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SPRING ’78 VOL. 2 NO.1
Taking Computers to Communities: New Developments in the South

By Ms. Carol Chapman
Research Associate
and
Dr. Craig Infinger
Extension Specialist in Rural Development
Department of Agricultural Economics
University of Kentucky

Once the domain of large corporations and research laboratories, the computer is now coming to the farm and rural community. In many states farmers, local leaders, and rural citizens can use a computer to:

- analyze a family’s budget
- search for Federal funding avenues for rural development projects
- evaluate investments in farm machinery, automobiles, or homes
- formulate a least-cost dairy ration
- estimate home insulation needs
- track down population data and other demographic information.

The Computer Solution

All this is being made possible by the rapid development of new computer technology. Several new developments now permit a farmer or other rural resident from the privacy of his own home to connect with a large computer, even though the computer may be miles away. A portable computer terminal, equipped with a screen and a mouse, can be connected to a large computer through telephone lines making this possible.

The terminal-to-telephone-computer connection is backed by professional Extension specialists and agricultural researchers. In almost every state in the South, but notably Kentucky and Virginia, new applications and programs are being developed to bring computer assistance to rural people. Examples include Speedy Sched, a family budget program used in Kentucky, Virginia, and South Carolina; the Kentucky Grain Drying routines; the College program, which provides cost estimates for attendance at Virginia and South Carolina colleges; or Plan, a financial business analysis program available in Virginia.

Bringing It All Together

This rapid expansion of computerized programs available to rural communities was the focus of a recent conference, Taking Computers to the Community: Prospects and Perspectives. Ninety-five participants representing 20 states and nine agricultural and social disciplines attended the two-day meeting in Louisville, Kentucky. This diverse group had a common interest in the development and expansion of rural community information systems.

Several computerized information systems are available on a national basis. A survey of land-grant universities reported information-system activity in several states. The newly developed FAP12S system, available nationwide through the land-grant universities, provides information on Federal program assistance available to communities.

Twelve states have developed information systems covering agriculture; farm management; and social, economic, environmental, and land use topics. Kentucky, South Carolina, and Virginia represent the Southern Region with a variety of projects.

Computerized information systems are heralded as cures for data-related problems in rural areas. Lack of information, poor information access, and lack of data handling expertise complicate local rural development efforts. When developed carefully and maintained with recent data, a computerized system can supply frequently needed data that would otherwise be difficult to obtain. A computerized system, when coupled with a strong educational effort, can transform a mass of meaningless numbers into useful information. Rapid delivery can also be offered through the use of remote computer terminals.

The Kentucky Project

To bolster the delivery of computerized assistance to rural Kentuckians, the Cooperative Extension Service and the Departments of Agricultural Economics and Rural Sociology have initiated a pilot computerized information retrieval system, the Development Information System for Kentucky (DISK).

At DISK, providing to local government officials, decision makers, planners, and Extension personnel with community information required for planning, development, and management, DISK is being tested in two pilot Extension areas covering 16 counties.

DISK is organized around the following subject areas:
- Transportation and Communication
- Industry and Commerce
- Health
- Employment
- Government
- Land Use
- Housing
- Income
- Education
- Population
- Agriculture
- Farm Management
- Natural Resources and Environment
- Recreation

Each subject area contains three types of information:

- (1) tables and charts,
- (2) variables, and
- (3) packaged programs.

The first category summarizes the data in tables and charts. For example, a table for the population subject area might include time-series data for population totals with urban and rural classifications.

The second type of information allows an individual to choose one or more variables for independent analysis. For example, should a user want to look at 1970 population totals, printing an entire summary table would not be necessary.

In this second section, the user could choose any variables he wished to see.

The last category contains packaged programs, detailed analyses, projections, and simulation models. An age-cohort survival program or population projection could be included in this section for the population subject area. The application programs will be designed to meet expressed needs of DISK users and will be included for each subject area.

Programs from other states will also be available through DISK.

The DISK Project

Considerable effort has been made to include local people in the development of DISK. County Extension staffs and interested local citizens have been interviewed to assess their data needs and desires. These interviews have produced great enthusiasm for the system. The interest demonstrated at these local meetings has been encouraging and emphasizes the importance of developing a project responsive to local needs.

Suggestions have helped to prioritize the 13 subject areas. Population, employment, health, and agriculture are being developed first. The list of programs, issues, and interests that has resulted from the county meetings illustrates the growing sophistication of rural service delivery. Emergency medical services, water supply and sewer facilities, land use planning, crime prevention, housing, and industrial development are common issues mentioned by Extension personnel and local leaders alike. These issues arise in a time of growing rural population and heightening expectations of rural residents.

As DISK becomes fully implemented, each Extension area will have a remote computer terminal for local use and a toll-free telephone number to provide the service. A central, on-campus computer will be linked with a central, on-campus computer. Training sessions on use of terminals, available information, and possible information uses are scheduled for the coming months.

The Future

Eventually DISK should be available to all areas of Kentucky. After the pilot testing period, alterations, and evaluation have been completed, DISK will become a part of a proposed large Kentucky computer network, the Agricultural Network System for Education and Research (ANSER). ANSER will include a complete computer terminal system and three regional computing centers. This system will provide efficient access to computer services for all 120 Kentucky counties.

The eventual applications of computers to daily Extension activities are limited only by one’s imagination. Scheduling of meetings, activities, and agents can be done through a terminal system with revisions accomplished in seconds. A bibliography of publications by subject areas can be produced with a feature for ordering such materials. Accounting and reporting can be submitted through the terminal eliminating endless forms. Extension programs and projects can be supported by using individualized analysis. The family budget, dairy rations, and home insulation programs are existing examples of these analyses. Future programs could include landscaping and house plans, soil conservation planning, estimating costs and benefits of new industry, or career planning. Rural communities will greatly benefit from the availability of computerized information retrieval and technical analyses as budget and personnel constraints are overcome.

*Inquiries about the conference proceedings should be directed to DISK, Department of Agricultural Economics, 314 Ag Science Center, South, University of Kentucky, Lexington, Kentucky 40506.
Train the Trainer ...
for Rural Development Leadership

Available for regional and national distribution now—complete packets of materials to train the trainer in rural development. Tested before production and used recently in an intensive 3-day regional workshop, the materials have been readied by the Southern Rural Development Center's Project Development Network.

A number of packets, containing all materials needed for training groups of 25, are now available from the SRDC.

Focus

The idea behind the project is to provide not only the facts and activities needed to begin and follow through with a rural development project but also guidance for teachers through several lesson plans. The students will in turn train others as the training effort reaches down to rural communities.

The Rural Development Service of the U. S. Department of Agriculture provided a grant for development of these materials. In order to pull together content and packaging ideas from professional people in various rural development fields, the SRDC in 1976 launched its Project Development Network. The Network is composed of 20 representatives from the land-grant universities, Federal agencies, and other rural-development-related firms and agencies. (See box below for a list of members.)

The Network met three times in 1976-1977 to outline training goals, to suggest a structure for the text, and to augment basic materials with learning aids and suggested references. After Bob Pittman of the Mississippi Economic Council prepared a draft of the text, Network members reviewed and edited it. From the first the Network proposed a complete packet of training materials in one unit—including texts, teacher's guide, in-service training aids. An RDS development grant made this possible.

Six Steps

Using the package as a course, the leader can take his class of potential teachers through a six-step process for rural development action.

1. Understanding Rural Development

A review of the basic facts and figures—"What defines a rural area?"—Seeking a broader definition of "community." Guiding principles of scale, scope, access. "People" principles. Leadership. How a community that loses interest in setting achievement goals may die.

2. Defining Community Problems and Setting Priorities

Moving into action—how does a community identify its current problems and set priorities for solving these problems? Grading the community. Introduction to the consensus process. Gathering information.

3. Finding the Best Approaches

This really means—"how do we get it done?" Selecting the best approach with practice in practical application. Principles of general agreement, persuasion, context. Pulling together.

4. Locating Resources

A practical guide—where can manpower, money, and materials be found for rural development projects? Sources of program information: professional organizations, universities, and governmental agencies. Adapting materials within the community and using people within the community. Securing money through donations; loans; taxes, charges, and bonds; grants. A guide to grassrootsism.

5. Developing and Implementing Action Programs

Now it's time to get started. Elements of an action plan: inform the people, gain support, gather resources. Hints on managing a rural development project.

6. Evaluation

Not just a looking-back activity, evaluation can be built into the project as it progresses. Answering the questions: "Does what you did do what you thought it would do?" and "What else happened?" Techniques of evaluation.

Each one of the six components includes at least one worksheet, "relating rural development to your community." The worksheet serves as a review and offers thought and discussion questions leading into the next topic's concerns.

How To Do It

Jay Chance, Program Analyst of the SRDC, has served as Coordinator of the Project Development Network. "We wanted to offer a step-by-step approach to problem solving," he says. "It isn't necessary that a group use all component; taken in its entirety, this package of manuals can help to make a difference when groups use it to help solve the problems of their rural communities."

Starting with an idea of community needs, a desire to meet them, and creation of a problem solving project, the packet tries to offer something for everyone—the thinker, the analyzer, and especially the doer. If a teacher were to take the materials to the local level, a group might be interested in starting, say, at Component 3, because they had already selected a rural development project for their area. The remaining components would thus help in finding and allocating resources to get the project underway.

Teacher's Guide

The packet's teacher's guide presents two approaches to teaching each component—a lecture style or "basic presentation" and a more flexible "experience and discovery format" which recommends field trips, guest lecturers, and class game-style exercises. The guide also gives trainers suggestions on publicity methods and group discussion techniques and provides a checklist of needed facilities and supplies.

Because the packet's purpose is "to train the trainer," it is hoped that many of those taking the course will themselves become group leaders. Their experience with the varied approaches of the teacher's guide lays the foundation for them to do their own teaching in a style most suited to the needs of the group they will, in turn, lead...on down to the level of local people participating in rural development projects.

Learning Aids

The package comes with a learning aid provided for each component except one for which a film rental is recommended:

- "Understanding Rural Development"—a slide/tape presentation to highlight the main points in Component 1.
- "Defining Community Problems and Setting Priorities"—a tightly-structured "brainstorming" game in which participants determine their number one priority problem to be solved.
- "Locating Resources"—drawings with narration for an overhead-cell presentation reviewing the main sources of program and research information and assistance for projects.
- "Developing and Implementing Action Programs"—wall chart for organizing the group for action, assigning responsibilities and setting achievement timetable.

Workshops conveys take part in a simulated problem-solving approach outlined in "train the trainer" packets.

William Bonner, University of Arkansas, and Elizabeth Ledewitz, Volusia County, Florida, exchange workshop ideas.

- "Personal Growth in Rural Development"—a self evaluation for participants in which they can gauge their own contributions to community well being.

Protests

The training packet was tested in six different states before its final printing and distribution. Six special subnetwork teams actually used the materials to gain firsthand evaluation. Based on these tests, appropriate changes were made.

One of the test sites was in Tippah County, Mississippi, where about 85 citizens met in November with County Agent Ray Sarton and a group from the Project Development Network to go through the problem-identification lesson plan. After viewing the slide/tape presentation, the group split into halves, each using a different lesson plan. Dr. Ray Solie, community development specialist with the Mississippi Cooperative Extension Service, used the lesson plan that summarized individual ratings to find the five most critical problems. These, in turn, were boiled down to two. Chance led the other half of the group through the brainstorming game to identify the community's major needs. "Without proper guidance in developing grass-roots leadership," said Sarton,
committee or some other group were using the materials, the sessions would be spread out over more time.

"This intense experience with the training packet certainly put us through our paces quickly," said one of the participants. "But, I feel that we have come out of this meeting with a good feel for the purpose and the materials' many applications. I look forward to using these myself."

Available for Groups
The complete packet of training materials is available now from the SRDC; the cost is $50 (including the slide presentation and other learning aids), $25 to state Extension personnel. Each package contains enough materials for a group of 25. Additional copies of all printed items may be ordered at a small cost.

For more information about scheduling the workshop or obtaining training packets, please contact the SRDC Director, William W. Linder, in March. The very first use and distribution of the packets were made at a train-the-trainers workshop held at the Southern Center in the middle of that month.

Research and Extension personnel from the region participated in a 3-day meeting which introduced the materials to rural development professionals and demonstrated the variety of lesson plans.

The workshop packed all 9 hours of instruction in the course into just 2 days. Logically, if a rural development com-

Project Designers
William S. Bonner, University of Arkansas
Lamond Godwin, National Rural Center, Atlanta, Georgia
Robert Harbison, Cullman, Alabama
Jerry Kmentt, Rural Development Service, USDA
Elizabeth Ledewitz, Volusia County, Florida
John R. Leslie, National Area Development Institute, Rockport, Texas
William W. Linder, Southern Rural Development Center, Bethesda, Maryland
Timothy F. Maund, Central Savannah River Area Planning and Development Commission, Georgia
Warren McCord, Auburn University
Ed Moe, Cooperative State Research Service, USDA
Bob Pittman, Mississippi Economic Commission, Jackson, Mississippi
Mel Scurluck, Leadership Development Program, Atlanta, Georgia
Harvey W. Shelton, Virginia Polytechnic Institute
C. R. Solla, Mississippi State University
John Snyder, Rural Development Service, USDA
Howard Tankersley, Extension Service, USDA
Maurice Valand, North Carolina State University
J. B. Williams, University of Arkansas

How and Why Local Governments Spend for Community Services
By Dr. Dennis K. Smith
Assistant Professor
Department of Agricultural Economics
University of West Virginia

This decade has seen a dramatic shift in rural growth patterns. Recent measurements show that small town, rural America is shifting in population density and that the majority of America's population is now living in more urbanized areas.

But note also that Danville's increase in population has not been as great as one might expect. The city area has been growing, but not at the same rate as the county. This is because the county has been growing more slowly than the city.

The pattern of total expenditures, then, reflects not only the growth of the city and population and the concurrent need for more and better community services but also the base level of spending already reached in some more stable or urbanized areas.

Per Capita Expenditures
Looking at per capita expenditures reveals more than overall patterns of growth. In 1967, per capita spending in the District averaged $34 per capita. By 1975, per capita spending in the District averaged $113 per capita. This increase was due to a combination of factors, including population growth and an increase in the number of people living in the District.

The increase in per capita spending was not spread evenly throughout the District. The highest increase occurred in the city of Danville, where per capita spending increased by 360 percent. In the rural areas, per capita spending increased by 240 percent.

The District's per capita spending increased by 240 percent in Danville and 160 percent in the rural areas. This increase was due to a combination of factors, including population growth and an increase in the number of people living in the District. The increase in per capita spending was not spread evenly throughout the District. The highest increase occurred in the city of Danville, where per capita spending increased by 360 percent. In the rural areas, per capita spending increased by 240 percent.

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Where Does the Money Go?
From the breakdown obtained in our study, these were the services for which local governments spent tax dollars:

- education
- debt interest
- public welfare
- corrections
- highways
- capital outlays
- police protection
- libraries
- sanitation
- parks and recreation
- fire protection
- sewerage
- housing and urban renewal
- hospitals and health services
- natural resources conservation
- financial administration and general control

Education accounted for about 60 percent of total expenditures, followed by public welfare, police protection,
Rising Expenses
Rising expenditures for community services can thus be associated with rising population, with higher input prices, and with rising demands. The District's total population increased by 22,000 in the study period. The kinds and nature of community services local governments offered have changed considerably—many cases they have had to. But with inflation, the local governments studied may be spending more but not necessarily getting that much more for each dollar spent. A large percentage of these increases went for rising input prices.

Summary: Shifts in Expenditures
Although the proportion of spending devoted to education declined for all counties and cities of the WPPD (except Danville) during 1967-1972, education still is the highest yearly budget item. However, public welfare, police protection, and sewerage expenditures showed large percentage increases for all jurisdictions. In terms of 1967-1972 percentage composition shifts, there has been a marked trend in the county expenditures toward providing the fuller mix of community services characteristic of the cities. These figures indicate rural areas need and are getting a greater level and variety of services.

Implications and Questions
But it is intriguing to ask, At what threshold level does a largely rural area change or grow enough to demand more and/or better community services? How can we identify the point at which provision of services becomes crucial? These questions open up the large unknown of how increasing or not increasing spending can influence the development of a rapidly changing rural area. If taxpayers are reluctant to "pay the freight," burgeoning rural areas may find themselves withering instead of growing.

### Changes in Total Community Service Expenditures

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<th>Henry</th>
<th>Patrick</th>
<th>Pittsburgh</th>
<th>Damascus</th>
<th>Mardinville</th>
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<td>1766</td>
<td>880</td>
<td>2762</td>
<td>8113</td>
<td>2160</td>
<td>16894</td>
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<td>Change 1967-1972</td>
<td>9023</td>
<td>8841</td>
<td>2622</td>
<td>9088</td>
<td>9333</td>
<td>5587</td>
<td>42004</td>
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<td>Percent Change 1967-1972</td>
<td>504.94%</td>
<td>500.62%</td>
<td>299.08%</td>
<td>326.67%</td>
<td>122.43%</td>
<td>256.28%</td>
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<td>48.17</td>
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<td>196.63</td>
<td>153.77</td>
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<td>317.44%</td>
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</tbody>
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*West Pascian Planning District


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### People and Jobs for Gadsden County:

#### Local Initiative and Cooperation for Development

Gadsden County is located in Florida's central panhandle. It borders Georgia on the north, and Ouincy, the county seat, is only 20 minutes northwest of Tallahassee. Despite its proximity to the state capital, however, it is among the poorest counties in the state. Of the 38,184 people who lived in the county in 1970, about one-third lived on a family income that was below poverty level. Since 1970, the income and employment situation has deteriorated. A primary factor contributing to this depressed economy is the decline in the shade tobacco industry. Shade tobacco, used for wrappers in manufacturing cigars, has been the victim of change in consumer demand, technological substitution, and foreign importation, all resulting in a domestic production decline. In 1985 Gadsden County and vicinity had 6,270 acres of shade tobacco under production, providing work for 18,000 people. By 1975 this had declined to 1,110 acres and
Community Education: Conceptual and Regional Aspects

By Dr. Michael N. Kaplan
Associate Director
Mid-Atlantic Center for Community Education
University of Virginia

Community education began in the 1930’s as a response by public schools to citizens’ needs in many local communities. As a school as an institution became a focus of community activity, it developed and initiated educational programs that broadened considerably the age range of learners. Adult, vocational, and agricultural education served both school age youngers and adults. The schools often coordinated a variety of civic and social services, sponsoring public forums, covered dish dinners, and community centers.

This trend continued through World War II, but then diminished, largely because schools began to direct their resources exclusively toward school age youth. Also after World War II, an economic upturn coupled with growing social and geographic mobility hastened the decline of the 1930’s style of community education. In his classic Future Shock, Alvin Toffler describes the difficulties that face people and institutions in society, difficulties brought about because of continual technological changes. He suggests further that, like people, institutions must “cope” by reassessing goals, roles, and directions for a future that is always changing.

Observations of the American social setting have been noting recently a recurring surge in community education experiments, particularly ones that have been planned as part of the existing human service delivery in a school system or community. Of special interest are the community education activities in several areas of the state and South and the Southeastern United States.

Community Education Centers

The rapid growth of community education is due primarily to two recent developments. First, the C. S. Mott Foundation, a trustor of earlier, pioneering efforts in community education in Flint, Michigan, expanded its support to include the funding of community education development centers throughout the country. The Foundation, beginning in 1963, divided the United States into 15 geographical regions, creating centers for community education development. A major goal of many regional centers has been to establish a supporting structure of affiliated centers within each service region. Generally, these affiliated centers are at colleges and universities, but recently an attempt has been made to open several at state department of education levels. Every state is now served by more than 80 community education development centers.

Centers of community education development are generally staffed by one or more individuals who engage in: administrating the activities of the centers; planning, directing and evaluating the services of the center; and implementing academic and degree programs at centers located in higher education institutions. The centers offer the following services to school systems, agencies, and communities:

1. Consultant assistance for community interests in understanding community education;
2. Training for community education personnel including workshops, in-service and pre-service programs, awareness conferences, institutes, and academic programs;
3. Direct technical assistance to facilitate the exploration, planning, and implementation phases of community education development;
4. Assistance in evaluating the effectiveness of community education programs.

Readers of this journal should note that community education centers are active in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. Strong community education programs are flourishing in rural areas of many of these states. For example, in Hurry County, South Carolina, with school board support and a small grant from the National Community Schools Act, a
Community education program is now available to people throughout the county. Extended day activities for children and youth, nutrition programs, adult basic education, and leisure services are available for all age groups. In Wilkes, North Carolina, a partnership has developed between the public schools and the local community college which has resulted in a wide assortment of youth and adult services available at school sites throughout the county. In Roanoke County, Virginia, an active recreation department, working closely with the local schools, has been able to initiate and maintain a broadly based program of community services.

Cooperative Extension

Of particular interest to community education planners and program developers in rural areas have been the support and involvement of the Cooperative Extension Service. Community education is a concept that stresses the identification of local community needs and the locating of appropriate resources to meet those needs. Extension agents have provided leadership in a host of rural community education programs. They have conducted programs in community gardening, nutrition, homemaking, and food processing to name just a few. Furthermore, Extension agents trained in community resource development have assisted local groups in forming community councils. Their skills in leadership identification and group processes are invaluable.

In 1974, the Cooperative Extension Program for Community Education was initiated at Virginia Polytechnic Institute and State University, Blacksburg. Under the direction of Dr. Steve R. Parsons, the concept of linking Extension more closely with community education development has grown both regionally and nationally. A national conference in November 1977 attracted Extension personnel to Virginia Tech from many parts of the country.1

Americans' Rural Concerns

Rural America is undergoing tremendous change. In 1977 alone, more than 500,000 persons left their farms. Crime in rural areas is on the rise. Its increase is due in large part to interstate highways and CB communication systems. Low income and poverty remain in many of our rural states. Poor health care and medical services drive many people to the small cities and larger urban areas of America.

Another curious phenomenon is operating, however. Even though large numbers of people are leaving rural areas, another and opposite migration is occurring. People are leaving the city, heading toward the country. For many Americans, there remains a fascination with the rural environment. This in and out migration has left many rural communities rather unstable. Once flourishing little communities have gone under economically. Consolidation of school systems has destroyed the sense of local community which a neighborhood or small town school can create.

Community education is a concept that many rural as well as urban communities are exploring. Its basic tenets emphasize principles which have always been attractive to Americans. In these times of economic and social concern, community education indeed offers a framework for positive human and community development.

The Community Education Concept

Community education, like most fields, has its conceptualizers and writers. These individuals have provided us with descriptions of the community education concept. For the purposes of this article, the author concurs with Minezy and Lattie who give this definition:

Community Education is a philosophical concept which serves the entire community by providing for all of its community members in an effort to develop a positive sense of community, improve community living, and direct the community process toward the end of self-actualization.2

Such an effort requires the inclusion of a broad variety of community agencies, organizations, and individuals. Although community education has been traditionally based in public schools, it is not exclusively a school function. Any school that tries by itself to provide for all the social, economic, and educational needs of an entire community faces an impossible task. Furthermore, claiming that a school that embraces the community education concept could single handedly create or revitalize a sense of community among the people in its attendance area would be an overstatement of the institution's power.

Community education's success depends on a dynamic school, extensive interagency cooperation, and effective community development. Agencies cannot alone create or maintain community; schools cannot do it; only people can do it.

In rural communities, there is a critical need for creative and effective resource use. The school facility could be part of an overall effort to coordinate the service delivery function of existing community agencies. The lessons of the last energy crisis in the early 1970s should serve as a reminder of how dependent we are on the automobile. Car pools were formed at many rural community schools to insure a means of program participation.

Let me discuss in greater detail the community education concept. The six basic thrusts that need emphasis are represented in Figure 1.

1. Facilities

The physical facilities in every community represent a tremendous investment. Using the facilities to provide programs and services for people is crucial, particularly in view of rising construction costs. The present energy crisis should challenge planners and administrators in designing energy saving use patterns, and it should encourage communities to utilize as fully as possible facilities that currently exist.

In many communities old school buildings are being recycled into community service centers which house agencies or provide space to other agencies. In Arlington, Virginia, the Thomas Jefferson Center combines a junior high school and a recreation center, jointly managed, financed, and administered by the schools and the recreation department.

2. All Age Groups

Educating and learning are lifelong processes. Human services have the potential to become more integrative, focusing on changing individual life cycles. As people grow, their needs change accordingly. The community education planner recognizes the importance of changing life needs. Through ongoing community needs assessment, the planner attempts to help provide appropriate programs and services to meet the changing range of human needs. Thus, it is not uncommon to find at one school the following range of activities: a day care program for working mothers, extended day leisure programs for youth, a foster grandparent program, a school volunteer program, a farm implement repair program, adult basic education instruction, adult recreation programs, driver education, job retraining, and a host of other needed programs.

3. Agency Planning

In an attempt to meet human needs more effectively, agencies can do much together. Duplication of effort continues to characterize many agency activities. For years schools have received a large proportion of the operating budget in a locality. Recently, that fact has changed. Other human service agencies have received even greater portions of the budget pie.

There are signs that some community agencies may be more willing to share resources in the future. For example, some schools systems are contracting for certain special services, such as psychological testing or family counseling, to alleviate the payroll burden of employing full-time persons to provide services not necessarily required on a full-time basis.

In one community, the welfare agency used personnel from the local school's guidance department to conduct staff development seminars.

The purpose of cooperative agency planning is to increase community agencies' effectiveness, thus providing clients and residents with the best possible services.

4. Community Involvement

Recently there has been an increasingly lively reaction by citizens in many communities regarding the responsiveness of policy and decision makers. Human services cannot be planned for in a vacuum; people to be served by a program should be involved in needs identification and program planning.

Community educators attempt to be in touch with the community they serve. Community councils have formed in many communities. The council's primary function is to assist in assessing existing community needs and in helping to plan appropriate programs and services.
Tennessee Barn Raising ... 

A New Version of an American Tradition

By Dr. George F. Smith Resource Development Cooperative Extension Service University of Tennessee

Rural cooperative effort raises 31 new tobacco barns in Tennessee's Clinch-Powell watershed.

When the rains began to fall last spring in Tennessee's Clinch-Powell watershed area, no one guessed at the devastation that was to follow.

The rains broke a 100-year-old record, and floodwaters extended into areas previously untouched by flooding. People were forced to leave their homes, and residents of Knoxville, county seat of Hancock County, found themselves cut off from assistance for 2 days while floodwaters crested higher and higher into homes, stores, and businesses. Army helicopters provided emergency transportation, but still many homes were lost and many more damaged. Valuable livestock was lost and livestock fences were washed away. Some farmland was buried under silt and gravel. Roads and bridges suffered heavy damage.

But Hancock County and Claiborne County, two of the most severely affected areas in the state, are pilot counties in Tennessee's Title V Rural Development Project. The work of these counties' rural development committees following this natural disaster demonstrates the really positive, powerful effect of such organizations to help where help is most needed.

In the Abstract

While rural development committees are composed of representatives of county USDA agencies, other agencies, and individuals concerned about rural development in many states, these committees are often viewed as "communication" and "coordinating" agencies, does this mean that their efforts are often perceived as "token" or less important?

Helping Out

Unlike old-fashioned barn raising in which everyone pitches in at once, this...
Rent-a-Kid

By Dr. James I. Mallett
Leader
Community Resource Development Cooperative Extension Service
Texas A&M University

Rent-a-Kid

Opinion/Comment

The question of what kind of program the Cooperative Extension Service should offer part-time or small farmers continues to frustrate us. The last issue of Rural Development Research and Education, devoted to the issue of small farms, has sparked a lively debate. In the following article, William K. Waters adds his comments on Extension programming.

It must be admitted that, first, we have been working with small farmers a great deal, and for many years — and with much success. Also, equipped with better understanding of who the small farmer is and with better techniques of working with him, we can look to more measurable successes in the future.

I would like to look particularly at the obligation of Extension to the part-time or small farmer to assess what we can, in fact, do to help him further.

The land grant movement has enhanced the need for a highly developed, commercial type of agriculture by its commitment: to educate farmers, teachers, scientists, and agronomists; to research agricultural needs and technologies; and, through Cooperative Extension, to help rural people become more productive members of a growing society.

But, our society and its needs have changed dramatically in the last two decades. The well lubricated, commercial, agricultural machine turns out adequate and even surplus agricultural products with uneasing regularity.

The nation’s overloaded nonfarm work force no longer needs an infusion of human resources from agriculture to produce other goods and services. It has indeed become very difficult for farmers migrating from farms to secure off-farm employment. The tendency is for the farmer to become more “locked” to the farm than ever before.

Contemporary Insights and Goals

According to the President’s Commis- sion on National Goals in 1960, the individual should be our primary concern. “All our institutions, political, social, and economic, should enhance his dignity, develop his capabilities, and widen his opportunities.” In a 1968 report entitled A People and A Spirit, the Cooperative Extension Service is defined as an agency for change, a catalyst for individual and group action. These concepts clearly show that Extension’s obligations are no longer intended for the commercial farmer only.

Where Do We Stand?

To determine our position with respect to educating rural people and developing programs to meet their needs, it is necessary to review the basic premises discussed above in light of the following:

a. Our rural population contains many part-time as full-time farmers.

b. Based on total societal needs, our commitment to the commercial type of agriculture is to provide an adequate supply of agricultural products and to supply workers in nonfarm occupations has diminished.

c. Cooperative Extension is no longer defined as an agency to develop commercial agriculture but as a catalyst for change with particular emphasis on the dignity, capabilities, and opportunities of the individual.

Thus, many of us prefer to work with and educate the full-time, commercial farmers, but we must realize that the part-time farmer is out there, in great numbers, and in need of Extension’s resources. To some degree it is frustrating to redirect our efforts on his behalf.

Obviously with one out of two farmers being part-time, we must think in terms of a balanced program of serving the educational needs of both groups, the full-time commercial farmer and the part-time farmer. Thus:

a. the goals of the part-time farmer may or may not center on profit;

b. developing a working relationship means using the right keys to unlock the part-time farmer’s learning mechanism, and;

c. the appropriate Extension tools must be used.

Goals

Most of us are geared to making recommendations which we feel will keep a farming operation profitable. There may be and often are goals other than profit suitable to the part-time’s needs.

These goals should be brought out, rather than taking a stand for or against any adjustment. The Extension worker’s objective should be to help sort out the client’s goals and discuss and recommend ways for the part-timer to achieve them.

If maximum profit recommendations are the only ones an Extension worker can make, he or she may not be very effective.

The Working Relationship

Show the part-time farmer that you do care. You are interested in him and his farming problems. One way to develop a
close relationship is to be specific with your suggestions. Don’t just say that his cows need more feed. Be specific in how much feed, forage, and grain is needed to get the desired results. Don’t count on him to know what “more feed” means. Also, you must act on his educational level. To recommend soil testing is a fine thing, but the client must understand why his chances of getting better crops will be improved. All of this must be explained in language the client can understand.

Full-time farmers very often have enough understanding of the production process to realize what information they lack. Part-time farmers, however, may not always have an idea of what they need to learn, and their results are less than desirable.

Finally, patience is one of the important keys to helping these people. The one-on-one approach is very time consuming but may be necessary to get the job done, particularly with low resource farmers.

Extension’s Outreach Tools
Possessing the right working relationship keys are one thing; using the appropriate tools is quite another. Which tools are the most effective for working with part-time farmers? For example, your choices of newsletters, radio/TV, publications, telephone, farm visits, and meetings will be based on proven effectiveness and your clientele’s receptivity.

Finding the Time
The typical Extension worker finds difficulty in accomplishing all the tasks he or she would like to do. Paperwork and supervision time have ballooned to proportions unheard of 10 years ago. Many counties have increased their staffs three to four times in number, and supervisory time is now a critical issue.

There is, however, a growing concern for the small farmer, his living standard, and his opportunities. It is obvious that Cooperative Extension will have to get in step with this growing concern. Priorities will have to be reshuffled to find the necessary time to work with part-time and small farmers. Both Extension administrators and workers will have to try to solve this time problem.

Citizens’ involvement in decision making affecting their communities is the focus of a project now underway in rural Virginia. The Rockefeller Foundation has awarded a $35,000, 9-month, planning grant to Virginia State College and Virginia Tech Cooperative Extension Service to examine community development problems in Essex, Gloucester, King and Queen, King William, Mathews, and Middlesex counties, commonly referred to as the Middle Peninsula Planning District (MPPD). Additional funding will be sought after the initial 9 months.

A community has been formed to plan, implement, and evaluate a local survey. On completion of the survey, committee members will develop action plans to meet the concerns or problems identified in the survey. The committee will develop skills and abilities to use both local and outside resources to meet community concerns. Once this nucleus group has developed these skills, it will continue to serve as an effective community forum – discussing, evaluating, and dealing with a changing community’s needs and concerns.

The project’s operational objectives are: (1) to create an environment supportive of community dialogue defining and organizing citizens’ needs; (2) to work with community agencies, civic groups, government officials, and citizens for their continued cooperation and communication; (3) to assist community members in viewing issues as they relate to the good of the community; (4) to generate a plan that identifies community needs, leadership, resources available, and resources required; and (5) to reinforce Extension’s community resource development image and skills.

The project plan breaks the planning district down into the smallest identifiable units, usually a six-county block. A community self-survey (a needs assessment) and leadership identification were chosen as tools to get people initially involved. The survey will provide a means for coordinated community discussion and organization, and, when completed, will provide questions and concerns that the community can address.

The accompanying flow chart outlines the committee development and survey process. The emphasis throughout is on local leadership, local initiative, and local involvement. The committee will be an open group, encouraging any interested citizen to participate in the group’s efforts to meet community needs.

*Adapted from an article in Bird’s Eyeview, Virginia State College, January 1978, p. 5.
Wishes and Worries of Open Country Families

By Dr. Wolfgang Frese
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The view from city skylines down over the rolling plains of American rural life is through rose-colored glasses, pictur- ing an idyllic, carefree life away from the pressures of urban living.

But of course rural people, too, have their hopes and worries, their fears and aspirations. The Southern Regional Research Project S-79 "Rural Develop- ment and Quality of Life in the Rural South" attempted to identify and categorize many of these. Some research results, along with implications for rural development program concerns are out- lined here.

In six Mississippi counties a sample of 331 open country households were interviewed. Most of those responding were female (60 percent), over the age of 50 (64 percent), had less than a high school education (76 percent), and were employed in low skill jobs (over 70 per- cent).

Categories of Wishes and Worries

Respondents offered 204 specific "worries" about the future, although 37.5 percent claimed to have none at all. More blacks than whites were worried about the future. Naturally economic worries came out first (34.3 percent), health second (27 percent), and children third (23.5 percent). Blacks put eco- nomics first; whites put health first. Crime, the perennial urban problem, was a concern of only 4.9 percent.

Hand, many of the economic worries could be reduced by programs which assure adequate employment opportu- nities for those able to work and adequate food, clothing, housing, and health care for those too old or unable to work.

Another finding of interest to policy makers is the close agreement between black and white respondents with respect to both the future wishes and worries categories and their rankings. The nature of the items in the categories and frequency with which each category was mentioned indicated that the economic, children, and housing categories could use additional legislative attention. Specific items mentioned several times within each category for which new or more efficient programs could be developed include improving opportunities for employment (especially for blacks), curbing inflation or increasing incomes, incentives for children to remain in school, and providing better housing facilities.

Short of specific program recommen- dations, it is clear the policy makers need to give more attention to economic, health, housing conditions, and educa- tional incentives for young people.

On the hopeful side, respondents voiced 365 wishes, and only 17.9 percent had no aspirations. Again, economic concerns ranked high, followed by housing, health, and children. Blacks more often mentioned such things as getting more or better jobs, having more food, and being able to get a new car. On the average, individuals still had more wishes than worries, and both blacks and whites had more wishes per person than worries.

Implications

The categories of wishes and worries mentioned by the respondents in this study can be viewed as indicators of possible problem areas, some of which appropriate development programs might help alleviate.

First, it should be noted that all of the future wishes and worries mentioned dealt with very basic, everyday needs of individuals. For example typical worries include:

- "Not having enough money to get along."
- "Afraid my car is going to break down."
- "I worry about my health."
- "Not being able to send the children to school."

Future wishes also consist of very basic wants such as:

- "I want to receive social security."
- "Hope we can always continue to have plenty of food."
- "To get an inside bath because I believe it will make us happier."
- "Hope that the girl (her daughter) can find a good husband and a father for her baby. Her child’s father left her before they were married."
- "Would like to have some cows and do some farming."
- "I would like to buy some more milk cows and get to heaven when I die."

While it would be easy to develop or continue programs for some of the categories, for others it would be extremely difficult if not impossible. For example, the health wishes and worries category deals primarily with personal health and not health facilities. Unless this health concern was caused by inadequate diets, it would be, for the most part, outside the realm of policy makers. However, in this case this con- cern about health was probably due more to age since 32 percent of our sample of open country residents were between the ages of 50 and 64, and another 32 percent were 65 and over. On the other

Objective

But are programs such as this one really helping? We wanted to know about three factors: (1) general health—were participants in the program less prone to sickness? (2) nonparticipants' attitudes—why were some not interested? and (3) participants' attitudes—what was the nature of any health-related changes they have noticed?

Health

Respondents from two locations answered questions about the state of their health. These included: chronic health problems, number of disability days, contact with doctors, hospitaliza- tion, and other information. In almost every case participants averaged fewer health problems.

Nonparticipants

Those who chose not to come to the congregate meal program were asked why they did not participate. Mostly they indicated they were too busy with home activities or did not need the nutritional assistance, but a few said that they lived too far away or had a hard time getting around. When asked if they would partici-
Effects of Communication and Transportation on Use of Services by the Rural Poor

By Dr. Margarette Rogers Hauke
and
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A society cannot make the best use of potential resources if large portions of that society are poverty-stricken, illiterate, ill, and unemployed. Children growing up in these surroundings often are denied full expression of their human potential and have little contribution to make as adults.

Since poverty has become a question of national policy, some programs have been developed. But these are based on prior notions of poverty, with little preliminary research and follow-up. Also, what has been done is mostly in the area of urban poverty, altogether a different situation from rural poverty. As a result of these factors, agencies have been established, services set up, programs funded, but still people do not respond.

Communication

Originally we planned a scheduled showing of videotapes in each community in a planned sequence. But after the initial showing, people indicated just which ones they wanted to see. Films, accompanied by brochure and pamphlet handouts, were very popular, especially the How and Why of Food Stamps.

Of the agencies used in the study, employment security and food stamps received more clients due to "communication." Usage rates increased uniformly with or without communication at vocational rehabilitation, adult education, and health centers.

Why not? It is a commonly expressed sentiment among both agency and lay personnel that the rural poor don't use agency services to which they are entitled because they are unaware of them or they have no transportation to get to them. We wanted to test whether or not communication about and transportation to services would increase utilization.

We designed and produced videotapes covering such agency services as food stamps, vocational rehabilitation, and the like to be shown in rural churches and community centers. Transportation was provided by minibus services between conveniently located pickup centers and the agency centers, many of which were located as much as thirty miles apart.

Correspondence with ministers, community leaders, and directors of community centers reinforced rapport established in three target communities of roughly comparable populations.

Of the three towns in rural South Carolina selected for study, one received communication; the second, transportation; and the third, both.

Transportation

One complicating factor in studying the transportation variable was people's social interest in visiting a town beyond the purpose of visiting agencies. Also, other riders just "came along." The effect of transportation was negligible, although agency usage did increase.

Explanation

The three agencies whose utilization went up markedly had an "expansion factor." For example, nurses could work more clinics and see more people per clinic. And at a time when taxpayers were feelingpinched, the legislature was not about to double or triple the amount of money going for food stamps and employment. Yet the flood of applicants flowed to them, just as to the other three.

Our data seem to show that the rural poor are not troubled by inconsistencies which plague other agencies. For example, although only three persons from one town reported any direct experience with vocational rehabilitation, 35 reported the agency personnel there to be friendly. No significant increases in agency utilization could be gathered from interview reports.

Perhaps it was a case of "if you ask a person for an opinion, you will get one"—yet the dissatisfaction of those surveyed with the agency system remained high. This "alienation factor," a feeling of powerlessness and exclusion, stayed high. In only one city was there a noticeable decline in the expressed belief that "many people who need agency services cannot get them."

Other Problems

Of several additional patterns of use and problems of interpretation coming out of this study, one of the most interesting is the idea that there may be some stigma attached to agency services, and so usage was actually under-reported. There is evidence that participants at certain income levels are "tougher" about reporting their use of these services.

The alienation factor needs to be explored in depth, since so little is known about decision making by the rural poor.

Communication within that sector and with the mainstream of American life should be explored extensively and systematically.

Community Growth Impact Model

Rapidly rising public service costs, increased traffic congestion, pollution, water shortages, and a host of other problems are causing communities to become wary of growth that might result in costs greater than benefits received. The impacts of community growth depend upon the relationships between and among the private sector and public sector.

A new Community Economic Growth Impact Model has been developed by the University of Florida to measure the likely effects of change. While not intended as a forecasting tool to project employment, numbers of residents, business sales, or such results for 10 or 20 years into the future, it does provide estimates of public and private sector economic impacts which will probably follow particular developments.

Various sources of changes can be introduced and assessed within its framework with respect to impacts. The economic base is said to consist of those industries or businesses that export their goods and services outside the community.
Cooperation and Coordination for a Mississippi Health Fair

Government agencies and private sector organizations have joined together the past two years in providing information services to Pike County, Mississippi, residents by means of publications and a local health fair. The fairs have demonstrated their increasing popularity with about 3,000 persons coming to this year's as compared to about 1,000 for last year's. Sponsored by the local Rural Health Committee, the fairs offered pap smear tests, tuberculosis skin tests, glaucoma detection, vision tests, blood pressure testing, dental screening, some blood tests, and speech and hearing tests.

The idea for the health fairs came out of the work of the Rural Health Committee, 19 individuals representing the local Chamber of Commerce, the Soil Conservation Service, the Magnolia Electric Power Association, the Southwest Mississippi Bank, the Mississippi State Board of Health, the Sanitation Department, the Farmers Home Administration, the Pike County Forest, the Mississippi Employment Service, the Mississippi Farm Bureau, and county agents and home economists from Pike and surrounding counties.

Local Need

The Rural Health Committee recognized that Pike County residents needed to discuss their concerns with health authorities. Tom Logue, Director of the Southwest Mississippi Regional Medical Center, "It is easy to talk to city groups, such as the Rotary or the Easter Seals, but it is much more difficult to find out what rural people need and want in health care."

The Rural Health Committee's goal, then, was to deal with rural people, define their needs, and disseminate the information they needed.

"We needed to knock on doors," Logue continued, "to ask rural people directly what they were concerned about." An interviewer hired under the CETA appropriation for this project got diverse answers—from sewer cleanup to animal control.

Thus, the committee responded with a factual booklet, Take Care, intended as a comprehensive guide to local organizations and agencies in the health field. It answers the questions whom do I call in an emergency and from whom do I seek help to prevent an emergency. The lists in the booklet include specialists, emergency services, and health service agencies.

Prepared by the committee and sponsored by the Southwest Regional Medical Center, the booklet was published by the McComb Junior Auxiliary, which also assisted at the fairs.

Helping at the Fair

Extension played a supporting role, according to Mrs. Rosemary Sassone, Pike County Extension Home Economist. Along with the other agencies and organizations on the committee, Extension agents and specialists contributed their knowledge of rural clientele and services lacking in rural areas. "We needed to link up with an agency well acquainted with the rural situation," added Logue.

Actually, four health fairs have been held, two each year, in the northern and southern sections of the county, in order to reach the greatest number of people. Offering residents free health services under one roof from health professionals, the fairs also had booths on which volunteers offered information and publications to the public.

"We are very excited about the results from this annual event," said Mrs. Sassone. "We reach a tremendous number of people with free testing." About half of these are children, who come for eye and dental examinations not otherwise easily available to them.

"In this day of a crisis in communications," concluded Logue, "the cooperation and coordination of efforts among organizations and agencies in our Rural Health Committee helps keep vital lines open. We appreciate the support and assistance of all those who participated in bringing these services to the rural people of Pike County."

The Southern Rural Development Center publications series includes more than 20 titles on community resource development, rural development, and program and research strategies. Three of these are:

- Rural Development Research at Land-Grant Institutions in the South (Revised) offers an inventory of rural development research being done at southern land-grant institutions based on information from the Cooperative State Research Service, the U.S. Department of Agriculture.
- Rural Development Research in Sociology presents three papers which outline the major concerns of rural sociological research as it is practical today. Dr. Kenneth E. Pigg looks at the "Lack of Correspondence in Social Research to Field Situations"; Dr. John E. Dunkelberger and his subcommittee on Research Priorities review the current state of the art in rural sociology research and discuss new theoretical orientations and techniques; and Dr. Edward D. Moe attacks the "Problems and Prospects of Application" by centering on the contributions to knowledge which can be made by and through the land-grant university system. Annual Progress Report, 1977, summarizes SRDC activities and achievements for the 1977 fiscal year.

Additionally, the SRDC Functional Networks are preparing annotated bibliographies as part of the results of their research. Six bibliographies in this series are now available and priced as follows:

- Industrialization of Rural Areas — $5.00
- Resources in Evaluation for Rural Development — $3.00
- Solid Waste Disposal and Financing — $3.00
- Small Farm Operations — $3.00
- Housing — $3.00
- Citizen Participation in Rural Development — $10.00

Other volumes will be available as they are printed over the spring and summer and will cover:

- land use issues
- health care
- educational needs
- prison transfers
- governmental transfers

These bibliographies are available separately or as a series for $25 from the SRDC.