

Each CRD specialist present a case study (of their involvement) in their respective state exemplifying one area in the major program thrust. Conference should allow for professional development type session to be held, or "How to" in CRD.

More materials sharing and visuals
Selection of a central theme; develop it and perhaps a subtheme

3. I felt the facilities were:

Of the persons completing evaluation forms, 100 percent of the participants rated the conference as excellent with these comments:

More women should be involved
This was the best location possible, facilities were superb.
I certainly hope these kinds of workshops can be continued on an annual basis.
I think it might have been fruitful to have scheduled lunch together for such a small group wherein more uninstructed discussion might have occurred.
Hotel staff made every effort to make our stay a success.
Enjoyed it - should have happened several years ago.
The SRDC is one of four regional rural development centers in the nation. It coordinates cooperation between the Research (Experiment Station) and Extension (Cooperative Extension Service) staffs at land-grant institutions in the South to provide technical consultation, research, training, and evaluation services for rural development. This publication is one of several published by the Center on various needs, program thrusts, and research efforts in rural development. For more information about SRDC activities and publications, write to the Director.

Southern Rural Development Center
Box 5406
Mississippi State, MS 39762

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