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ABSTRACT

Intended for organizations and groups for use as a basis for action in building a program of community development, this program guide was developed by a task force appointed by the Farmers Home Administration and the Future Farmers of America. Emphasis on the program is on group learning and action which will result in individual attitudes, concepts, and interest necessary for future progress in community development. Topics are: (1) Why Community Development, (2) Characteristics of a Viable Community, (3) Analyzing a Community's Resources, (4) Community Development Projects, and (5) Telling What Has Been Learned and Accomplished. The first three units contain objectives, introduction, interest approach, discussions, problems, assignments, references, and unit tests. Units 4 and 5 are divided into numbered study sections, each dealing with a major area of community development or public relations. (GB)

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WHAT IS COMMUNITY DEVELOPMENT?

Community development is a combination of specific programs directed toward a broad horizon to help create a nation of greater beauty, deeper satisfaction and expanded opportunity for every American, now and in the future whether in rural or urban areas.

Community development improves the countrysides, small towns and cities, all contributing to a new and better life for people.*

*Paraphrased from the 1970 White House Task Force on Rural Development.

-- FOREWORD --

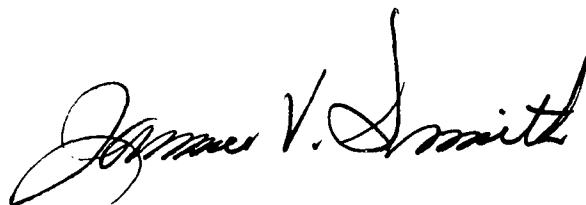
As Administrator of an Agency dedicated to the self-help principle for rural America, I am constantly amazed by the vigor and ingenuity of people. In the past two decades, we in this country have literally accomplished the "impossible." We have been to and walked on the moon! So great has been our progress that our national problem is to provide the opportunity for all Americans to share in this quality of life.

This is a new challenge, far removed from efforts to attain a bearable standard of living for the average man -- the age-old struggle still prevalent in most of the world.

Our young generation realizes the problems of sharing our plenty and is impatient to get on with the task at hand. But the problem is new; the trails are unblazed; much must be learned.

The rest of our lives will be spent in a future that we must carve out together. It is therefore most appropriate that you begin to learn to share this responsibility. For these reasons we offer the program "Build Our American Communities."

The problems and opportunities are almost as new to me as they are to you. As we learn together, I am confident we will leave our mark in the growth of our nation's greatness.



James V. Smith, Administrator
Farmers Home Administration
U. S. Department of Agriculture

PREFACE

The purpose of the "Build Our American Communities" program is to encourage and assist tomorrow's leaders to become more active in the development of their communities.

This program is especially timely because of the national emphasis being placed on rural development: Creation of job opportunities, community services, a better quality of living, and improved social and physical environment in small cities, towns, villages, and farm communities of rural America.

City and country people have a stake in the maintenance of sound conditions in both rural and urban areas. A progressive, viable rural economy and the full use of its resources benefits the entire nation.

What are our goals, values and objectives? To learn what kind of a rural America we want, and how we get it. What changes are needed in attitudes about resources? What tools of government need to be revamped to meet modern challenges? How must Federal, State and local governments work with people to develop programs to meet our goals for improved living and working conditions.

Community development and better quality of living start with the wants and needs of local people. They result from desires and initiatives of the people in the area. Constructive community activity must originate with them.

Group leaders can use this guide in a continuous, systematic discussion and workshop approach to total community development. The materials are arranged in units and sections so the group leader may select, at his discretion, appropriate "bits and pieces" to fit the local situation and already established programs. Answers to problems must be tailored to fit your community.

Each unit, with the exception of Units IV and V, is developed in the following manner:

- | | |
|-----------------------|-----------------|
| 1. UNIT: | 6. PROBLEMS: |
| 2. OBJECTIVES: | 7. ASSIGNMENTS: |
| 3. INTRODUCTION: | 8. REFERENCES: |
| 4. INTEREST APPROACH: | 9. UNIT TESTS: |
| 5. DISCUSSIONS: | |

Units IV and V are divided into numbered study sections each dealing with a major area of community development or public relations. The sections are developed in the same manner as UNITS I through III described above. At the end of each of the units and sections you will find questions designed to help obtain decisions and agreements on (1) action projects, and (2) ways the group and its members can cooperate with other community development groups.

Emphasis in the program is on group learning and action which will result in individual attitudes, concepts and interest necessary for future progress in community development. Organizations and groups can use this program as a basis for action. Interested individuals can use the program to begin a career in the field of community development.

Resource people in every phase of community activity including representatives from trade associations, banks, real estate firms, planning commissions and government agencies can all be helpful in making this program an active and integral part of the community's future. The local chamber of commerce, commercial and service clubs may welcome group members as active participants on standing committees and as guest speakers on programs.

The "Build Our American Communities" program has been developed by a task force appointed by Farmers Home Administrator James V. Smith and National Future Farmers of America Advisor, Neville Hunsicker. Task Force participants include:

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BUILD OUR AMERICAN COMMUNITIES

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BUILD OUR AMERICAN COMMUNITIES

UNIT I: Why Community Development?

OBJECTIVES: To help you develop a general understanding of population factors as they pertain to our nation's growth:

1. Population trends in the community, county, state, nation and the world.
2. Population distribution in the nation -- geographic and rural-urban.
3. Effects of population growth, migration and concentration.
4. Solutions to population problems.

INTRODUCTION:

Today, more than 70 percent of our population resides on two percent of the nation's land area.

Population growth pressures in urban areas are causing increasing concern that our large cities may be unable to provide the services and environment necessary for a satisfactory level of living. Many foreign countries also face this problem.

You -- the youth of America -- will be assuming major leadership roles in the years ahead that include solving complex problems associated with our nation's rapid population growth. You will find some answers in the field of community development.

Demographers and economists predict some 24 million babies in rural America between now and the year 2000. As they grow older, many may prefer to stay in the countryside if there are adequate opportunities to obtain a satisfactory standard of living.

This Unit is divided into four discussion topics:

1. Understanding Population Growth.
2. Population Distribution and Concentration.
3. Population and Rural-Urban Relationships.
4. Improving Rural-Urban Population Distribution.

A New York Times editorial "The Next 100 Million" reproduced on page 6 will help you understand the national population situation.

INTEREST APPROACH:

1. What does population growth mean to you?
2. Is our population growing? Decreasing? Static? Opinion!
3. What are the possibilities that the world may be overpopulated and man's survival threatened by the year 2000? By 2050?
4. How would overpopulation affect you as an individual?

DISCUSSION 1. Understanding Population Growth.

A. Group discussion guide.

1. How many people are there in the world today? In the United States? See page 6.
2. How many people were in the world and the U. S. in each of the following years? 1900, 1920, 1940, 1960? See page 6 and 7.
3. How many more people will there be in the world and the U. S. by the year 2000? Estimate the world and U. S. population by the time you are age 37, age 57.
4. List some of the problems that are faced by a nation undergoing a sharp increase in its population?
5. What is your opinion on whether technology can keep up with population growth in such areas as food supply? Clean water? Health facilities? Housing?
6. What effect could a sharp increase in population have on you and your children's futures?

- B. Summarize with a brief group discussion the future responsibilities confronting students in planning and meeting needs of an ever-increasing number of people in the nation and the world.

ASSIGNMENT: How many times would the population of a nation increase in 100 years if each generation averaged four children per couple and the average length of a generation was 25 years?

DISCUSSION 2. Population Distribution and Concentration.

A. Group discussion guide.

1. Where is most of the population centered in the U. S. geographically? Why? Prepare a map showing population centers of one million or more persons.
2. Why has there been such a great outmigration of people from farms and rural communities?
3. What percent of the people in the United States live in large cities having populations of at least one million persons? In rural communities defined as open country and small towns containing not more than 2,500 persons?
4. What is the population trend in your county? Why?
5. There were approximately 2,900,000 operating farms as of January 1, 1970.
 - a. How many fall within the census classification for the upper five classes of commercial farms (those with sales of farm products totaling \$2,500 or more annually)?
 - b. How many are classified as class six farms (farms with sales totaling less than \$2,500 annually) and considered part-time farms (operator works at least 100 days per year off the farm) or part-retirement farms (operator is age 65 or more)?
6. Considering the declining trend in the number of farms and farm population since 1900, what would you expect to be the number of farms by the year 2000?
7. How many young people will be required annually to replace operators of the nation's agricultural plant during the next 30 years?
8. How many babies will be born in rural America between now and the year 2000?

DISCUSSION 3. Population and Rural-Urban Relationships.

A. Group discussion guide.

1. Compare rural and urban areas on the following topics:
 - a. Water, air and noise pollution.
 - b. Job opportunities and unemployment.
 - c. Riots, violence and crime.
 - d. Community services including police and fire protection, water and waste disposal, telephone, electricity and heating.
 - e. Clothing and shelter.
 - f. School, church, hospital and health facilities.
 - g. Recreation facilities and opportunities.
 - h. Businesses and industry.
 - i. Capital and credit institutions.
 - j. Transportation.
 - k. Income levels.
2. List and discuss problems created in rural communities losing/gaining population. For example:
 - a. Leadership.
 - b. Capital and credit.
 - c. Economy and tax base.
 - d. Labor supply.
 - e. Business and industry.
 - f. Social and cultural progress.
 - g. Schools, hospitals and health facilities.
3. What are other opportunities in rural areas for displaced farmers, seasonal farm workers and unemployed or underemployed rural nonfarm people?

4. Discuss world ecology and the evidence that it is being seriously disturbed.
- B. Summarize discussion. Present reasons for creating job and living opportunities in rural areas.

DISCUSSION 4. Improving Rural-Urban Population Distribution.

- A. Group discussion guide.
1. Should our national policies be directed toward attracting more people to rural America. Why?
 2. What could be done to attract more people to rural America?
 3. What role should federal, state and local governments play in promoting a more evenly distributed rural-urban population?
 4. Will a more evenly distributed population help with the maximum development and use of our human and natural resources? Explain.

- REFERENCES:
- A New Life For the Country, The Report of the President's Task Force On Rural Development, March 1970, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 -- Price 35 cents.
- Rural Poverty and Regional Progress in an Urban Society, Chamber of Commerce of the United States, January 1969, Washington, D. C.
- Presidential Message on Population, Population Crisis Committee, 1730 K Street, N. W., Washington, D. C. 20006
- Summary United States Census of Agriculture, Bureau of the Census, Washington, D. C. 20233, and U. S. Department of Commerce Field Offices.
- U. S. Population Mobility and Distribution, (Charts on recent trends), Economic Research Service, U. S. Department of Agriculture. U. S. Government Printing Office, Washington, D. C. 20402. Price 75 cents. (AH 347)
- Supplement to Agriculture Handbook 347, U. S. Government Printing Office, Washington, D. C. 20402. Price 25 cents.
- The Population Bomb, Dr. Paul R. Ehrlich, Ballantine Books, New York, N. Y. Available in paperback.

Note to Group Leader: Helpful information for this unit can be found in newspapers, magazines, and other media. Interest in researching this unit can be developed by dividing the group into two teams. Each team member should be prepared to ask two or more questions. The team answering the most questions wins. The contest can be a part of the group meeting. Winning team members could be guest of the losers at a waffle party or other social event.

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THE NEXT HUNDRED MILLION

It took three hundred years for this country to attain a population of one hundred million persons.

The second hundred million Americans arrived, by immigration and birth, in only fifty years, between 1917 and 1967.

At present rates of growth, the United States will reach a population of 300 million within the next thirty years.

An increase of that magnitude in so short a time will place an enormous strain on American resources and institutions. For example, in order to provide housing and other facilities for the expected population increment, it will be necessary to build the equivalent of one new city of 250,000 inhabitants every forty days from now to the end of the century. If new cities are not created, the newcomers could place an intolerable strain on the overburdened urban centers where two-thirds of the nation's people already are concentrated on two percent of the national land area.

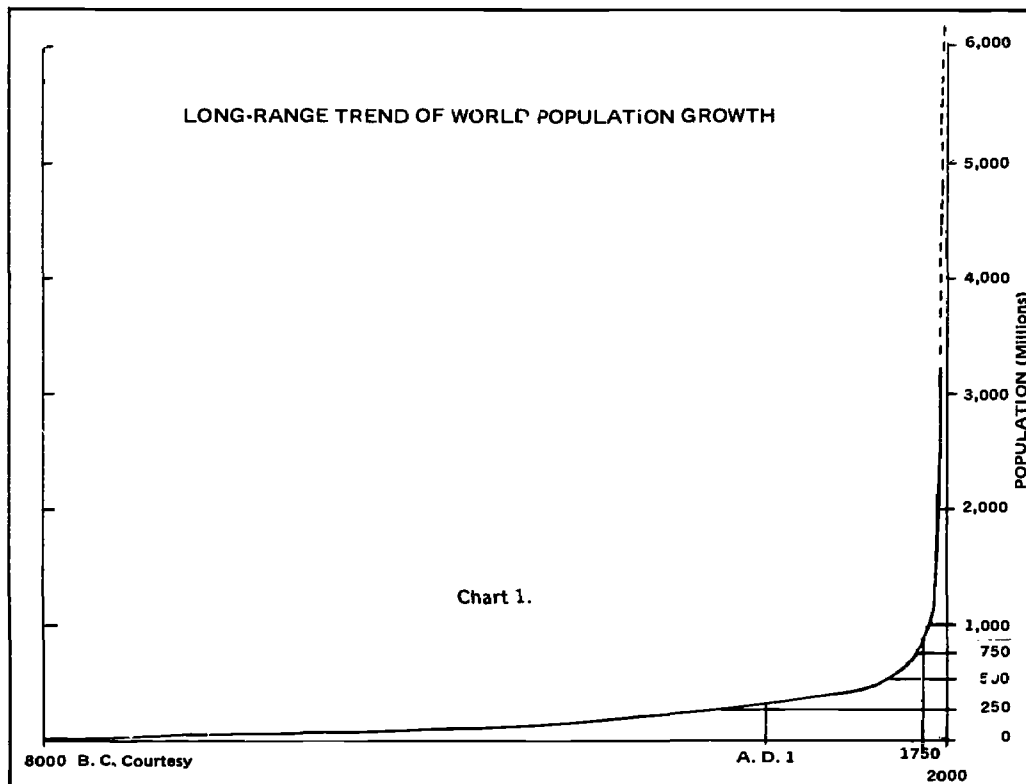
No one has yet calculated the resources that will be required to sustain a population of 300 million at the rising standards of living to which Americans have become accustomed. But it has been estimated that every child born in the United States will consume eight times as much of the world's resources as a child born in the underdeveloped world. William H.

Draper Jr., former chairman of the Population Crisis Committee, has warned:

"All the values we cherish—happy families, decent housing, universal education, equal economic opportunity, natural beauty, outdoor recreation, simple privacy and, above all, individual human freedom—are threatened by the prospect of a population which doubles every seventy years. In the things that really count, three hundred million Americans may be poorer in the year 2000 than we are today."

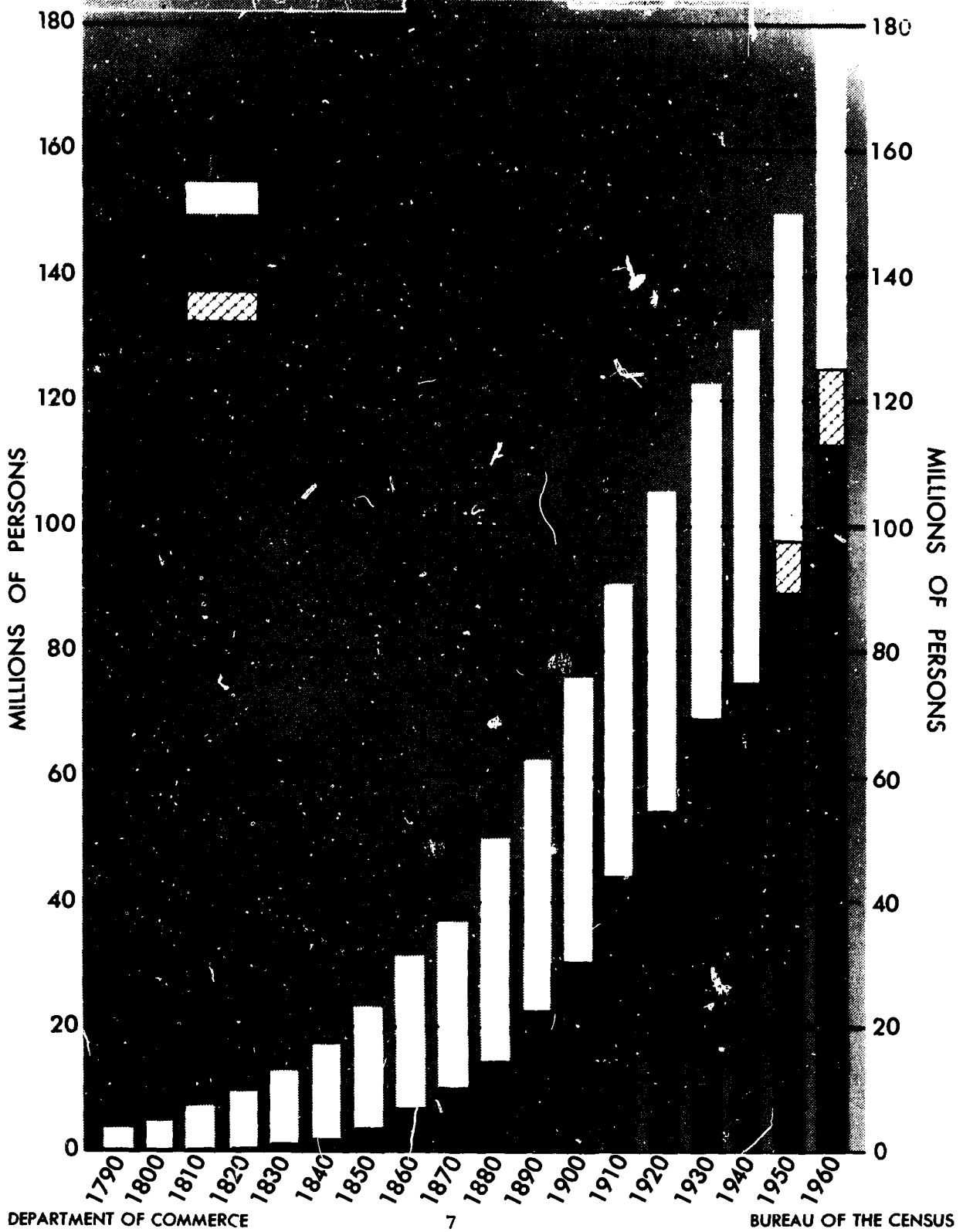
It was with such grim prospects in view that President Nixon last July recommended to Congress creation of a Commission on Population Growth and the American Future to study the probable course of population growth and migration in this country and to estimate the public resources that will be required to meet future needs. The Senate has already approved a bill to create such a commission. Last week the House Government Operations Committee also endorsed the bill, wisely adding to the commission's assignment the determination of the effects of population growth on environmental pollution and estimation of the most suitable population size in relation to the nation's resources.

The sooner this commission is established and starts its work, the better for all of us. No one who lives in this congested, polluted megalopolis of the northeastern United States can doubt that the population crisis is here and now.



Population Studies Center

URBAN AND RURAL POPULATION: 1790 TO 1960



TEST - UNIT I

1. Define: (1) population, (2) population concentration, (3) migration, (4) urban, (5) rural, (6) demographer, (7) ecology, (8) environmental pollution, and (9) congestion.
2. List problems that could develop if there is a continued sharp climb in U. S. and world population growth.
3. Where did most people in the United States live in the year 1900? In rural or urban areas? What do we mean by outmigration.
4. Where do most people in the United States live today? In rural or urban areas? Explain.
5. What are major factors that have caused the shift in population from rural to urban areas?
6. What problems have been created in cities of one million or more persons and faced with a sharp increase in population?
7. What problems have been created in rural communities suffering a sharp loss in population?
8. How do these rural urban problems relate to each other?
9. Are there advantages to a nation having a greater percentage of its people living in rural areas than is presently the case in the U. S.? Explain.
10. What are your responsibilities in planning for and meeting the needs of our rapidly growing population?
11. What are the most important assets available in rural America which contribute towards better living conditions for rural families?

BUILD OUR AMERICAN COMMUNITIES

UNIT II: Characteristics of a Viable Community.

OBJECTIVES: To help you develop a general understanding of economic, social, cultural and environmental conditions as they relate to growth and development in your:

1. Community.
2. County.
3. Multi-county area.
4. State.

INTRODUCTION:

Community development is a continuing process. Its concept dates back to antiquity when man first began to live in family and tribal groupings. By banding together, man found that he could better provide himself with food, shelter, companionship and protection from wild animals.

Man later adopted the art of simple specialization. Some group members became herdsmen while others became hunters, fishermen, bakers, cobblers and tillers of the soil.

As the wants and needs of the community grew, man developed a system of bartering and exchange of goods. He created new specializations as money changers, lenders, traders and merchants.

Community life today is complex, closely interwoven and presents many challenges. Public officials, developers and other citizens must consider all facets of community life when planning development. What does the community need? Is it housing, a water system or sewer system, industry, business, health facilities, libraries or other services to make it a more attractive and progressive community?

Local leaders can search out many federal, state and private financial and technical aids to implement community development. Scores of worthwhile programs have been provided by private and government sponsors in the past few years and those communities fortunate enough to have aggressive leaders are making substantial progress in obtaining necessary development tools.

The purpose of this unit is to help you determine the economic, social, cultural and environmental characteristics of your community and their contributions as mainsprings of growth.

Later, you may wish to determine these characteristics for your county, multi-county area and state.

This Unit is divided into three discussion topics.

1. Identifying Community Needs.
2. Conducting and Analyzing the Community Survey.
3. Analyzing Attainable Community Needs.

INTEREST APPROACH:

Involve group members in a discussion of their future plans. These questions will be helpful in leading the discussion.

1. What are the future plans of individual group members?
2. Where would they like to live, given a choice? Why?
3. Define viable community.
4. Define: (1) Economic needs, (2) Social needs, (3) Cultural needs, and (4) Environmental needs.

DISCUSSION 1. Identifying Community Needs.

A. Group discussion guide.

1. List characteristics of the community in which you want to live.

Consider:

- a. Job opportunities.
- b. Recreation facilities and opportunities.
- c. Schools, churches, hospitals and health facilities.
- d. Clothing and shelter.
- e. Community services including police and fire protection, water systems and waste disposal, telephone, electricity and heating.
- f. Water, air and soil pollution.
- g. Riots, violence and crime.
- h. Capital and credit institutions.

- i. Pride and citizenship.
- j. Transportation.
2. How well does your present community meet your wants?
 - a. List the strong points of your community.
 - b. List the weak points of your community.
 - c. Compare the two lists.
3. Do you think that your community, as it presently exists, offers you an incentive to stay, live and work?
4. If not, what changes need to be made? List in priority order.
5. What, if any, kinds of job opportunities are needed in your community? Consider:
 - a. Self employment.
 - b. Skilled and semi-skilled jobs.
 - c. Jobs providing services.
 - d. Professions.
 - e. Other.
6. What can you do to help bring these job opportunities to your community?

B. Summarize.

ASSIGNMENT: Using the topics covered in Discussion I, develop a checklist of points that should be included when making a survey of the strong and weak points of a community. With the checklist as a guide, interview parents, friends and neighbors to develop information on how they rate your community.

DISCUSSION 2. Conducting and Analyzing The Community Survey.

A. Group discussion guide.

1. What did the persons surveyed rate as the economic strong points of your community? Economic weaknesses?
2. What did they list as social strong points? Social weaknesses?
3. What did they list as cultural strong points? Cultural weaknesses?
4. What did they list as environmental strong points? Environmental weaknesses?
5. Summarize.

DISCUSSION 3. Analyzing Attainable Community Needs.

A. Group discussion guide.

1. Review definitions of economic, social cultural and environmental needs.
2. What are attainable economic needs of your community? Consider:
 - a. Employment.
 - b. Job training and retraining.
 - c. Business and industry.
 - d. Transportation and communication.
 - e. Tourism and commercial recreation.
 - f. Housing.
3. What are attainable social needs of your community? Consider:
 - a. Recreation.
 - b. Physical and mental health.
 - c. Nutrition and diets.
 - d. Individual and public safety.
3. Law and order.

4. What are attainable cultural needs of your community? Consider:
 - a. Music.
 - b. Art.
 - c. Education.
 - d. Literature.
 - e. Religious.

5. What are attainable environmental needs of your community? Consider.
 - a. Noise abatement and control.
 - b. Water pollution abatement and control.
 - c. Air pollution abatement and control.
 - d. Soil pollution abatement and control.
 - e. Conservation.

B. Summarize.

REFERENCES: Age of Transition, Rural Youth In A Changing Society, Economic Research Service, USDA Agricultural Handbook 347, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 75 cents. Supplement to above should be ordered at the same time. Price 25 cents.
Catalog of Federal Domestic Assistance, Office of Economic Opportunity, Washington, D. C. 20506.

TEST - UNIT II

1. Explain the difference between man's economic, social, cultural and environmental needs.
2. How do our economic wants sometimes differ from our economic needs?
3. What do you think your community needs to satisfy its social needs?
4. Explain how man's wants have changed from the year 1900 to now.
5. Do you think your community has good potential for young people? Explain.
6. What, in your opinion, are the economic needs of your community?
7. What are the cultural needs of your community?
8. What are the environmental needs of your community?
9. How do rivalries between communities sometimes interfere with multi-community and multi-area development?
10. What can your group do to develop attainable economic, social, cultural and economic needs of your community?

BUILD OUR AMERICAN COMMUNITIES

UNIT III: Analyzing a Community's Resources.

OBJECTIVE: To help you determine kind, amount and availability of resources, priority for their development, and the resulting impact on the community's economic, social and cultural life.

INTRODUCTION:

Man has developed an aptitude for many employments and a facility for turning to any of these while at the same time becoming highly specialized in the manner in which he earns a living. Having also become extremely mobile, he has a wide choice of communities in which to settle and raise his family.

Today, a farmer, doctor, lawyer, merchant, banker, teacher or other professional is more than a generalist; he also excels in a particular skill. Consequently, we have such highly trained specialists as eye doctors, home mortgage lenders, trial lawyers, soybean farmers and furniture merchants.

Man's endeavor to specialize is an important characteristic you consider in planning community development. The question must be asked: Does my community have a broad enough economic, social, cultural and environmental base to provide my neighbor and me an opportunity to practice the specializations of our choice? If such an opportunity does not presently exist, does the community have resources that could be developed to attain this objective? By failing to recognize and provide for man's desire to excel at his speciality many communities have suffered the outmigration of their leadership and talent.

This Unit is divided into four discussion topics:

1. Importance of resource analysis.
2. Analyzing Human Resources.
3. Analyzing Natural Resources.
4. Analyzing Man-made resources.

INTEREST APPROACH:

Define and discuss the three basic types of resources:

1. Human (people)
2. Natural (produced by nature)
3. Man-made (built by man)

List some of each available in your community.

DISCUSSION 1. Importance of Analyzing Resources.

A. Group discussion guide.

1. Why is it important to inventory and analyze all the human resources of a community? Consider:
 - a. Basis for comparing your community with other communities.
 - b. Basis for measuring your community's potential.
 - c. Basis for industry and business decisions on establishing, improving or enlarging facilities in your community.
 - d. Basis for carrying out soil, water, forest, wildlife and other conservation practices in your community.
 - e. Basis for cleaning up and beautifying your community's environment.
 - f. Basis for social and cultural development.
 - g. Basis for community public relations campaign material.
 - h. Other.
2. Have any steps been taken in your community to inventory and analyze its resources with the objective of making it a better place in which to live?

DISCUSSION 2. Analyzing Human Resources.

A. Group discussion guide.

1. What facts about your community's human resources would an industry or business want to know before it located there?
 - a. Size and age of work force and demographic mix.
 - b. Amount unemployment and underemployment.
 - c. Educational levels.
 - d. Skills, semi-skills and non-skills in work force.
 - e. Receptiveness to training, retraining, or acquiring new skills.
 - f. Income levels.
 - g. Personal and societal attitudes, customs, traditions, other social and physiological variables.
 - h. Leadership.
 - i. Health.
 - j. Other.
2. How progressive are the people in your community -- would the majority favor change if change means improvement? Discuss favorable and unfavorable attributes.
3. How can your group contribute to the development of your community's human resources?

DISCUSSION 3. Analyzing Natural Resources.

A. Group discussion guide.

1. List the natural resources in your community.
2. Discuss what your community needs to do to develop its natural resources. Consider:

- a. Agricultural production and land development.
 - b. Forestry and related products.
 - c. Water, related facilities and products.
 - d. Minerals and mining.
 - e. Power potential, petroleum, coal and gas.
 - f. Air and air rights.
 - g. Space and environment.
3. What is the degree of air, water and soil pollution in your community and how do these conditions affect development?
4. What can your group do to develop your community's natural resources? Consider:
- a. Sources of local assistance.
 - b. What has already been done to develop local resources and obtain outside resources.
 - c. Ways to coordinate community efforts in developing local resources and obtaining outside resources.
 - d. Explaining to people in your community what you are learning and doing.
 - e. Creating public interest by carrying out constructive projects in community development.

DISCUSSION 4. Analyzing Man-made Resources.

A. Group discussion guide.

- 1. List and evaluate the condition of significant man-made resources in your community. Consider:
 - a. Water and sewer facilities.
 - b. Housing.
 - c. Manufacturing and processing industries.
 - d. Highway, rail, air and water transportation facilities.

- e. School, church, hospital and health facilities.
 - f. Police, fire protection, telephone, electricity and heating services.
 - g. Newspaper, television and radio facilities.
 - h. Private and public libraries.
 - i. Business services.
 - j. Capital and credit facilities.
 - k. Warehousing and storage.
2. How does an inventory and analysis of man-made resources of your community contribute to its development? Consider:
 - a. Community-supported decisions for meeting basic needs related to health, recreation, housing, education and training, and jobs.
 - b. Citizen-sponsored nonprofit development groups.
 - c. Community-supported bond issues and tax assessments.
 - d. Industry and business decisions.
 3. What significant man-made resources are needed in your community?
 4. What can your group do to aid in providing these needs?

ASSIGNMENT: Review the objectives of Unit III and briefly discuss the following:

1. What impact would maximum resources development have on your community's economy?
2. Is your community a viable self-sufficient unit? Economically? Socially? Culturally?
3. What is comprehensive planning? How much has been done in your community, county, area or state?
4. What kind of background, understanding and leadership are instrumental for a person actively promoting community resource development and planning?

Note to group leader: In preparing for group work in this unit, it is suggested that you check with the local Cooperative Extension Service. Determine what has already been accomplished in analyzing the resources of your community, including the preparing of an Overall Economic Development Plan (OEDP).

REFERENCES: Planning for Rural Industry, USDA, Extension Service, PA-894. See your local county extension director.
Guide for Overall Economic Development Programs, U. S. Department of Commerce, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price \$1.25.
Industrial Location as a Factor in Regional Economic Development, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 60 cents.
Rural People in the American Economy, Agricultural Economics Report No. 101, Economic Research Service, U. S. Department of Agriculture, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 60 cents.

TEST - UNIT III:

1. Define: (1) Versatility, (2) Specialization, (3) Mobility, (4) Inventorying, (5) Analyzing, (6) Demographic mix, and (7) Societal attitudes.
2. Explain the difference between human, natural and man-made resources.
3. Why is it necessary to inventory and analyze resources available within the area and outside the area when planning community development?
4. Outline factors to consider when analyzing human resources? Natural resources? Man-made resources.
5. List basic human resources that can contribute to community development. Natural resources. Man-made resources.
6. Why would an industry or business planning to locate in a community be interested in a complete inventory and analysis of available resources?
7. Do you feel that your community is taking full advantage of its three basic resources for purposes of community development?
8. Identify the following as to whether each is a natural or physical resource:

Land	Minerals
Rivers	Libraries
Hospitals	Sewage facilities
Forests	Golf courses
9. Discuss the effect of county, area and regional planning on community development.

BUILD OUR AMERICAN COMMUNITIES

"National goals can be met where there is a strong enough will to do so"
-- Apollo Astronauts

UNIT IV: Community Development Projects.

OBJECTIVES: To help plan and carry out projects that build a viable community:

1. Planning sound community projects.
2. Learning fundamentals of community development.
3. Selecting a community project to plan.
4. Drafting project plans.
5. Developing an action program to implement the plans.
6. Carrying out the action program.

NOTE:

This Unit is divided into 12 major sections. Due to limited time and the need to get this material printed and distributed for use in the 1970-71 school year, only five sections have been completed and are included in this guide.

INTEREST APPROACH:

1. How does building a viable community compare to building a house?
Consider:
 - A. Needing the house.
 - B. Drafting or selecting necessary plans.
 - C. Selecting and acquiring a site.
 - D. Figuring a bill of materials.
 - E. Determining costs.
 - F. Arranging financing.
 - G. Contracting to build the house.
 - H. Building.

2. What happens when a house is not properly planned? Consider inefficient use of space, rooms that are too small, inadequate closet and storage areas, undesirable site location.
3. What happens when community development is not properly planned?

SECTION A: Organizing Community Development

INTRODUCTION:

Community planning and development are continuous and expensive processes that are becoming more essential with the population increase and the consequent demand for land, jobs, homes, services, recreation and a wholesome environment.

Traditionally, most community development has been done on a project-by-project basis. This approach eventually leads to the kind of complex problems illustrated in a true story reported by the Hallandale, Florida, Chamber of Commerce.

In this community, a prominent businessman asked to be relieved from his assignment as chairman of the Chamber's beautification committee. "I would like to work with a new committee on Community Development -- every problem in a community has a way of overlapping another one," he stated. "Wherever I go with this plan of beautification, I run against a stone wall...lack of financing, narrow highways, lack of drainage and sewers, obsolete structures needing to be torn down, water problems, light problems...and most of all, the great lack of adequate financing to handle these problems.

"What this community needs is a complete study and analysis made of the overall picture. We're growing fast, perhaps too fast for our present set-up, and if we don't stop right now and take inventory and determine what we have here, where we are heading, and what we must do to be ready for the future, we're going to be in trouble."*

Hallandale is a community of about 11,000 people being engulfed by metropolitan growth. Its problems are similar to those of thousands of communities throughout the country, including numerous rural areas.

When we were studying U. S. population growth and concentration in Unit I, we noted that there may be 300 million people by the year 2000, one-third more than today. Translated into construction and development, population growth, along with obsolescence, will require as much building in the 30 years between 1970 and the year 2000, as has been done in the last 300 years. Even with long-range and economic planning, such growth and rebuilding will present many complex development problems.

*Case Studies in Community Development, U. S. Chamber of Commerce, Washington, D. C.

This Unit is divided into two discussion topics:

1. Making the Community Development Work Plan.
2. Areas for Work, Study and Action.

DISCUSSION 1. Making the Community Development Work Plan.

A. Group discussion guide.

1. What is meant by the term long-range planning? Is it desirable? Explain.
2. Does your community have a long-range plan?
3. How much and what kind of long-range planning has been done in your county? State?
4. Who should initiate long-range community planning -- community, county, state or federal authorities? Discuss.

DISCUSSION 2. Areas for Work, Study and Action.

A. Group discussion guide.

1. Projects can be developed around the following subjects in your community: *
 - a. Land, its uses, measurement, description and development.
 - b. Development of jobs and industry.
 - c. Housing needs and development.
 - d. Recreational needs and development.
 - e. Improving quality of life and environment.
2. Discuss the need for community planning and study in these five areas.
3. What projects can your group carry out to improve the community? Suggest the following:
 - a. Learn basic fundamentals about each of the five areas listed for work, study and action.

*Seven additional sections, f through l, listed in Table of Contents to follow later.

- b. Work with other groups on community planning and development.
- c. Tell people what you have learned and accomplished.
- d. Select and develop a project or projects for individual and group action.

ASSIGNMENT: Write a page on the importance, necessity, and effect of community development planning. Be prepared to defend your position in group discussion.

Note to Group Leader: Many cities, counties and states have development studies and plans. Your local Chamber of Commerce or county government may have copies of this material available. Information may also be obtained from your local Cooperative Extension Service.

UNIT IV: BUILD OUR AMERICAN COMMUNITIES

SECTION B: Land Use, Measurement, Description and Development.

INTRODUCTION:

Land is limited. And we cannot create more. This problem is dramatically driven home to us when we consider that by the dawn of the next century we shall have become a nation of 300 million Americans. Where there are two of us now, there will be three then. We will have added the equivalent of the populations of 10 New York Cities to our total population.

Yet those people will exist on the same number of square miles -- some 3.4 million -- as today. The same amount of fresh water will fall from the skies then as now. We shall be fed from the same thin layer of topsoil that feeds us today. We will breathe from the same atmosphere -- neither it nor our other basic resources will have expanded to match our population.

With more people using the same amount of land, there will be changes from the situation as we know it today. To accommodate people, will we build a new New York City every three years? Will we expand our small towns so urban sprawl engulfs more farmlands? Will there be twice as many automobiles? Three times as many? Will they travel on more miles of 8 or 12 or 16 lane highways? Or will air travel have taken over, so the need is for airports or heliports? Where will we dispose of more millions of tons of waste?

Many questions such as these will need answers, and land use is part of each answer. This section will help you understand some of the major characteristics of land. There are three discussion topics:

1. Land Use.
2. Land Measurement and Description.
3. Land Development.

DISCUSSION 1. Land Use.

A. Group discussion guide.

1. Why is land important in community development and planning?
2. What are the general land use classifications? (Agriculture, industry, forestry, commerce, transportation, recreation.)
3. What factors determine land use and why is each important in community development?

- a. Location (relation to climate -- length of growing season, temperature, rainfall.)
 - b. Soil (fertility, adaptability to crops, timber, industry.)
 - c. Water (availability for domestic, industry, commerce uses.)
 - d. Agriculture (kinds of crops and livestock.)
 - e. Transportation (water, rail, air, roads.)
 - f. Markets (distances, freight and trucking rates.)
 - g. Utilities (availability of electric power, gas, telephone.)
 - h. Improvements (buildings, streets, other.)
 - i. Labor supply (amount skilled and semi-skilled, technical and scientific abilities.)
 - j. Government programs (farm support programs.)
 - k. Proximity to large cities and growing metropolitan centers.
 - l. Taxes and assessments (real estate, personal property.)
 - m. Speculative interest (buying, holding land for future development.)
- B. Plan a map exercise, air photo study or tour of your community to help group members determine why and how the area came to be organized and developed as it is.
 - C. Summarize and review what determines present land use in your community and county.

DISCUSSION 2. Land Measurement Description.

- A. Group discussion guide.
 1. Why is land measurement and description important in community development?
 2. What is the origin of land surveys in the U. S.? In your community?
 3. What is rectangular land measurement?
 4. How does a metes and bounds description differ from a rectangular description?
 5. Why are lot and block descriptions used in subdivisions?
 6. What is meant by the legal description of real estate?

7. What is the legal description of your family real estate?
8. Where would you record a platted subdivision?
9. Define: (1) baseline, (2) meridian, and (3) township.
10. Draw a baseline and meridian and locate township 5 north, range 2 west.
11. How many sections in a township? Townships in a county?
12. How many acres in a section? Do sections vary in size? Why?
13. Locate the SW 1/4 section 24, township 4 south, range 2 east, of a meridian and baseline.
14. Locate your farm or home on a county map using the legal description given on the mortgage or deed.
15. How does a mortgage differ from a deed? What is the purpose of each? Who is the mortgagee? The mortgagor? Why is a note necessary when giving a mortgage on a piece of property? What is the difference between a first and second mortgage?
16. What is meant by good title? What is a general warranty deed? Fee simple deed? How does a quit claim deed differ from a general warranty deed? What is meant by title insurance?
17. When may a land contract be used to purchase real estate? What advantages does a land contract have for the buyer? Seller? Disadvantages?

DISCUSSION 3. Land Development.

A. Group discussion guide.

1. Plan the step-by-step development of a community project.
 - a. Select and appraise the site
 - b. Acquire the property.
 - c. Finance the project.
 - d. Survey and plat the land.
 - e. Record the project.
 - f. Determine the taxes
 - g. Develop the site.
 - h. Lease the project.
 - i. Sell the project.
 - j. Prepare a project budget.

Note to Group Leader: This is a work project designed to expose group members to practical everyday situations that occur when they buy homes, acquire property for investment, development, industrial, commercial, or recreational purposes. In this exercise, group members are confronted with terms and regulations on planning, zoning, utilities, taxes and services -- all an important and integral part of community development.

The group can be divided into several sections with each developing and reporting on an assigned part. Assume the group has the cash down payment for the property and site development. Also assume that the property is in the community with access to an adequate water system and city sewer. Land, lot and development costs will be consistent with those in the community. Land purchases and sales are to be made through a real estate broker and the project will comply with local ordinances and zoning regulations.

The group will develop a hypothetical plan to acquire, develop and dispose of an industrial or housing site, medical center or outdoor recreational facility or other community project.

Under point A-1. of this discussion on land development, items a. through j. listed a logical progression for the class discussion. Points a., b., and c. have been developed in detail. It is suggested that each instructor give similar treatment to: d. Survey and plat the land, e. Record the project, f. Determine the taxes, g. Develop the site, h. Lease the project, i. Sell the project, and j. Prepare a project budget. A sample budget for use in point j. follows.

Resource people for Section B could include the city engineer, Federal Housing Administration representative, Farmers Home Administration County Supervisor, bank loan officer, savings and loan association representative, correspondent from insurance company or representative of a real estate financing firm. The daily newspaper ads and telephone directory yellow pages are also good sources of information. It may be helpful to arrange a field trip to offices of the planning commissioner, surveyors, clerk and recorder, assessor, and tax collector.

B. Develop the project in steps.

1. Select and appraise the site. Consider:

- a. Need for project in community.
- b. Location in the community.
- c. Compatibility with homes and business in surrounding area.
- d. Zoning and planning commission requirements.
- e. Accessibility to and development of necessary streets and highways.
- f. Utilities and telephone.
- g. Land and lot values.
- h. Potential markets and profits.
- i. Financing.

2. Acquire the property.

a. Advantages of buying directly from seller.

- (1) Saves realtor commission.
- (2) Draws less public attention.

b. Disadvantages of buying direct.

- (1) Lack of expertise in buying.
- (2) Lack of negotiator.
- (3) Conflict in direct relations with seller.

c. Advantages of buying through realtor.

- (1) Familiar with land values.
- (2) Knows real estate laws and terms.
- (3) Acts as negotiator and arbitrator.
- (4) Arranges terms of sale.
- (5) Draws up binding agreement between buyer and seller.
- (6) Eliminates legal difficulties.
- (7) Arranges for escrow agent.
- (8) Bonded and licensed by State.

d. Disadvantages of buying through realtor.

- (1) Listing ties up land.
- (2) Realtor commission.
- (3) Land speculation.

3. Finance the project.

a. Consider the amount of equity, cash, and credit the developer has available for land purchase.

b. Obtain the seller's acceptance of a small down payment and an agreement to carry the balance on a first mortgage.

c. Arrange with the seller to buy the land on a contract with a small down payment and monthly payments.

d. Work out a contract arrangement with the seller to accept a reasonable down payment and apply part of the income from the sale of developed lots on contract balance.

e. Arrange with the local bank to finance the project on a short- or long-term basis.

f. Arrange with a savings and loan association or insurance company for a construction and development loan that will include the cost of the land.

- g. Apply to Department of Housing and Urban Development's Federal Housing Administration for an insured loan that will include land purchase and development costs.
- h. Consider the possibility of a loan through USDA's Farmers Home Administration.
- i. Obtain commitments from builders or long-term leases of industrial or commercial property and use these as collateral with banks and other finance agencies.
- j. Form a stock corporation, nonprofit association, or cooperative.
- k. A combination of two or more of the above suggestions.

Note to Group Leader: Consider these factors during your discussion on financing project: (1) Appreciation or depreciation in land value, (2) Current short- and long-term interest rates, (3) Possibility of rezoning to increase land values, and (4) Ability to recoup investment in the land at any time, if necessary.

Another resource person could be a local realtor to: (1) Explain the functions and services he performs as a broker; (2) Show how a real estate sale is closed and discuss the services he renders in making and closing a sale; (3) Prepare a listing agreement, earnest money agreement and a closing statement and explain the purpose and necessity of each, and (4) Explain the functions of a title and trust firm and services rendered by an escrow agent. The group should be provided with examples of title reports, mortgages with supporting notes, copies of title insurance, and copies of land deeds.

SAMPLE BUDGET FOR LAND DEVELOPMENT PROJECT

ESTIMATED INCOME:

- 1. Income from sales or leases \$ _____
- 2. Other incomes \$ _____
- Total estimated income \$ _____

ESTIMATED EXPENSES:

- 1. Land costs \$ _____
- 2. Financing costs \$ _____
- 3. Legal fees \$ _____
- 4. Registration \$ _____
- 5. Engineering fees \$ _____
- 6. Interest during development \$ _____
- 7. Liability insurance \$ _____
- 8. Labor costs 1/ \$ _____
- 9. Advertising \$ _____
- 10. Taxes \$ _____
- 11. Street (or road) curb and utility cost \$ _____
- 12. Other \$ _____
- Total expenses \$ _____

ESTIMATED PROFIT (LOSS): Subtract estimated expenses from estimated income
 \$ _____

1/ Include also social security, unemployment and accident insurance and bonds.



- REFERENCES: Catalog of Federal Domestic Assistance, Office of Economic Opportunity, Washington, D. C. 20506.
- Starting and Managing a Small Building Business, Small Business Administration, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
Price 25 cents.
- Overall Economic Development Program, What It Is, How to Prepare One For Your Community, U. S. Department of Commerce, U. S. Government Printing Office, Washington, D. C. 20402.
Price 15 cents.
- Land Economic, Principles, Problems and Policies in Utilizing Land Resources, Revised Edition, Ronald R. Renne, U. S. Department of Agriculture, Harpers and Brothers, publishers, New York, New York.
- Soil Conservation at Home, USDA Soil Conservation Service, Agriculture Information Bulletin 244, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 20 cents.
- Questions and Answers on Real Estate, 5th edition, revised, Robert W. Semenow, Prentice Hall, Inc., publishers. Price \$7.95.
- Handbook of Outdoor Recreation Enterprises in Rural Areas, USDA Farmers Home Administration, U. S. Government Printing Office, Washington, D. C. 20402. Price 65 cents.
Check your local library, real estate dealers and others for additional references.

UNIT IV: BUILD OUR AMERICAN COMMUNITIES

SECTION C: Job Development and Rural Industry.

INTRODUCTION:

As the nation has graduated from an agrarian to an industrial economy, off-farm jobs have become more important. Tans of thousands have already migrated to the city in search of employment and more will follow. While many rural areas become barren of population, big cities on the other hand are becoming extremely congested, and face a difficult task of providing essential services and a decent environment for their citizens. One way to help relieve pressure on urban growth is to provide employment opportunities in rural areas. Young rural people desiring to remain and work in home areas and not engage in farming have a major stake in their community's efforts to attract job-producing industry.

Section B of Unit IV helped you gain an understanding of steps that can be taken to create new job opportunities -- expand established industries or induce new industries to locate in your community.

If industrial jobs are to be developed in the community, local leadership must plan to meet resulting changes -- population growth, demand for new schools, hospitals, community facilities, housing and other services. To help plan for job development, industrial growth and community change, many forward-looking communities have organized development groups composed of leading businessmen, clergy, government officials and educators.

This section is to help you understand the many intricacies of job development and rural industrial growth. The section is divided into six discussion topics:

1. Making a Job-Needs Appraisal.
2. What Outside Industry Looks For In A Community.
3. Advantages of Home Grown Industry.
4. Making A Community Economic Development Profile.
5. Locating Assistance For Job Development.
6. Selecting a Form of Business Structure.

INTEREST APPROACH:

1. What kinds of job-producing industries does your community now have?
2. What activities are underway to create more jobs?
3. What additional actions need to be taken in your community to create more jobs?

4. How many jobs are needed to employ those who would otherwise be forced to migrate from your community during the next 5 years? 10 years?
5. What kind of organization does your community have to work on job development? If none, is there a need for such a group? Why?
6. What part can your group play in community development?

DISCUSSION 1. Making a Job-Needs Appraisal.

One of the most dramatic ways to illustrate the needs and goals for community development programs is to determine how many jobs the community will need in the coming years? This can be done by making a job-needs appraisal based on whether your community's population is going to grow, stabilize or decline. This appraisal is of special importance to further the success of a community development program.

A job-needs appraisal includes essentially the same search for information in each community. In each instance, it is necessary to make an estimate of population growth and change. This information is needed to calculate the demand for housing, new services, business and cultural opportunities, government services, schools, hospitals and other facilities.

Total employment figures are important in making assumptions about community growth and development, but jobs created by an industry have special significance. Industrial jobs are created by the markets in which the output of a factory is sold. These markets may be worldwide. If a community's industries serve a wide market, its employment and population are certain to increase. As a result, employment in services and government will likely be in direct ratio to industrial opportunities.

A job-needs appraisal report based on a 10-year period will be long enough for substantial change to take place and short enough to establish trends. However, group leaders may wish to project for an additional 10 years in order to clarify thinking about needs and resources over a longer period of time.

Example of Job-Needs Appraisal Study for Rapid City, South Dakota

The following is the edited report of a job-needs appraisal study for Rapid City, South Dakota. It was printed in "Case Studies in Community Development," published by the Chamber of Commerce of the United States in Washington, D. C., in 1963. It illustrates how easy it is to make a similar study in any community by following the steps outlined. A form for making Your Community Job-Needs Appraisal and summarizing the

the results is provided beginning on page 43.

Step 1. REVIEWING PAST POPULATION RECORDS

The Rapid City study committee first reviewed the past population records from the U. S. Department of Commerce, Bureau of the Census, which revealed the following:

(RAPID CITY)			(SOUTH DAKOTA)		(UNITED STATES)	
Year	Pop.	Gain	Pop.	Gain	Pop.	Gain
1900.....	1,342.....	-36.0%	401,570.....	+15.2%	75,994,575.....	+20.7%
1910.....	3,854.....	+87.0	583,888.....	+45.4	91,972,266.....	+21.0
1920.....	5,777.....	+49.9	636,547.....	+9.0	105,710,620.....	+14.9
1930.....	10,404.....	+80.1	692,849.....	+8.8	122,775,046.....	+16.1
1940.....	13,844.....	+33.1	642,961.....	-7.2	131,669,275.....	+7.2
1950.....	25,310.....	+82.8	652,740.....	+1.5	150,697,361.....	+14.2
1960.....	42,400.....	+67.5	680,514.....	+4.3	179,323,175.....	+18.5
*1970.....	47,000.....	+10.8	785,000.....	+15.3	204,509,000.....	+14.0

A review of the above three tables shows the following comparative average growth factors per decade for the past 60 years up to 1960:

Rapid City	83.4%
South Dakota	10.3%
United States	15.1%

Eliminating the unusual factor for Rapid City between 1900 and 1910, they still showed a 62.16 percent average growth factor per decade for the past 50 years.

Note that in the 1940 census, Rapid City gained 33.1 percent while the state of South Dakota lost 7.2 percent and the nation gained 7.2 percent.

Questions:

1. How do you account for the fact that South Dakota never regained its population growth rate, but Rapid City and nation did after 1940? (Consider the following factors: The depression of the 30's, World War II, new technology in agriculture, farm prices, etc.)
2. What significant events happened in each decade to influence population gain or loss (Check your American history.)
3. Apply the national growth rate to the South Dakota population for each census period. What would the state's population approximate by today if it had retained all its people?

*1970 figures used are the best estimates available. The 47,000 population figure is for the central part of Rapid City. The estimated population including the central city and environs is 65,000.

4. What economic and social significance do these figures represent in terms of outmigration, urban problems and national change?
5. What would be the Rapid City growth rate of the Central City if the environs were included in the 1970 estimate? See footnote on page 36.

ASSIGNMENT: As part of a job-needs appraisal, prepare a similar study for your community and state.

Step 2. ECONOMIC KEY TO PAST AND FUTURE GROWTH

The second step in the Rapid City job-needs appraisal analyzed factors that had accounted for the city's growth. This was prepared in a narrative form and is included here for guide purposes only.

"No segment of our economy dominates or controls the destiny of our area. We have one of the most diversified economies in the United States...the only major aspect we lack is a seaport. In documenting the many facets of our economy, the answer is found to the common question, "What supports the local population?"

"First of all, we define our primary economy as a seven county area which is about 100 miles square and includes the Black Hills region bounded by Belle Fourche on the North, Hot Springs and Edgemonth on the South, Newcastle, Wyoming, on the West, and Kadoka and Philip on the East. This is the primary area of our economy.

"In this area, Tourism is one of the largest facets, contributing about 70-80 million dollars a year to our economy. (This has increased from about 1,000,000 in 1965 to 1,700,000 in 1969, with the completion of Interstate 90.)*Total Farm Sales in the seven county area contribute about 25 million dollars a year. Rapid City is growing as a distribution point and the 1958 figures show a total volume of 41 million per year in Wholesaling. The Military program contributed considerable income but is very variable due to changes in the nation's military posture.

"In the field of Natural Resources, we find a tremendous element of diversity. Bentonite at Belle Fourche, Sugar Beets and sugar; Gold at Lead, Oil at Newcastle; Uranium Mill at Edgemonth; Mica throughout the Hills; Lumber, Posts, and Pulpwood industries; high interest in low grade iron ore deposits; significant mining of Beryllium and numerous other minerals are a part of the Natural Resources contributing to our economy.

*Editor's note.

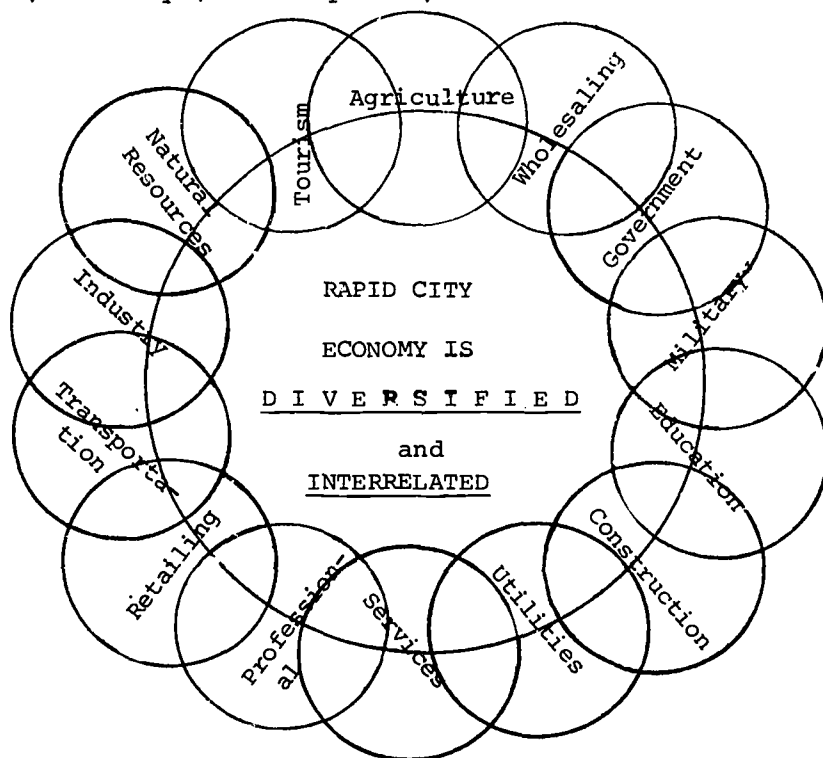
"We have diversity in Industry with the State Cement Plant; Tri-State Milling Company; Rushmore Mobile Homes; quarrying industries, numerous home construction supporting industries and building materials industries, jewelry manufacturing; Black Hills Packing Company, and many of the industries mentioned in the National Resources category.

"In the field of Education, we have a State College, South Dakota School of Mines and Technology, which is nationally recognized; a recently constructed Catholic Girls Finishing School, the National School of Business, along with an outstanding public and parochial elementary system.

"We have a disproportionately large number of Construction Companies and related services, such as Architects and Consulting Engineering firms. Our Transportation facilities include two large common carriers in the trucking field, two railroads, three airlines, several bus companies, and numerous smaller trucking firms.

"Certainly, the Public Utilities aspect is growing and planning for the future through expansions, such as the recent 3.3 million dollar water bond issue and the more than 5 million dollar Generating Plant recently built by Black Hills Power and Light Company.

"As the largest community in a 350-mile radius, Retailing is an important segment, along with all of the many Service establishments. Under Services, we also include the Professions, Medical and Dental clinics, Attorneys, two hospitals, etc.



"Without belaboring the point further, it is evident that diversity has been the key to our long record of unusually strong growth patterns during the past 60 years. Our growth is not something that just took place during the past 10 or 20 years. It has been going on for 60 years. In looking at our economy, it can be described as a circle. In a circle, there is no starting or stopping point. Everything is inter-related as illustrated in the drawing.

ASSIGNMENT: Prepare a similar narrative to the one above for your community and its trading area.

STEP 3. PROJECTION OF FUTURE POPULATION TRENDS

The third step in making the Rapid City job-needs appraisal was projecting population trends and their relations to area and U. S. growth. How they did it is illustrated below.

"Based upon past records and mathematical trends, understanding why Rapid City has grown and relating the planning decisions of local utilities which are investing millions of dollars, this Committee established an assumption of a 51.2 percent growth factor per decade for the next 20 years. Some members of the Committee felt this is too conservative a figure, pointing out that all estimates about Rapid City have historically been too low. It was, however, the general consensus that a 51.2 percent figure was a reasonable and defensible assumption. Using this figure, the following projections appear for Rapid City:

1960.	42,399
1970.	64,107
1980.	96,929

RELATION TO AREA GROWTH

"In checking census figures for growth factors in the surrounding counties in our primary trade area, the Committee established a projected growth factor of 3.6 percent per decade in the trade territory outside of Rapid City. The Audit Bureau of Circulation's report on the Rapid City Daily Journal circulation figures lists a retail trading population of 71,419 exclusive of Rapid City's 42,399 citizens. On this basis, the following figures reflect the growth of our area including Rapid City for the next two decades.

1960.	113,818
1970.	137,097
1980.	173,582

RELATION TO U.S. GROWTH

The 1960 Statistical Abstract of the United States Department of Commerce shows the following U. S. Population growth estimates:

1960.	179,323 175.	18.5% increase
1970.	219,474,000.	22.3% increase
1980.	272,557,000.	24.2% increase

The national average growth per decade for the past 60 years has been 15.1 percent as compared to Rapid City's average for the same period of 83.4 percent. (See table on page 36) Comparing the Government's prediction of an increased national rate of growth for the next two decades and our local prediction of a decreased rate of growth for the next two decades, it appears that our assumption of a 51.2 percent growth factor for Rapid City is a conservative figure.*

- ASSIGNMENT:
1. Make a projection of population trends in your community and state, using the form at the end of Section C.
 2. Write a story for the local newspaper telling what you are studying and what you have discovered about the past population figures in your community and the factors that caused it to happen. Include your projection of population trends.

Step 4. DETERMINING JOB OPPORTUNITIES NEEDED IN RELATION TO PROJECTED GROWTH

The fourth and final step in the Rapid City job-needs appraisal was to determine the job opportunities needed in relation to projected growth. It is included below for study and guide purposes.

The relationship of employment to population is of basic concern to any present or future assumptions. The following information is presented by the local Employment Security Department:

The Rapid City local office estimated 20,260 employed as of December 1960. The estimate was further classified by industry as follows:

<u>Industrial Group</u>	<u>No. Employers</u>	<u>Employees</u>
Mining, Quarrying	5	110
Contract Construction	175	2,850
Manufacturing	75	2,400
Transportation, Communication		
Public Utilities	55	1,600
Wholesale and Retail Trade	540	6,700
Finance, Insurance, and Real Estate	150	3,500
Service Industries	585	3,750
Government Establishments	75	2,000
Total	1,660	20,260

*The estimated growth rate for Rapid City in decade of the 1960's was 53.3 percent.

This estimate included workers employed on government projects and military installations outside of the "metropolitan" area. Not included in the estimate was the number of workers engaged in farm employment in the surrounding country. At the time of the estimate an approximate 1,150 were unemployed. Seasonal unemployment in the Rapid City area normally peaks in January, February, and March. After that time, demands in construction, wholesale and retail trade, and service industries begin to make inroads on the supply. The total civilian nonfarm labor force of "metropolitan" Rapid City would then be at the time of greatest demand:

Total employed (est.)	20,260
Total unemployed (est.)	<u>1,150</u>
Total civilian labor force (est.)	21,410

"Since the civilian labor force is about 42 percent of the total population, 64,000 residents in 1970 would result in a labor force of 26,880. This is about 5,500 more than the labor force in 1960.

"In 1980, a population of 96,800 would project a labor force of 40,660 or 13,780 new jobs needed.

"Observations on industry growth in the 1960's and 1970's: Contract Construction - employment will continue to rise because of the growing number of households, increasing expenditures for highways, and the rising volume of business activity. Development in methods and materials have made this industry less seasonal.

"Manufacturing - Growth may continue to be steady if unspectacular. Many small processing and manufacturing establishments have come into being to satisfy our ever growing and diversified needs.

"Service - High standards of living, increased population and income and more leisure time are expected to be reflected in demand for increased services.

"Wholesale and Retail Trade - Employment will rise with a growing population and higher standards of living. No city in the wholesale and retail trade area served by Rapid City has grown sufficiently in recent decades to challenge Rapid City's share of the market.

"Finance, Insurance, and Real Estate - May expand rapidly in keeping with expected national trends due to the increasing complexity of Rapid City's financial activities, rising levels of income, and the growth of the city's suburbs.

"Transportation, Communications, Public Utilities - Job expansion in these fields will be geared in somewhat a direct ratio to demands for services in a growing community.

"Government - A largely unknown factor because of the local military installation. Jobs in government (excluding military) tend to increase as community and population growth are reflected in increased demands for services. Jobs directly affected by the needs of the military man may continue to increase if we continue to live in the shadow of the "cold war." The Ellsworth Air Force Base has had a small increase in personnel during the 1960's. The selection of Rapid City for a missile complex (Titan and Minuteman) would seem to assure increasing job opportunities, even if the arrival of the "operational missile age" reduces emphasis on manned aircraft.

"Agriculture - Continued declines in job opportunities as smaller operations are absorbed by larger operator, who, by efficient utilization of modern methods and equipment, do not need to hire additional workers.

INFORMATION SOURCES INCLUDED IN CASE STUDY

U. S. Censue of Population 1960 - U. S. Department of Commerce,
Bureau of the Census

South Dakota Employment Security Department

U. S. Department of Labor-Bureau of Labor Statistics

Audit Bureau of Circulations

U. S. Department of Labor - Bureau of Labor Statistics

Audit Bureau of Circulations

U. S. Department of Commerce

Water System Study, 1959

Business Survey and Market Guide - Rapid City Daily Journal

Sales Management Survey of Buying Power (Most recent)

Statistical Abstract, U. S. Department of Commerce (Most recent)

Rand McNally Commercial Atlas and Marketing Guide (Most recent)

(Editor's Note: Military installations are subject to cut backs. The Titan missile project was eliminated. Demand for labor dropped off with completion of the Minuteman Complex. This lead to a dip in business during the mid-1960's.)

ASSIGNMENT: Using the above job-Needs Appraisal as a guide, prepare a similar appraisal and projection for your own community. The following forms are designed to assist and simplify the task for you.

COMMUNITY JOBS - NEEDS APPRAISAL SUMMARY

Step 1. REVIEWING PAST POPULATION RECORDS BY DECADES

<u>(your community)</u>			<u>(your state)</u>		<u>United States</u>	
<u>Year</u>	<u>Pop.</u>	<u>Gain</u>	<u>Pop.</u>	<u>Gain</u>	<u>Pop.</u>	<u>Gain</u>
1900	_____	_____	_____	_____	75,994,575	+20.7%
1910	_____	_____	_____	_____	91,972,266	+21.0%
1920	_____	_____	_____	_____	105,972,620	+14.9%
1930	_____	_____	_____	_____	122,775,046	+16.1%
1940	_____	_____	_____	_____	131,699,275	+ 7.2%
1950	_____	_____	_____	_____	150,697,361	+14.2%
1960	_____	_____	_____	_____	179,323,175	+18.5%
1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____

Summary of above growth factors:

	<u>Percent growth</u>
(your city)	_____
(your state)	_____
United States	_____

1. What was the average growth factor per decade for your community?
2. How does your community compare with the state and national average gain?
4. How do you account for the difference?

Step 2. ECONOMIC KEY TO PAST AND FUTURE GROWTH

Develop narrative of economic keys accounting for area growth. Use additional sheets for this purpose. Use the Rapid City, South Dakota, narrative as a guide.

Step 3. FUTURE PROJECTION OF POPULATION TRENDS

<u>Community</u>	<u>Year</u>	<u>Population</u>	<u>Area</u>	<u>Year</u>	<u>Population</u>
	1960	_____		1960	_____
	1970	_____		1970	_____
	1980	_____		1980	_____
U. S. Growth 1960		_____	1970	_____	1980

Compare your communities projected growth with the area, and U. S. Growth.

1. Use Rapid City Job-needs appraisal as a guide for all four steps in this summary.

Step 4. ESTIMATED JOB OPPORTUNITIES NEEDED IN RELATION TO PROJECTED OUTMIGRATION AND FUTURE GROWTH. PERIOD 1970-1980.

<u>Industrial Group</u>	<u>Number of Employers</u>	<u>Employees</u>
Agri-business	_____	_____
Mining and Quarrying	_____	_____
Manufacturing	_____	_____
Transportation, Communication	_____	_____
Public Utilities	_____	_____
Wholesale and Retail Trade	_____	_____
Finance, Insurance	_____	_____
Real Estate	_____	_____
Service Industries	_____	_____
Government Establishment	_____	_____
Recreation and Tourism	_____	_____
Fishing	_____	_____
Other	_____	_____
Totals.....	_____	_____
Total employed (estimated)	_____	_____
Total unemployed (estimated)	_____	_____
Total Civilian Labor Force (est.)	_____	_____
Estimated Job Needs by 1980	_____	_____



DISCUSSION 2. What Outside Industry Looks for in A Community

A. Group discussion guide:

Industry must consider many things when deciding where to locate. The purpose of this discussion is to:

1. Develop an understanding of the things an industry wants to know about a community before determining to locate there.
2. Explore the advantages of a "home grown" industry.
3. Provide a method of making an economic profile study of the community.
4. Aid in locating technical, financial, and other assistance available through private industry, commercial institutions, and government agencies for community development

DISCUSSION 3. Things an Industry Looks for in Determining Where to Locate.

NOTE: This is just a partial list.

A. Group discussion guide.

1. What factors does an industry consider in seeking a location?
 - a. People
 - (1) Are the people trained or untrained, willing to learn, and industrious?
 - (2) Are there enough people available for the industry's needs?
 - (3) Do they seem interested in having an industry in the community?
 - (4) Is there civic pride in the area?
 - (5) Other.
 - b. Government
 - (1) Is the local government good, sound, and progressive?
 - (2) Is the attitude of the leaders reflected in the people?
 - (3) Will they cooperate with the prospective industry?

c. Capital

- (1) Is the community willing to help in establishing the prospective company financially?
- (2) Will there be financial help from local sources?
- (3) Will a local organization assist new industry in obtaining capital?

d. Schools

- (1) Does the school system indicate interest in families, the community, and their future?
- (2) Do the schools offer a quality education?

e. Churches and Civic Groups

- (1) Do churches and civic organizations have an aggressive spirit?
- (2) Do these groups help establish a desirable image?

f. Transportation

- (1) Is there a dependable means for people to get to work and will the location be easily accessible?
- (2) Can executives get fast, dependable transportation to other areas?
- (3) Is there adequate transportation to move raw materials and finished products?

g. Power and Energy

- (1) Is there an adequate power supply to meet present and future needs?
- (2) Is the local power company progressive and aggressive?
- (3) Is there natural gas, fuel oil, or coal available?

h. Communications

- (1) Is there a modern and adequate telephone service?
- (2) Can businessmen communicate with national centers instantaneously?
- (3) Are there radio, television, and newspapers?

i. Plant Sites

- (1) Has the community established an industrial park?
- (2) Will it assist in erecting buildings for factories and warehouses?
- (3) Are sites well-located, free from floods, etc.?

j. Housing

- (1) Is money available to finance new homes?
- (2) Are available homes and apartments clean, modern, adequate, safe and sanitary, and well maintained?

k. Medical and Dental Care

- (1) Is there a community hospital?
- (2) Are there enough doctors and dentists?

l. Recreation Facilities

- (1) Are there parks, lakes, golf courses, hunting and fishing available?
- (2) Are there baseball, football, and other organized sport activities for everyone who wants to participate?
- (3) Are there facilities for other community activities?
- (4) Are residents welcome regardless of race, color or creed?

m. Climate

- (1) What climatic attributes does the community possess?
- (2) Does the community have favorable factors that offset poor climatic conditions?
- (3) Is the community selling its good climate?

n. Natural Resources

- (1) What quantities and qualities of each of the following natural resources does the community have?
Coal, water, timber, agricultural products, minerals, other.

o. Other Factors to Consider.

- (1) Is it important to make rural areas attractive to industry?
- (2) Is it important to be ready before an industry "comes-a-looking?"

DISCUSSION 4. Advantages of "Home-Grown" Industry.

A. Group discussion guide.

1. Is it easy to attract an industry to a new area?
(Competition is tough and stakes are high. There are 14,000 organizations across the nation engaged in economic development activities. Their numbers are multiplying rapidly. Community development is becoming a science.)
2. Should the community's effort be balanced by equally strong and imaginative efforts to develop "home-grown" enterprise? Why?
3. What advantages do locally owned and organized industries have for developing the area.
 - a. Utilize the natural resources, available surpluses, and by-products to fullest extent.
 - b. They cling to the place of their birth and are more likely to be permanent.
 - c. Profits accrue to local residents, are spent locally, and make a greater contribution to the community's economy than a branch plant of national concern.
 - d. Development of local industries serves to strengthen the community's efforts to attract other industry.
 - e. By organizing local industries, a community proves its potential for success and attracts other industry.
 - f. A community that aggressively pursues all aspects of economic development marks itself as a good place in which to live and work.

DISCUSSION 5. Making a Community Economic Development Profile.

A. Group discussion guide.

1. Make a study of the community using the **Economic Development profile survey beginning on the next page.**
2. Summarize your survey in narrative form pointing out and highlighting the advantages for industry in your community.

Economic Development Profile



GEORGIA DEPARTMENT OF INDUSTRY AND TRADE



LOCATION

County: _____

Distance in miles from:

Atlanta _____ Miami _____
 Charlotte _____ New York _____
 Chicago _____ Savannah _____

POPULATION

	1960	1950
City	_____	_____
County	_____	_____

GOVERNMENT SERVICES

Type of local government: _____

City zoning ordinance in effect: () yes () no

County zoning ordinance in effect: () yes () no

Subdivision ordinance with design standards in effect:

() yes () no

Number full-time fire department personnel: _____

Number volunteer fire department personnel: _____

Fire insurance classification: _____ in city
 _____ outside city

Number full-time policemen: _____ city _____ county

Full-time city engineer: () yes () no Licensed: () yes () no

Garbage service provided: () public () private () none

Public library: () yes () no

Post office in city () yes () no

If yes, class of post office: _____

EDUCATION FACILITIES

Public elementary and secondary schools

Number of schools in county _____

Enrollment grades 1 - 12 _____

Number high school graduates annually _____

Vocational education programs in high schools

() trade and industrial

() business and office

() distribution and marketing

() industrial arts

Area technical school

Name _____

Location _____ Enrollment _____

Junior college

Name _____

Location _____ Enrollment _____

Four-year college

Name _____

Location _____ Enrollment _____

Other educational facilities _____

COMMERCIAL SERVICES

Machine shop(s): () yes () no

Tool and die service(s): () yes () no

Electric motor repair service(s): () yes () no
 Type of newspaper: () daily () weekly () other
 () none
 Radio station(s): () yes () no Number: _____
 Number of TV channels received: _____
 Cable antenna television serves city: () yes () no
 Seating capacity of largest banquet room: _____
 Seating capacity of largest auditorium: _____
 Travel accommodations: _____ motel rooms
 _____ hotel rooms
 Number of banks: _____ Total assets: \$ _____
 Number of savings and loan associations: _____
 Total assets: \$ _____
 Chamber of commerce: () yes () no
 Manager is full-time: () yes () no
 Other industrial developers: _____

TRANSPORTATION SERVICES

RAIL
 Railroad(s): () yes () no
 Name(s): _____
 If no, distance to nearest loading point: _____ miles
 Piggy-back service: () yes () no
 Reciprocal switching: () yes () no

MOTOR CARRIER
 Inter-city bus service: () yes () no
 Highway number(s): federal _____
 state _____
 Interstate highway: () yes () no
 If no, distance to nearest interchange: _____ miles
 Number of motor freight carriers: _____ interstate
 _____ intrastate
 Number of motor freight carriers maintaining
 local terminals: _____

BARGE

City adjoins navigable river: () yes () no
 Name of river: _____
 Public barge dock available: () yes () no
 Channel depth: _____ feet

AIR

Distance to nearest public airport: _____ miles
 Type of runway: () sod () hard surface
 Length of longest runway: _____ feet
 Runway lighted: () yes () no
 Aircraft tie down or hanger facilities: () yes () no
 Aircraft repair (power plant and/or airframe): () yes () no
 Navigational aids: () VOR () ILS () OMNI
 () NDB () GCA
 Nearest commercial air transportation: _____ miles
 Location: _____
 Name(s) of airline(s) serving point: _____

Length of time goods in transit to:

City	Days by Rail	Days by Motor Freight
Atlanta	_____	_____
Baltimore	_____	_____
Birmingham	_____	_____
Charlotte	_____	_____
Chicago	_____	_____
Cleveland	_____	_____
Memphis	_____	_____
Miami	_____	_____
New Orleans	_____	_____
New York	_____	_____
St. Louis	_____	_____

UTILITIES

WATER

Water supplied by: _____
 Water supply approved by the Georgia Department of Public Health:
 () yes () no



Capacity of water plant: _____ gallons per day
 Average daily consumption: _____ gallons
 Maximum daily consumption: _____ gallons
 Date of maximum: _____
 River water available: () yes () no
 Average daily flow: _____ cubic feet per second
 Lake or reservoir: () yes () no Gallons: _____

SANITATION

Type of sewage treatment plant: _____
 Treatment plant has operating permit from Georgia Water Quality
 Control Board: () yes () no
 Characteristics of waste treatment plant:

Measurement	Capacity	Present Load
Gallons per day	_____	_____
Population equivalent	_____	_____

 Sewer use charge: () yes () no

NATURAL GAS

Natural gas service: () yes () no
 Name of supplier: _____
 Name of distributor: _____
 Btu content: _____

ELECTRICITY

Name of supplier: _____
 Name of distributor: _____

LABOR MARKET AND

County: _____
 Population (date _____): _____
 Civilian labor force
 (annual average 196____): _____
 Unemployed _____
 Unemployed as percent of labor force _____
 Total employment _____
 Agricultural employment _____
 Non-agricultural employment _____
 Manufacturing employment _____
 Non-manufacturing employment _____
 Date of latest labor market survey: _____
 Conducted by: _____
 Results: available male _____
 available female _____
 total available _____

LOCAL MANUFACTURING CHARACTERISTICS

Number of manufacturing plants in city: _____
 Number of plants with labor unions: _____
 List local labor unions:

Largest manufacturers in city:

Firm: _____
 Product(s): _____
 Employment: male _____ female _____ total _____
 Firm: _____
 Product(s): _____
 Employment: male _____ female _____ total _____
 Firm: _____
 Product(s): _____
 Employment: male _____ female _____ total _____
 Firm: _____
 Product(s): _____
 Employment: male _____ female _____ total _____

HEALTH FACILITIES

Number of hospitals: _____
 Number of beds: _____
 If no hospital, nearest facility: _____ miles
 Location: _____
 Public health service: () yes () no
 Other facilities: _____

 Number of medical personnel:
 MDs _____ dentists _____

RECREATION FACILITIES

Facilities available: () golf course(s)
() tennis court(s) () swimming pool(s)
~~() park(s) () country club~~
Nearest state park: _____ miles
Nearest public access lake or river: _____ miles
Activities: () swimming () fishing () camping
() water skiing () motor boating

TAX STRUCTURE

Assessment ratio, city property: _____ percent of real
market value
Basic tax levy for 196... (per \$1000 assessed value):
city \$ _____ county \$ _____
state \$ _____ total \$ _____

MISCELLANEOUS INFORMATION

Number of protestant churches: _____
Roman Catholic church: () yes () no
If no, distance to nearest: _____ miles
Jewish temple or synagogue: () yes () no
If no, distance to nearest: _____ miles
Average cost of construction for residential housing:
\$ _____ per square foot
Outstanding community awards, honors or achievements:

INDUSTRIAL SITES AND INDUSTRIAL BUILDINGS

Total number of industrial sites available: _____
Total number of industrial buildings available: _____

LOCAL INDUSTRIAL DEVELOPMENT ORGANIZATION

Name: _____
Local contact: _____
Address: _____
Phone number: _____ Area code: _____

PREPARED BY

GEORGIA DEPARTMENT OF INDUSTRY AND TRADE

P. O. Box 38097, Atlanta, Georgia 30334
Area Code 404-577-3450

DISCUSSION 6. Locating Assistance for Job Development.

There are many sources of technical, financial, and other assistance available for community and job development. We have listed some. Undoubtedly there are others available in your community, county, or area. It is suggested that your group develop as complete a list as possible. A good source of information is the yellow pages of the telephone directory.

Do not overlook the possibility of combining resources from more than one place. The kinds of technical service available vary as widely as the need. For example: the Soil Conservation Service provides certain technical services to developers to prevent erosion -- the county surveyor provides technical service to establish property lines and access roads
-- Banks and insurance companies cooperate in financing large projects
-- The local bank may help with short-term loans and the insurance company with long-term capital for community projects.

Most encyclopedias have sections on investment banking and securities which will be of interest to the student who wishes to explore this field further.

After the group has completed the list below so that it is representative of the community or area they can proceed to analyze the assistance available by constructing study guides similar to the one on page 55.

Potential Source of Technical and Financial Assistance for Community Development:

(1) Private industry:

- a. Banks and trust companies.
- b. Savings and loan associations.
- c. Correspondents for lending firms.
- d. Insurance companies.
- e. Commercial credit firms.
- f. Management of local industries.
- g. Chamber of Commerce.
- h. Regional development commissions.

(2) Local and state agencies:

- a. Local and county planning commissions.
- b. State development commission.
- c. Rural affairs councils.

(3) Federal government departments and agencies:

a. U. S. Department of Agriculture agencies:

1. Soil Conservation Service.
2. Farmers Home Administration.
3. Economic Research Service.
4. Forest Service.
5. Cooperative or Agricultural State Extension Service.
6. Extension Service.
7. Rural Electrification Administration.

(4) United States Senators and Congressmen.

(5) Telephone directory:

- a. Yellow pages.
- b. U. S. Government.
- c. State or county government.
- d. Ask the operator.

REFERENCES: Catalogue of Federal Domestic Assistance, Office of
Economic Opportunity, Washington, D. C. 20506

STUDY GUIDE FOR LOCATING TECHNICAL, FINANCIAL, AND OTHER ASSISTANCE AVAILABLE FOR COMMUNITY DEVELOPMENT PROJECTS THROUGH PRIVATE INDUSTRY, COMMERCIAL INSTITUTIONS, AND GOVERNMENT AGENCIES

Kind of program	Kind of assistance, financial, technical, other	Purpose for which available	Who can qualify, qualifications, eligibility, etc.	Terms, rate of interest, etc.	Where to apply
NONFARM ENTERPRISE LOANS.	Real estate and operating loans.	Project on applicants own farm or loans to acquire land, build buildings, operate business debt payments, purchase inventory, etc.	Training, experience, ability, and industry: to insure success. Be unable to obtain credit from other sources.	Loans of \$60,000 up to 40 years at 5 percent interest.	County Supervisor, Farmers Home Administration, your county.
For repair shops, service stations, store restaurants, beauty shop, etc.	Supervision and technical advisory service.	Build buildings, operate business debt payments, purchase inventory, etc.	Be unable to obtain credit from other sources.	Operating loans to \$35,000 for 7 years at 6-5/8 percent interest.	telephone directory under U. S. Government or ask information.
FARM OWNERSHIP LOANS					
		This study chart is an example, continue with other programs.			

Note to group leader: Each member of the discussion group should prepare a similar chart. Use suggested list private industry commercial firms and government agencies that can be of assistance in community development on pages 53 & 54. Each student or a team of students might be assigned one or more of these sources listed to research. When they report back to the group, a composite can be made and each member of the group could make his own or be furnished a copy of the completed project.

This guide is for research and study of: _____

Assigned to: _____

Date: _____



DISCUSSION 7. Selecting Form of Business Structure.

Assume that the discussion group has determined that there is need for a new job-producing industry in the community. The group has also ascertained that either there are resources available in the community or a product has been developed that can be produced or manufactured locally and effectively marketed.

The question then arises. What kind of business organization is needed to produce and market the product? What type of organization would assure the most effective and efficient operation and give the enterprise an opportunity to grow?

Should the sponsor be an individual, partnership, cooperative or a profit or nonprofit corporation? The form chosen will depend upon the circumstances. Each form serves a specific purpose and each has its own peculiar advantages and disadvantages.

The purpose of this discussion is to help you understand the different forms of business structure and which best fits specific community needs.

A. Group discussion guide and workshop.

- (1) If an individual and his wife with a small amount of capital want to start a roadside fruit stand, what kind of business structure would be best for their purpose? Why?
- (2) How many different kinds of business structures are there?
 - a. Single proprietorship.
 - b. Partnership.
 - c. Profit-type corporation.
 - d. Cooperative.
 - e. Nonprofit corporation or association.
- (3) What are the characteristics of each type of business structure.

Note to group leader: Refer to the chart "The American Private Enterprise System." You can reproduce the chart to aid in the discussion and each group member can have a copy for reference. Compare the characteristics, advantages and disadvantages of each business structure. Each structure serves an important role in the economic and social development of any community.

THE AMERICAN PRIVATE ENTERPRISE SYSTEM

Comparison of the Four Types of Business Organization in our Free Enterprise System

	Individual	Partnership	Corporation	Cooperative
Who is served?	Customers	Customers	Customers	Members
Who decides policy?	Individual owners	Partners	Directors (Stockholders)	Directors (Members)
Who manages?	Owner	Partners	Officers, manager and staff	Manager and staff
Who votes?	Unnecessary	Partners	Stockholders	Members
Who owns?	Individual	Partners	Stockholders	Members
Who finances?	Individual	Partners	Stockholders	User - Member - Patron
Interest on investment?	To owner unlimited	To partners unlimited	To stockholders unlimited	To members - limited to 6%
Use of net earnings?	As owner wishes	As agreed among partners	Dividends or reserve as Board decides	To patrons in proportion to use
Owner's liability?	All owner's property	All partners property	Amount invested	Amount invested

Source: Cooperative Business Guide, The Pennsylvania Association of Farmer Cooperatives

B. Select a method of doing business.

After the group is sufficiently oriented in the characteristics of each type of business method or organization select the type best suited for each of the following hypothetical situations. Explain each selection.

- (1) A husband and wife want to start a variety store.
- (2) A father wants to take his son into the family business on equal share basis.
- (3) The community wants to establish a recreation club and obtain a loan to build a swimming pool from the from the Farmers Home Administration.
- (4) The local bean growers want to start a processing plant and market their own canned beans.
- (5) Five local farmers, each with a small acreage of grain want to buy a harvester together.
- (6) Two young men have developed a new method of mixing paint and will need \$75,000 for machinery, inventory and sales.
- (7) Several local businessmen want to manufacture a new recreation product and market it through retail outlets.
- (8) The community wants to build a housing complex for senior citizens using a Farmers Home Administration loan.
- (9) Your group decides to build a plant for manufacturing shoes to be marketed by door-to-door salesmen.

Note to group leader: Use the chart "The American Private Enterprise System" when developing Discussion 7.

UNIT IV: BUILD OUR AMERICAN COMMUNITIES

SECTION D: The Business Corporation

INTRODUCTION:

A general understanding of a corporation, its advantages, disadvantages, and organization can be important to the group or individual interested in community development.

WHAT IS A CORPORATION? A corporation is a group of people who have a legal charter granting them as a body, certain legal powers, rights, privileges, and liabilities of an individual, distinct from those of individuals making up the group. The corporation can buy, sell, inherit property, sue or be sued.

WHO CAN INCORPORATE? Any person, partnership, association or corporation, regardless of citizenship or residence, can incorporate in the state of Delaware. Most states require three or more persons to form a corporation.

IMPORTANCE OF CORPORATIONS. The corporation is woven into the fabric of our everyday living. This gives us a clue to its importance. For example:

- states are corporate bodies,
- most cities, villages and towns are incorporated,
- many fraternal organizations, labor unions, churches, nonprofit organizations and even your own organization are or could be incorporated,
- national foundations, charitable and philanthropical organizations are incorporated, and
- corporations do a large percentage of the total business in the nation and the world.

We are virtually surrounded by corporations that govern and provide for our material, spiritual, fraternal and recreation needs. Each is made up of people who have pooled their strength or resources for a definite purpose and receive shares of stock. A person's risk of loss is limited to the stock which he owns; he does not assume further personal liability unless the articles of incorporation so specify.

MARKET FOR THE COMPANY STOCK. Normally there is a market for the stock of a profit-making company if it is a successful business firm. Consequently, the individual can liquidate his interest with relative ease, in the market, if he desires to do so. However, there is the possibility the company can go bankrupt and the investor or organizer can lose his investment. The value of stock can move up or down, affecting the value of the individual's holdings.

SOME CORPORATE CHARACTERISTICS:

1. A corporation is the means of bringing together large sums of capital.
2. It can exist indefinitely unless dissolved by its incorporators.
3. It can exist beyond the life of its incorporators and thus lends itself to situations where there is a need for continuity of management into the future.
4. Banks and investment firms look with favor upon lending money to incorporated financially responsible, business firms.
5. Incorporation eliminates the possibility that creditors and others will have to deal with an estate.
6. If successful, a corporation has the ability to raise large quantities of investment capital for needed expansion through sale of its stock to the public.
7. It need not pay interest on common stock.
8. If it earns money, the total earnings are divided among the holders of outstanding shares of stock. However, the corporation needn't pay its earnings out in the form of dividends unless it so desires.
9. A profit-making corporation can get growth capital by reinvesting all its earnings in the business. When this happens the value of the company stock usually increases.
10. A profit-making corporation must pay taxes on profits, and shareholder must pay taxes on dividends.
11. By buying a majority of stock, special interest groups can take over and change management of a corporation.
12. In most corporations, officers serve at the pleasure of stockholders and must be responsive to their wishes.

NONPROFIT CORPORATIONS AND COMMUNITY DEVELOPMENT. The nonprofit community development corporation provides a means for people from an area to work together in planning and developing their community economically, socially and culturally. Nonprofit community development corporations can be used to:

- build recreation facilities,
- develop housing projects,
- obtain hospital, nursing and other health facilities,

- acquire and assist in the development of industrial sites,
- procure industrial plants and facilities,
- aid in developing water and sanitary facilities,
- finance community development expenses.

To assist you in understanding community development corporations, the Articles of Incorporation and By-Laws of an actual non-profit community development corporation are included beginning on page 63.

This corporation, Advancement, Inc., was organized by citizens in four North Carolina counties with corporate office in Lumberton. Any group of legal age could incorporate to meet their needs.

BASIC ORGANIZATION STEPS INCLUDE:

1. Determine whether **there** is a need for the corporation.
2. Decide to form a corporation.
3. Elect or appoint officers including a president, secretary treasurer and directors.
4. Employ counsel to perform necessary legal work.
5. Determine amount of capital needed.
6. Arrange to issue and sell stock to raise capital.
7. Sell stock to individuals, friends or through an underwriter to the public.

If your organization is already incorporated study its articles of incorporation. If it is not incorporated, determine whether it should be to protect the interest of individual members.

DISCUSSION 1. Organizing a Corporation.

A. Group discussion guide.

1. Review briefly the four methods of doing business under the free enterprise system.
2. Why should you have a general understanding of a corporation its advantages and disadvantages?
3. Why should you have a general understanding of how to organize a corporation?
4. What is a corporation?
5. Who can incorporate?

6. Why are corporations so important locally and in the nation?
7. What are the reasons for corporations?
8. List the advantages and disadvantages of a corporation.
9. How does a corporation raise money to do business?
10. How is the price of a new profit making corporation's stock determined.
11. Who buys the stock?
12. How can nonprofit corporations be used in community development?
13. List the basic steps that are usually required to organize a corporation.

DISCUSSION 2. Studying a Specific Corporation.

A. Group discussion guide

1. Using the Advancement, Inc. Articles of Incorporation on page 63 for guidance, outline the major provisions included.
2. What is the purpose of corporation by-laws?
3. How do by-laws differ from articles of incorporation?
4. What changes would be necessary to make Advancement, Inc. into a profit-making corporation?
5. How does a cooperative differ from a corporation?
6. If your group were incorporated as Advancement is, and wanted to raise one million dollars through the sale of corporate stock, what changes would you make in these articles of incorporation and by-laws?
7. What would need to be done to adapt them to fit a situation where a father, son and one other person desire to incorporate?
8. How can your group use a corporation in community development?

Note to Group Leader: A resource person such as a local attorney or businessman might be of help in developing both discussions.

ARTICLES OF INCORPORATION

OF

ADVANCEMENT, INC.

A NONPROFIT CORPORATION

We, the undersigned, natural persons of the age of twenty-one years or more, do hereby associate ourselves into a nonprofit corporation under the laws of the State of North Carolina, entitled "Nonprofit Corporation Act," and the several amendments thereto, and to that end do hereby set forth:

FIRST: The name of the corporation is "Advancement, Inc."

SECOND: The period of duration of the corporation shall be perpetual.

THIRD: This corporation is organized not for profit, and the objects and purposes to be transacted and carried on are to promote the general social welfare of the community and for that purpose:

a. To develop, execute or assist in programs designed to arrest tendencies toward delinquency, chronic unemployment and out-migration from Bladen, Columbus, Hoke and Robeson Counties.

b. To acquire and develop for sale in these Counties tracts of land suitable for home sites, to erect modest homes on these tracts and to sell or lease the property.

c. To assist local groups in acquiring and developing industrial sites and related facilities in these Counties.

d. To install, construct, improve, and maintain roads, wells, waterworks, reservoirs, septic tanks or other sewerage facilities.

e. To acquire, construct, operate, maintain or assist in the acquisition, construction, operation and maintenance of recreational or health facilities in the four-county area.

FOURTH: The Corporation formed hereby shall have no capital stock. It will have no members.

FIFTH: There shall be not less than twelve (12) nor more than twenty (20) directors of the corporation, who shall be elected, appointed or selected in the way and manner prescribed by the Bylaws. A director may be removed from office, for cause, by the vote of not less than three-fourths of the directors present at the meeting of the directors, provided notice of such proposed action shall have been duly given in the notice of the meeting and provided the director has been informed in writing of the charges preferred against him at least ten days before such meeting. The director involved shall be given an opportunity to be heard at such meeting.

SIXTH: The corporation is not organized for pecuniary profit nor shall it have any power to issue certificates of stock or declare dividends, and no part of its earnings shall inure to the benefit of any director or individual. The balance, if any, of all money received by the corporation from its operations, after the payment in full of all operating expenses, debts and obligations of the corporation of whatsoever kind and nature as they become due, shall be used to make advance payments on any loans owned by the corporation, to lower the lease-rental charge to occupants of the housing, to provide additional housing and related facilities or for some related purpose.

SEVENTH: In the event of the dissolution of this corporation, or in the event it shall cease to carry out the objects and purposes herein set forth, all the business, property and assets of the corporation shall go and be distributed to one or more such nonprofit corporations or municipal corporations as may be selected by the Board of Directors of this corporation to be used for, and devoted to, the purpose of carrying on a nonprofit project or other purpose to promote the general social welfare of the community. In no event shall any of the assets or property of this corporation, or the proceeds of any of said assets or property, in the event of the dissolution thereof, go or be distributed to directors, either for the reimbursement of any sum subscribed, donated or contributed by such directors or for any other purposes, provided that nothing herein shall prohibit the corporation from paying its just debts.

EIGHTH: Interest of members of Board of Directors. No director or employee of the corporation shall acquire any interest, direct or indirect, in any Development Project or in any property included, or planned to be included, in any Development Project, or in any area which he may have reason to believe may be included in any Development Project, nor shall he have any interest, direct or indirect, in any contract or proposed contract for materials or services to be furnished or used by the corporation or in connection with any Development Project. The acquisition of any such interest in Development Project or in any such property or contract shall constitute misconduct in office. If any director or employee of the corporation shall have already owned or controlled within the preceding two (2) years any interest, direct or indirect, in any property later included or planned to be included in any Development Project under the jurisdiction of the corporation, or has any such interest in any contract for material or services to be furnished or used in connection with any Development Project, he shall disclose the same in writing to the corporation, and such disclosure shall be entered upon the minutes of the corporation. Failure to make such disclosure shall constitute misconduct in office.

NINTH. The corporation shall have, in addition to all of the corporate powers enumerated in Section 15, Chapter 55A, General Statutes of North Carolina, the power and authority to make or receive grants, gifts or donations to be used in furthering its purposes.

TENTH: The address of the initial registered office of the corporation is as follows: Industrial Development Commission, Southern National Bank Building, Lumberton, N. C. Robeson County

The name of the initial registered agent of the corporation at the above address is J. A. Singleton, Jr.

ELEVENTH: The number of persons constituting the initial Board of Directors is twelve (12), and the names and addresses of the persons who are to serve as directors until their successors are elected and qualified are:

<u>NAME</u>	<u>STREET ADDRESS</u>	<u>CITY OR TOWN</u>
J. A. Singleton, Jr.	218 E. Third St.	Red Springs, N. C.
David Townsend, Jr.	P. O. Box 237	Rowland, N. C.
Benford Lowery	Route 1	Pembroke, N. C.
Roland J. Gore	Route 3	Tabor City, N. C.
Ben Nesmith, Jr.	Nesmith Street	Tabor City, N. C.
B. T. Elliott	Route 1, Box 295	Whiteville, N. C.
William T. Altman	Route 1, Box 16	Raeford, N. C.
Ralph W. Barnhart	Box 274	Raeford, N. C.
Ivery McNair	P. O. Box 533	Raeford, N. C.
W. G. Fussell	P.O. Box 367	Bladenboro, N. C.
Byron L. McNeill	P.O. Box 6	Clarkton, N. C.
D. M. Campbell		Elizabethtown, N. C.

TWELFTH: The names and addresses of all of the incorporators are:

<u>NAME</u>	<u>STREET ADDRESS</u>	<u>CITY OR TOWN</u>
J. A. Singleton, Jr.	218 E. Third St.	Red Springs, N. C.
Roland J. Gore	Route 3	Tabor City, N. C.
W. G. Fussell	P.O. Box 367	Bladenboro, N. C.
Ralph W. Barnhart	Box 274	Raeford, N. C.

IN TESTIMONY WHEREOF, we have hereunto subscribed our names on this 13th day of June, 1968.

(s) J. A. Singleton, Jr. (SEAL)

(s) Roland J. Gore (SEAL)

(s) W. G. Fussell (SEAL)

(s) Ralph W. Barnhart (SEAL)

STATE OF NORTH CAROLINA

COUNTY OF Robeson

THIS IS TO CERTIFY that on the 13th day of June, A.D., 1968, before me, a Notary Public, personally appeared J. A. Singleton, Jr., J. Roland Gore, W. G. Fussell, and Ralph W. Barnhart

who, I am satisfied, are the persons named in and who executed the foregoing Articles of Incorporation, and I having first made known to them the contents thereof, they did each acknowledge that they signed and delivered the same as their voluntary act and deed for the uses and purposes therein expressed.

IN TESTIMONY WHEREOF, I have hereunto set my hand and official seal, this the 13th day of June, 1968.

(s) Marguerite W. Branch

Notary Public

My commission expires: 1/28/70

BYLAWS
OF
ADVANCEMENT, INC.

ARTICLE I
BOARD OF DIRECTORS

Section 1. General Powers: The business and affairs of the Corporation shall be managed by its Board of Directors.

Section 2. Number, Tenure and Qualifications: The number of directors of the Corporation shall be twelve (12). The expiration date of the term of each member of the initial Board and the County of residence of such member are as follows:

<u>Name</u>	<u>Expiration of Term</u>	<u>County of Residence</u>
Director	June 30, 1969	Robeson
Director	June 30, 1970	Robeson
Director	June 30, 1971	Robeson
Director	June 30, 1969	Columbus
Director	June 30, 1970	Columbus
Director	June 30, 1971	Columbus
Director	June 30, 1969	Hoke
Director	June 30, 1970	Hoke
Director	June 30, 1971	Hoke
Director	June 30, 1969	Bladen
Director	June 30, 1970	Bladen
Director	June 30, 1971	Bladen

At all annual meetings of the Board of Directors beginning with the meeting on the 2nd Tuesday of June, 1969, directors shall be elected by the remaining directors to succeed the four directors whose terms then expire. Each of the new members thus chosen must represent one of the four (4) counties Bladen, Columbus, Hoke and Robeson - in which the Corporation is authorized to operate. The new members selected shall, insofar as feasible, represent the same groups that the retiring members represented.

ARTICLE II

DIRECTORS AND OFFICERS

- Section 1. Members and Class of Directors: The Board of Directors shall consist of 12 members, all of whom shall be residents of the Counties of Bladen, Columbus, Hoke or Robeson.
- Section 2. Meetings of Directors: The directors shall hold an annual meeting in the Office of the Corporation on the 2nd Tuesday of June at 7:30 o'clock p.m., and in addition thereto the directors shall hold a meeting at least once every two months at such time and place as the Board shall from time to time determine, and may hold special meetings at any time upon call of the President or any three (3) directors. A majority of the Board of Directors shall constitute a quorum at any meeting of the Board. Notice of the time and place of all meetings, both regular and special, shall be given by the Secretary to each director by actual notice at least 24 hours before the meeting, provided, however, that meetings may be held at any time without notice if all the directors are present and take part in the meeting or waive notice thereof.
- Section 3. Election of Officers: At the first annual meeting of the Board of Directors, and at each annual meeting thereafter, the Board of Directors shall elect a President, Vice-President, a Secretary and a Treasurer, and such other officers and assistant officers as may be deemed necessary, each of whom shall be elected for a term of one year. Any two offices may be held by the same person, except the offices of President and Secretary. Each officer shall hold office for the term for which he is elected and until his successor is elected and qualified. The President and the Vice-President shall be elected from among the members of the Board of Directors, and all officers shall be residents of the Counties of Bladen, Columbus, Hoke or Robeson.
- Section 4. Removal of Officers: Any officer elected may be removed by the Board of Directors whenever in the judgment of said Board the best interests of the Corporation will be served thereby.
- Section 5. Vacancies: Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors although less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

ARTICLE III

DUTIES OF OFFICERS

- Section 1. President: The president shall preside at all meetings of the Board of Directors and at all meetings of the members, and shall see that all orders and resolutions of the Board are carried out. The President shall execute all conveyances authorized by the Board of Directors, and generally shall see that all of the officers and agents of the Corporation perform their respective duties.
- Section 2. Vice-President: In case of death, disability, or absence of the President, the Vice-President shall be vested with all the power and perform all the duties of the President.
- Section 3. Secretary: The Secretary shall countersign all membership certificates, shall keep a record of the minutes of all meetings of the members and directors, shall give notice of meetings as provided by these Bylaws, shall have custody of all books, records and papers of the Corporation, except such as shall be in charge of the Treasurer or some other person authorized to have charge thereof by the Board of Directors, and shall perform such other duties as may from time to time be assigned to him by the Board of Directors.
- Section 4. Treasurer: The Treasurer shall receive and disburse all corporate funds and shall keep an accurate and detailed record of all receipts and disbursements, which record shall at all times be subject to inspection by any member of the Board of Directors. He shall deposit all corporate funds coming into his hands in such bank or banks as may be designated by the Board of Directors. Checks upon such bank accounts shall be signed by such officer or officers as may be designated by the Board of Directors.

ARTICLE IV

SEAL

- Section 1. The seal of the Corporation shall have inscribed thereon the Name of the Corporation
- Section 2. The Secretary of the Corporation shall have custody of the seal.
- Section 3. The seal may be used by causing it or a facsimile thereof to be impressed or affixed or reproduced or otherwise.

ARTICLE V

FISCAL YEAR

The fiscal year of the Corporation shall begin July 1
and end June 30

ARTICLE VI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new
By laws may be adopted by the Board of Directors at any
regular or special meeting of the Board of Directors.

UNIT IV: BUILD OUR AMERICAN COMMUNITIES

SECTION E: The Community Development Organization.

INTRODUCTION:

When an industry is making a decision to locate it can be influenced by the activities of local representatives. Every community seeking industry should have a broad based group that can promote the area and make decisions quickly. Such a group usually contains representatives of the local government, semi-official government agencies such as development groups and the Chamber of Commerce. The decisions made by them can affect both the growth and the finances of the community. The arrival of an industry in a rural community is the culmination of a long series of discussions and decisions by community and industry representatives. Offers and counter-offers are usually exchanged before an agreement is finally reached. Each industry and each community is a special case, although all have common experiences and similar patterns. The importance of public leadership should never be underestimated. Many towns could obtain federal funds and new industry if they had leaders with the energy and skill necessary to analyze the town and "sell" its needs and virtues to industry and government.

A town can rapidly expand its industrial base, even in the face of glaring comparative disadvantages if it has leaders who are salesmen. But the salesman also needs someone who can write plans and programs; he needs townspeople willing to act, individually and collectively, in the best interest of the community.

Each group in a community has a different vested interest in the benefits of industrialization. The larger the number of powerful groups, the more difficult it is to reach consensus on a "progressive" town policy.

DISCUSSION 1. Examining Development Organizations.

A. Group discussion guide.

1. Does your community need or have an organization to represent it in the search for new industry and jobs?
2. Who do its members represent i.e., what other organizations, governmental subdivisions and others? Are there representatives from:
 - a. City government?
 - b. County government?
 - c. Chamber of Commerce?
 - d. Banking community?
 - e. Established industry?
 - f. Service clubs?
 - g. Other? If so, who?

3. How does each group contribute to the organization?
 4. Does the organization have adequate information to actively sell your community to an industry? Explain.
 5. Does the organization have enough expertise to do **the** job of planning and programing that needs to be done?
 6. Does the organization have an adequate sales force?
 7. Is your group represented in the organization and on its committees?
 8. How is the organization financed?
 9. What can you do to assist the organization to become more active and powerful in the quest for industry and jobs?
- B. Arrange a visit to the development organization office.
1. Have the executive officer explain the operation to the group.
 - a. Ascertain how your group can actively support and work with the organization.

REFERENCES: Planning For Rural Industry, USDA, Extension Service, PA-894.
 Contact the following agencies for assistance:
 State Economic Development Administration.
 Local Chamber of Commerce or Commercial Club.
 State Rural Affairs Council.
 State Office of Industry and Trade.

Addresses of the above can be located with the assistance of the Agricultural and Cooperative Extension Service.

UNIT IV: BUILD OUR AMERICAN COMMUNITIES

SECTION F: Housing Needs and Development.

"The general welfare and security of the nation and the health and living standards of its people require a decent home and living environment for every American Family." (Statement of Congressional policy included in the Housing Act of 1949, authorizing the first rural housing program.)

INTRODUCTION:

One basic need in every community is adequate shelter for present residents and new families. Improving the quality of life is part of community development. Every community should have an ongoing housing program.

Adequate housing is important if the community is trying to attract new industry to create jobs. As job opportunities become available, demand for housing increases. Therefore provisions for adequate housing should be of high priority.

This section of Unit IV deals with the planning, financing, and providing sound, decent, adequate, and safe housing for all the families of your community.

DISCUSSION 1. The local situation.

A. Group discussion guide.

1. What constitutes adequate housing? Discuss the following: Adequate space, safe structure, abundant clean water, modern facilities, sanitary sewage and waste disposal.
2. What problems exist in your community that make it difficult to provide adequate housing? Discuss the following: Landowner refusal to sell property for building site development; landlord refusal to keep rental housing in good condition; low incomes, lack of water, sewer and waste disposal; no protective zoning, inadequate financing; high interest rates; tight money; lack of good paying jobs; high taxes; lack of education of residents.
3. Estimate the number of homes in your community that do not meet adequate housing standards.
4. How can this problem be corrected?
5. Do people in your community want to improve their housing conditions?

6. What factors make it difficult to improve their homes?
Discuss the following: (Low incomes, lack of desirable building sites, job instability, lack of skilled labor for building, cost of materials, lack of credit, high taxes.)
7. Do the housing conditions that exist encourage you and others to live and work there?
8. Do you feel that every family is entitled to decent housing regardless of family income or situation?
9. What steps should you take to provide adequate housing for everyone's needs?

DISCUSSION 2. Housing and Community Development.

A. Group discussion guide.

1. What are the advantages of adequate housing for everyone in the community?
2. Why is decent and adequate housing important in a community development program? Discuss the following: Pride in community, individual pride in owning home, better community spirit, impression on visitors, business recruitment and jobs, other.
3. Discuss factors to consider in planning and developing a community housing program including adequate farm homes:
 - a. Availability of building sites.
 - b. Zoning restrictions.
 - c. Adequate water.
 - d. Sewer and waste disposal system.
 - e. Housing authorities.
 - f. Financing.
 - g. Taxes.
 - h. Other factors.
4. Assume you are the general manager of a firm considering your community as a possible site for a new plant. Your firm will employ 35 local people and will import 15 with special skills. Evaluate housing conditions in your community and discuss how they would influence your decision. What if your firm employed 1,500 new people and imported 500 with special skills?
5. Assume you are a member of a local development group and the general manager of a firm told you he would locate his new plant in the community if adequate and decent housing was available for his employees. What would you do?

DISCUSSION 3. Developing Adequate and Decent Housing.

A. Group discussion guide.

1. Using the following guide, outline on the blackboard steps you could take to help meet the housing needs of your community.
 - a. Determine the number, kind, and price bracket of houses needed to satisfy community needs.
 - b. Locate available land in required price range for building sites that meet local zoning and planning regulations. (Consider developed and raw land.)
 - c. Ascertain availability of adequate water, sewer, and waste disposal.
 - d. Survey and plan for roads, electricity, telephone, schools, shopping areas, recreation, and other facilities.
 - e. Estimate costs and prepare financial statement for proposed construction.
 - f. Locate sources of financing.
 - g. Contact local housing authorities.
 - h. Arrange for selling and financing.
 - i. Implement the house building plan.
 - j. Make a profit.
2. Will this development meet requirements of your comprehensive community development program?

DISCUSSION 4. Housing Assistance.

Note to group leader: This discussion relates to locating and using technical and financial assistance to meet your community's housing needs. It includes single family units, farm homes, apartments, low cost rental housing, citizens, self-help housing and public housing authorities. Keep in mind that your community needs a variety of housing in different price ranges. Remember that decent housing need not be either expensive or elaborate.

A. Group discussion guide.

1. Make a list of the sources from which technical and financial assistance is available for meeting housing needs and discuss them. The list should include the following:

Private sources such as individual investors, commercial banks, mutual savings banks, savings and loan associations, life insurance companies, real estate brokers, mortgage bankers, Farm Credit Administration (Federal Land Banks and Production Credit Associations, and others.

Public sources like Farmers Home Administration, USDA (FHA), Federal Housing Administration (FHA) of the Department of Housing and Urban Development (HUD), Housing Assistance Administration, Department of Housing and Urban Development, Veterans Administration (VA), State Veteran Programs, and Federal National Mortgage Association.

B. Locating Housing Information.

You should know where to find technical and financial assistance to solve housing problems. To aid in developing an understanding of these sources use a form similar to the following one.

Form for: Analyzing Types of Technical and Financial Assistance Available for Housing Development.

Name of firm or agency

1. Under what legal authority does the firm, association, or agency operate?
2. What is its main purpose?
3. Where/how does it obtain loan funds?
4. What kind of assistance does it provide? (i.e., grants, loans, insured loans, interest or rental subsidies for low income families and senior citizens, repairs, refinancing, home financing, construction financing, commercial and business, land development, technical supervision, self help housing, nursing homes.)
5. How may loan funds be used?
6. Who determines eligibility of applicants?
7. What qualifications are needed to obtain assistance?
8. What are the loan limits? How are values determined?
9. What are the terms?
10. What security is required?
11. Are loans available to help families who cannot afford adequate houses? Describe the kind of loans.
12. What fees are required from applicants?
13. Are applicants expected to furnish building plans?
14. Are plans reviewed and is construction inspected? By whom?
15. When can construction be started?
16. Does it cost anything to apply for a loan? Where do you apply?
17. How does this firm, association, or agency aid in rural development?
18. What suggestions do you have that would improve its program to aid in development of rural areas?

NOTE: Divide the group into teams and assign certain institutions or agencies to each team. Analyze each source of financial and technical assistance.

DISCUSSION 5. Understanding Real Estate Investment.

A. Group discussion guide.

Note to group leader: This discussion is designed to put group members in a leader's position so that they may gain a better understanding of the financial system and how it operates. A visit to one or more lending institutions and a credit reporting firm would be helpful to the group in ascertaining how they determine policy, manage the firm, and operate. A representative of the firm might appear before the class.

1. Assume that you are the manager of a lending institution making housing and development mortgage loans of various kinds. What qualities would you look for in an investment?

Qualities of a good investment:

- (1) Safety and stability.
 - (2) Certainty of yield.
 - (3) Liquidity. Is the paper saleable?
 - (4) Acceptable denominations of a size typical investors can handle.
 - (5) Value of collateral offered as security.
 - (6) Acceptable duration short or long-term.
 - (7) Freedom of care. People do not want to manage their investments.
2. What is meant by a sound lending policy?

(It is based on the probability that the mortgagors will be able and willing to protect their ownership of mortgaged properties and the value of the property securing the mortgage is sufficient to protect the loan.)
 3. What things would you as a lender want to know about a loan applicant?
 - a. An estimate of his dependable continuing income that could be termed "effective income" or "debt-paying ability."
 - b. An estimate of the monthly cost of occupying the property. (Include mortgage principle and interest, mortgage insurance premium, hazard insurance premium, taxes, special assessments, maintenance, repairs, heat, and utilities.)

4. An analysis of the applicant's past credit and income record. (Loan repayment record, present ability to pay, unpaid obligation, family needs, and potential income.)
5. What things would you as a lender want to know about the loan security? (Is there sufficient value to secure the loan? Could the property be sold for enough to repay the loan if you foreclosed? Does the borrower have a desire to retain ownership of the property?)
6. How would you define the meaning of value as it applies to homes, real estate, etc.? (The price which typical buyers would be willing to pay for the property for long-term use or investment, if they were well-informed, acted intelligently, voluntarily and without necessity.)
7. What are the three "Cs" of credit" (Capital, Capacity, and Character.)

Problem: Prepare a budget for a family of five with an income of \$7,500. Determine the "effective income" or debt-paying ability" of the family. Ascertain how much the family should pay monthly for housing. Determine the best place for them to apply for a housing loan in an urban area. In a rural community.

REFERENCES: Catalog of Federal Assistance Programs. 610 pages. Limited to one copy. Contact: Information Center, Office of Economic Opportunity, Washington, D. C. 20506.

PA-476 - Rural Housing Loans. PA-800 - Rental and Coop Housing in Rural Areas. PA-822 - Self-Help Housing For Low-Income Rural Families. Contact: County Farmers Home Administration Supervisor serving your area.

F/IP-13 - Property Improvement Loans. IP-31 - Financing Home Purchases and Home Improvements. FHA IP-37 - Three Ways to Finance Home Improvements Through FHA. IP-32 - Home Mortgage Insurance. IP-33 - Home Mortgage Insurance for Veterans.
 HUD Handbook: Home Ownership for Low-Income Families.
 HUD Handbook: Financial Assistance for Nonprofit Sponsors of Low- and Moderate-Income Housing. IP-41 - Insured Loans for Major Home Improvements. HUD Handbook: Credit A Assistance and Counseling for Low- and Moderate-Income Home Purchasers.
 HUD IP-10 - FHA-s Cooperative Housing Program. Contact: Federal Housing Administration, Department of Housing and Urban Development, Washington, D. C. 20410.

REFERENCES: Housing For Low-Income Families Administered by Local Housing Authorities. Community Service Program for Public Housing. Architects Checklist, Housing for the Elderly. Low Rent Housing Manual - Section 1.9. IP-8 - Financing Senior Citizen Housing. Contact: Housing Assistance Administration, Department of Housing and Urban Development, Washington, D. C. 20410.

Contact your state real estate commission for their manual.

Local Extension Service and Soil Conservation Offices should be contacted for materials dealing with such subjects as zoning, ordinances, suitable soils for septic tanks, and other subjects related to home building.

TEST - UNIT IV, SECTION F.

1. Define adequate housing.
2. Why is adequate housing a necessary part of a total community development program?
3. What factors must be considered in developing a community housing program?
4. What problems prevail that make it difficult for the community to meet local housing needs?
5. What steps can the community take to overcome such problems?
6. List private sources from which assistance is available to help meet the housing needs.
7. List public sources from which assistance is available to help meet housing needs.
8. What is the difference between an insured loan and a direct loan?
9. List and explain programs that are specifically designed to help low income people obtain decent housing.
10. How can (your group) contribute toward improved housing in the community?

UNIT IV: BUILD OUR AMERICAN COMMUNITIES

SECTION G: Recreation and Quality of Living

INTRODUCTION:

Recreation contributes much to the quality of living in a community, and quality of living is an important measure of an area's attractiveness for residents, visitors, and industry. In a balanced community, recreation joins the list of desirables along with jobs, housing, schools, culture, and health facilities.

Recreation means the refreshment of spirit and the restoral of health after toil. Today, because of the 40-hour week, long weekends, liberal vacation periods, and daylight saving time, there is time available for play, amusement, and entertainment.

Social security and retirement plans are providing more security for a larger segment of the population and many retire earlier. Most workers have higher disposable income to spend on items such as recreation. Indications are that in the future people will have even more time and money for recreation.

Recreation development has three aspects that are important economically and socially to the community:

1. A service to the local residents.
2. A commercial enterprise and service.
3. An inducement to attract new industry.

Every effort should be made to develop adequate and varied facilities. Young people and adults alike need recreation. The golf course, swimming pool, softball field, ski run, dragstrip, theater, dude ranch, and theater all satisfy recreation needs.

The resources of your area should be examined carefully to determine what commercial recreation enterprises can be established. Many city residents seek a place in the countryside for vacations and leisure hours, in pursuit of hobbies.

A primary consideration in establishing a plant or business in a community is whether it is an attractive place for employees and their families to live and work. Recreation facilities can contribute to their final decision. Of course, you and your friends who live there now will also enjoy varied recreational opportunities.

DISCUSSION 1. Recreation is for People.

A. Group discussion guide.

1. Is your community one that will attract people because of its recreation facilities?
2. How does adequate and varied recreation improve the quality of living in a community?
3. What recreational facilities does the community now provide?
4. What recreation facilities are needed?
5. What efforts have been made to provide needed recreational facilities?
6. What can you and the group do to increase recreation facilities?

Note to group leader: Recreation provides an excellent opportunity for group participation. Suggested activities: (1) Develop a program for members to present to civic clubs, PTAs, and other groups; (2) develop news articles, TV and radio programs; and (3) develop a group project. These projects might include: picnic areas, tennis courts, softball diamonds, or a swimming pool. Successfully established, they could serve as an incentive for group members and the entire community to establish other types of recreation.

DISCUSSION 2. Commercial Recreation Enterprises.

A. Group discussion guide.

1. List and discuss community recreation activities that attract visitors.
2. Does the community benefit economically from these activities.
3. Determine the approximate income recreation enterprises bring into the community.
4. Analyze the potential for expansion.
5. Determine the total investment involved.
6. Are there recreational activities from which there is little or no economic benefit?

7. How does the operator of a bowling alley, billiard parlor, or miniature golf course make a profit?
8. In your opinion, should hunting and fishing on private land and lakes be developed into income-producing enterprises? If so:
 - a. Should fees be charged? How much?
 - b. What services should be provided?
 - c. Will a fee discourage sportsmen?
 - d. Will fees net more or less income from the community when balanced against money sportsmen spend for motels, meals, gas, oil, and other items?
9. Is your community well located to profit from the development of commercial recreation? Consider the following factors?
 - a. Accessibility to good highways.
 - b. Distance to urban centers.
 - c. Local attractions and resources.
 - d. Potential for commercial recreation development.
10. List natural resources available for commercial recreation in your community. (Include: Location, land, bodies of water, ocean, bay, streams, mountains, mines, caves, etc.)
11. What commercial recreation enterprises might be established utilizing these natural resources? (Suggestions: Fishing, swimming, hunting, hunting lodge, boating, boat ramps, camping and picnic sites, boat rentals, fishing parties, hunting guides, artificial ponds, hiking trails, horseback riding trails, outdoor arenas, ski areas, picnic areas, birdwatching, golf courses, trailer courts, waterside cottages, other.)
12. List related business enterprises that may be established as a result of recreation development. (Restaurants, motels, tourist homes, sporting goods stores, general stores, marine service stations, etc.)
13. How does commercial recreation development contribute to a community's overall economic and social growth?

(Stimulates industrial development; Creates local business opportunities; Provides jobs; Develops additional income for residents; Improves quality of living.)

14. Why is area comprehensive planning important in recreation development?

(Coordinates planning for water, sewer, housing, roads, streets and utilities, and resource development.)

15. How does a community promote its commercial recreation enterprises?

(Develop a good product to sell; Advertise where there are potential customers; Promote courtesy and good will; Render service.)

DISCUSSION 3. Recreation, an Inducement to Industry and Business.

A. Group discussion guide.

1. Why does business and industry consider recreation facilities when evaluating a community as a place to live?

(Makes living more attractive, thus improving morale; may help with employee relations and working efficiency.)

2. What types of recreation facilities do industry and business usually desire?

3. Since recreation facilities are sometimes expensive, how can a small community afford and finance them? Consider:

- a. Attitude of the community.
- b. Size of potential new industry.
- c. Number of new employees and residents.
- d. Economic benefits to the community.
- e. New taxes generated.
- f. Practicality of potential recreation.

Note to group leader: Technical and financial assistance for recreation development is available from sources such as: Local and area banks. State planning agencies. State Forest Service. U. S. Forest Service, USDA, Soil Conservation Service. USDA, Farmers Home Administration, USDA. Extension Service, USDA. Bureau of Outdoor Recreation, U. S. Department of Interior.

REFERENCES: Handbook of Outdoor Recreation Enterprises in Rural Areas, USDA, Farmers Home Administration, U. S. Government Printing Office, Washington, D. C. 20402, Price 65 cents. Federal Assistance in Outdoor Recreation, Price 35 cents; Private Assistance on Outdoor Recreation, Price 3 cents; Federal Credit for Recreation Enterprises, Price 50 cents; (These three publications may be ordered from the Bureau of Outdoor Recreation, U. S. Department of Interior, Washington, D. C. 20240.)

REFERENCES:
Continued

A Guide to Books on Recreation, National Recreation and Park Association, 1700 Pennsylvania Avenue, N. W. Washington, D. C. 20006, Price \$1.00.

Park and Recreation, Official Publication of the National Recreation and Park Association. The Association publishes an Annual Buyers Guide, 1700 Pennsylvania Ave., N. W., Washington, D. C. 20006.

TEST - UNIT IV, SECTION G

1. Why are recreational facilities important to a community development program?
2. List the three major economic and social aspects that should be considered in planning for community recreation.
3. List the recreational facilities that presently exist in your community.
4. List those that do not exist in your community but which you think are needed.
5. List the natural resources in your community from which recreational enterprises can be established.
6. What recreational enterprises can be established from these resources?
7. What factors must community leaders consider when planning for recreational enterprises?
8. Why do business and industry executives want adequate recreational facilities in communities where they locate plants?
9. List sources of financial and technical assistance available to communities for recreational development.
10. What can you and your group do to promote recreational development in your community?

UNIT IV: BUILD OUR AMERICAN COMMUNITIES

SECTION H: Improving the Quality of Environment

The air, water and land necessary to sustain life are not unlimited. Due to our own mistakes and carelessness all three are polluted and contaminated. Fortunately, public attention is finally focussing on the situation.

Through the years, in varying degrees we have:

- dumped untreated organic and industrial wastes into streams and rivers,
- saturated the air with pollutants.
- contaminated the soil with persistent pesticides, herbicides and nitrates,
- abused the land and related resources with improper use and care, and
- littered our highways, countryside, beaches, lakeshores, rivers and parks with the refuse from our affluent society and technology.

It is everyone's responsibility to aid in maintaining a clean healthful environment. The purpose of this section is to help you understand:

1. Local and national environmental problems and the necessity of correcting them.
2. Existing sources of pollution in your community and how they relate to the total problem.
3. The importance and necessity to relate all community development plans and projects to maintaining a quality environment.
4. What you can do, individually and collectively, to develop a quality environment.

More is known about the need to improve the environment than about the solution. Whether air, water and soil pollution are in a near-crisis state is a matter of conjecture and opinion at the moment. However, most agree that a serious problem does exist. There is a great need for a concerned awareness and action.

A great deal of environmental research has and is being done: much more is needed. Improving and maintaining a quality environment is a challenge to all of us as individuals interested in community development and career opportunities.

INTEREST APPROACH:

1. Select and distribute current news stories on air, water and soil pollution for group study.
2. Involve the group in a discussion of the effects of contaminated air, water, soil and solid waste accumulation designed to lead into discussion 1 which follows.

DISCUSSION 1. Understanding Environmental Pollution.

INTRODUCTION:

As a nation we can no longer afford the luxury of ignoring our environment. We must understand what effect our actions have upon the total environment.

A large percentage of the pollution and contamination of the environment has occurred within the lifetime of those of you now in high school. You are the one who will be most concerned with it in the future. Many conveniences, comforts and technology which we enjoy and take for granted contribute to environmental problems.

We are all responsible, for varying reasons: the sheer force of numbers, the lack of knowledge and understanding of the effects pollutants have upon the ecology, carelessness, and our refusal to do something about our carelessness.

A. Group discussion guide.

1. What basic things are necessary to sustain life? Develop the following points:
 - a. Air
 - b. Water
 - c. Productive soil
 - d. Sunshine
 - e. Acceptable climate
 - f. Other
2. Define (1) environment (2) ecosystem.
3. Are all these things necessary to sustain life interdependent? How?
4. How can community development alter or change the ecosystem?
5. What effect has your community development had on your local environment?
6. How has this affected the quality of living in your community?
7. What precaution should be taken to protect the environment and ecosystem when planning community development?

8. Outline major environmental problems that could result from improper development in your community. For example:
 - a. Air pollution.
 - b. Water pollution.
 - c. Soil exploitation and abuse.
 - d. Solid waste accumulation.
 - e. Other.
9. Since these are the major problems that could be created by improper community development explain why it is logical to study each of them in a systematic way?
10. Ask yourself: What have I done today to prevent pollution?

Note to group leader: Each of the problems in discussion item 8 will be the basis for a group discussion in this section on "Improving the Quality of Life and Environment." National legislation has been passed to deal with air and water pollution. Additional legislation will undoubtedly be developed to deal with all phases of environmental control and to strengthen present legislation. Information about legislation enacted and proposed may be obtained from your Senators and Congressmen.

DISCUSSION 2. Air Pollution.

A. Group discussion guide.

1. What is air pollution?
(The contamination of the air by waste products resulting from the activities of man)
2. How do waste products get into the air?
(Primarily from incomplete combustion of fuel which is one of man's ways of producing power)
3. What are the sources of air pollutants? Develop a list with the following as the basis?
 - a. Autos, trucks, buses, planes, motorcycles and tractors.
 - b. Cigarettes, cigars and pipes.
 - c. Home furnaces, trash and leaf burning, burning farm crop residues such as cornstalks.
 - d. Industrial, commercial, apartment and other heating plants.
 - e. Oil refineries, soap factories, and paper plants.
 - f. Forest fires.

4. List specific kinds of pollutants that get into the air? Examples are:
 - a. Carbon monoxide.
 - b. Harmful nitrogen oxides.
 - c. Hydrocarbons.
 - d. Sulphuric acid and other sulfur compounds.
 - e. Fly ash, the part of fuel that does not burn.
 - f. Certain flourides that poison plants.
 - g. Pesticides.

(Collectively these compounds, when suspended in the air, are referred to as "smog")

5. Estimate the amount of tonnage each contaminates the air each year.
6. How does air pollution affect the following?
 - a. Field crops.
 - b. Shrubs and trees.
 - c. Fruit crops.
 - d. Wild life.
 - e. Water.
 - f. Forests.
 - g. Humans.
7. How is your community being affected by these pollutants?
8. Make a survey of the possible sources of air pollution in your community.
9. What can you do individually and collectively to help correct the air pollution problems in your community?
10. Outline an air pollution control program for your community.
11. Educate the community through news media and group meetings about the need for air pollution control.
12. Individually and collectively carry out projects to correct air pollution problems in your community.

DISCUSSION 3. Water Pollution.

A. Group discussion guide.

1. Define water pollution. (Water is polluted if it contains substances that make it unclean or unfit for use.)

2. What are some of the pollutants that contaminate water
 - a. Human wastes, food particles, disease germs.
 - b. Industrial wastes.
 - c. Chemical fertilizers.
3. How do pollutants get into the water?
 - a. By direct dumping of untreated community and industrial organic wastes.
 - b. By water draining from barn lots, large feed operations, etc.
 - c. By leaching of chemical fertilizers.
4. What affect does pollution have upon the use of water in your community?
5. How are wildlife and recreation in your community, area and state affected by polluted water?
6. What can you do individually and collectively to correct water pollution problems in your community.
7. Develop a program of action to correct water pollution problems of your community.
8. Inform the community about these problems and what needs to be done to correct water pollution problems through the various news media.

ASSIGNMENT: Have group members collect water samples from local streams, ponds and lakes. Have these samples tested to ascertain the extend and source of pollution.

DISCUSSION 4. Soil Exploitation and Abuse.

A. Group discussion guide.

1. Name and discuss as many ways as possible that soil can be exploited and abused. Include the following:
 - a. Improper tillage.
 - b. Overgrazing.
 - c. Improper or lack of ground cover.
 - d. Failure to reforest and provide adequate ground cover.
 - e. Excessive use of nitrogen fertilizers.
 - f. Inadequate planning during construction and the resultant exposure of the soil to wind and water erosion.
 - g. Failure to maintain adequate organic matter in the soil to prevent erosion and to sustain soil porosity.
 - h. Indiscriminate use of herbicides and pesticides.

2. What effect can the abuse and exploitation of the soil have upon water in streams, rivers, ponds, lakes, wells, wetlands and the oceans? Expand the following list and discuss it:
 - a. Silting of delta areas and river bottoms.
 - b. Excessive run-off that causes erosion of soil and adds undesirable sediment to the stream bed.
 - c. Lack of organic matter prevents storage of adequate ground water where needed.
 - d. Surplus nitrogen from excess fertilizer leaches into wells, streams, ponds lakes, etc.
 - (1) Cause of high nitrate content of well water.
 - (2) Promotes algae growth in ponds and lakes causing biological upset resulting in "dead" ponds and lakes.
 - (3) Pesticides and herbicides poison water and kill marine life and normal aquatic growth.
3. What effect can the exploitation and abuse of the soil have on air?
 - a. Wind storms pollute air with dust particles.
4. What effect does it have on crops?
5. What effect does the exploitation and abuse of the soil have on wild animals, fowl, fish and other marine life?
6. What effect does the abuse of the soil have on humans?
7. What has happened to other civilizations that have abused and exploited the soil?
8. Survey your community to determine if the soil and water is being exploited and abused.
9. Develop a plan of action to correct these problems in your community.
10. Individually and collectively do something to correct soil abuse and exploitation.
11. Tell the community about what you are doing and why you are doing it.

Note to group leader: The following reference -- "Providing Quality Environment In Our Communities" published by USDA Graduate School contains a statement by Professor Barry Commoner entitled "Balance of Nature." This statement would serve as an excellent reference for your discussion and provide valuable information for all professional agricultural workers.

DISCUSSION 5. Solid Waste Accumulation and Management.

A. Group discussion guide.

1. What are solid wastes?

(Solid wastes are defined as the "discarded left overs of our advanced consumer society)

2. What are some of the "solid wastes" that result from our advanced consumer society. Develop and discuss a list of solid wastes, including:

- | | |
|------------------------|-----------------------|
| a. Used automobiles. | e. Paper products. |
| b. Old farm machinery. | f. Glass and plastic. |
| c. Empty cans. | g. Textiles |
| d. Tires. | |

3. Ascertain if possible the tonnage of each of the above that are used annually in your community, area, state and the nation.

4. What are the natural elements that make up the body of an automobile?

5. What parts of the body are subject to oxidation or rust?

6. What happens to the metal once complete oxidation has taken place?

7. Do you think the nation should protect and conserve this valuable resource? Why?

8. What will the nation do when these natural resources are exhausted?

9. Used automobiles, farm machinery, and other metal products have been described as a "mineral resource above ground." Do you agree with this statement? Why?

10. Can you suggest ways that these used products might be stored and conserved for future use?

11. If used products possibility that creditors and others regions is there a possibility that they might become the basis for new industries.

12. What is meant by "recycling" of solid wastes?

13. How important will the recycling process be if the population grows as projected?

14. What methods are used in your community now to dispose of solid wastes?
15. Is any solid waste being recycled?
16. What are the economic difficulties connected with recycling used automobiles?
17. What are some of the technical difficulties?
18. How many tons of used automobiles are being exported annually?
19. What do you think needs to be done now to finance the conservation and recycling of solid waste products?
20. Do you think the buyer of a new car should contribute to its future "social security?"

(Automobile social security is defined as taking care of the old used car.)
21. What kind of legislation would you suggest to provide recycling and disposal of old cars.
22. What can you and your group do to assist in the proper management of solid wastes in your community?
23. Educate, inform and enlist the aid of the community in solid waste management.

REFERENCES: Agriculture and the Quality of Our Environment--Basis for Chemical Action, American Chemical Society, 1155 - 16th Street, N. W., Washington, D. C. 20036, Price \$2.75.
Waste Management and Control. National Council of Sciences, Publication 1,400, 1210 Constitution Avenue, N. W., Washington, D. C. 20418, Price \$4.00.
Quality of Our Environment and Economic Approach to Some Problems In Using Land Water and Air, Resources For the Future, Inc., 1755 Massachusetts Avenue, N. W., Washington, D. C. 20036, Price \$2.00.
Today and Tomorrow in Air Pollution, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, Price 25 cents.

- REFERENCES: Sources of Air Pollution and Their Control, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, Price 40 cents.
- Waste in Relation to Agriculture and Forestry, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, Price 60 cents.
- Providing Quality Environment in Our Communities, Graduate School Press, U. S. Department of Agriculture, Washington, D. C., Price \$3.00 paper bound, \$5.25 cloth-bound.
- Community Action Program For Water Pollution Control. National Association of Counties--Research Foundation-1001 Connecticut Avenue, N. W., Washington, D. C. 20036
- The Battle For Clean Air, Public Affairs Pamphlet No. 403, Public Affairs Pamphlets, 381 Park Avenue, South, New York, New York 10016, Price 25 cents.
- The Effects of Air Pollution, Superintendent of Documents, U. S. Government Printing Office, Price 45 cents.
- Air Pollution--The Facts, Contact your local Christmas Seal Association of the National Tuberculosis Association.
- Conservation Foundation Letter - A Report on Environmental Issues, from the Conservation Foundation, January 31, 1968. The Conservation Foundation, 1250 Connecticut Avenue, N. W. Washington, D. C. 20036.

BUILD OUR AMERICAN COMMUNITIES

"The power of informed public opinion is essential to community progress."
Annon.

UNIT V: Telling What Has Been Learned And Accomplished.

OBJECTIVES: To help you develop a general understanding of newspaper, radio, television and other media and of methods used to influence public opinion and stimulate community development action by:

A. Learning:

1. The impact and scope of various news media.
2. News media's relationship to public service.
3. Effective newspaper, radio and television techniques.
4. Ways to communicate the community development story.

B. Developing:

1. News stories for publication.
2. Radio and television programs.
3. Publication and broadcasting arrangements.
4. Citizenship and public relation activities.

INTRODUCTION:

Its important to tell people what you are learning, doing and accomplishing in community development, and to involve them in it. In this self-help program you will learn about resources -- especially those from outside the community -- that are available for community development. You will perform a valuable community service by carrying this story to the public.

Use: -- your weekly and daily newspapers,
-- your radio and TV stations,
-- speeches to civic and community groups,
-- personal contacts with public officials and community leaders.

As you carry out your information program you will find that community development comes alive, takes on new meaning, is fun and interesting. Save your news clippings, radio and TV scripts, speeches and notes. These can serve as an historical record of your accomplishments.

Good public relations programs are not fun and games, nor are they accidental. They are the result of hard work. Don't try to sell shoddy merchandise to the public -- be sure the program is good, then tell the story. Emphasize the positive aspects. Be enthusiastic. Be truthful. Don't say it if you can't deliver. All these are some brief, simple principles to work by.

Perhaps you will find a new field of interest in public relations. The thrill of seeing the words you have written appear in newspapers may encourage you to greater effort. To hear or see a radio or TV show that you have prepared can create a desire for further accomplishment and involvement. You will enjoy the challenge to arouse the interest of civic and community organizations as you inform and persuade them to support and aid community development.

This unit is divided into six major sections. Group discussions will be developed under the following topics:

- A. The Weekly and Daily Newspaper "Press."
- B. Radio and TV.
- C. Telling the Story to Groups.
- D. Involving the People.
- E. Prior Planning.
- F. Informing Your Elected Representatives.

Sections A through B consist of discussions. Sections C through F are in narrative and outline form: each section deals with the importance of the topic and suggests ideas and methods.

INTEREST APPROACH:

1. Why is it important to tell the rural community development story? Discuss the need to do the following:
 - a. Inform local people about resources available within and outside your community.
 - b. Interest the public including elected officials in project progress.
 - c. Develop project support.
 - d. Inform elected representatives of the need for legislation and technical and financial assistance.

SECTION A: The Weekly and Daily News "Press."

INTRODUCTION:

Your daily and weekly newspapers are indispensable in promoting community development projects. The "press" has some distinct advantages over radio and TV. It is not difficult to learn how to work effectively and responsibly in the public interest with the press, even though you are not a journalist.

This unit is divided into three discussion topics:

1. Advantages of newspapers.
2. Effective press relations.
3. Six basics of a good story.

DISCUSSION 1. Advantages of Newspapers.

A. Group discussion guide.

1. What distinct advantages does the "press" have in telling the community development story as compared with radio and television?
 - a. More space and detail.
 - b. Printed words provide depth of understanding.
 - c. Illustration, maps, engineering lay-out and architect drawings provide visual reporting.
 - d. Pictures dramatize the story.
 - e. Large and regular audience.
 - f. High readership.
 - g. Permanent record and historical document.
2. Using several newspapers as examples, discuss:
 - a. What's in the "masthead."
 - b. How the front page is arranged to attract attention.
 - c. Location and purpose of the editorial page.
 - d. Number of subscribers.
 - e. Kinds of stories put on the front page. Second page. Back page.
 - f. Use of pictures and other graphics to illustrate stories.

Note to Group Leader: Arrange a trip to your newspaper and visit with the editor. Perhaps your group can see the paper "put to bed" and smell the "printers ink."

DISCUSSION 2. Effective Press Relations.

A. Group discussion guide.

1. How can you effectively work with the "press" to tell the community development story?
 - a. Get acquainted with your editors.
 - b. Know and meet publication deadlines.
 - c. Help editors by preparing your own stories.
 - d. Furnish only accurate and factual material.
 - e. Tell stories in short simple sentences.
 - f. Use nouns and verbs, avoid adjectives.
 - g. Whenever possible, write in active tense.
 - h. Be brief. Vigorous writing is concise.
2. How does an editorial differ from a news story?
Who writes the editorial?
3. Should you editorialize in a straight news story? Why?
4. How can you sell your point of view? (By quoting leaders)
5. What should be considered in submitting pictures with your stories? (Clear, sharp, contrast, people, action)
6. How can you get a project story in the "Sunday Feature" of your daily paper? (Good projects, human interest, cooperate with your local editor or "stringer" - local representative of an out-of-town paper.)
7. What are some legitimate angles for good news stories? (Groundbreaking ceremonies, fund raising dinners, contests, public meetings, dedications)

ASSIGNMENT: Ask members to analyze some news clippings. Determine their quality based on the factors you have just discussed.

DISCUSSION 3. Six Basics of A Good Story.

A. Suggested guide for group discussion.

1. What are the six basics of a news story?
(Who, What, Why, When, Where, and How)
2. Which is the most important of the six? Explain.
3. How should they be arranged in the story?
(Order of greatest importance)
4. Check several newspaper stories to ascertain how the writer arranged the six basics. Were all six used. Explain.

5. What do we mean by a lead paragraph. What should the paragraph include?
6. Check several news clips to determine how and if all six basics were incorporated.
7. Write a paragraph using a local community event as the subject.
8. Using the stories previously studied and other current events determine the following:
 - a. The purpose of the body in the story.
 - b. How the body of the story is used to inform.
 - c. Use of quotes to stimulate interest, tell the story, express opinion.
 - d. Use of facts and figures to clarify points and strengthen the story.
 - e. Use of pictures and illustration.
9. One journalist today suggests the addition of "so what" to the basics. Its to check whether the story has significance. Discuss.

ASSIGNMENT: Write a five-paragraph newstory of some 100 words about a selected community event or group project. Use newspaper format. Be prepared to discuss.

REFERENCES: Making News Stories Work For You, Bryon Phifer and James White, Federal Extension Service, PA-428, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 15 cents.
Writing Words That Work, Amy Cowing, Federal Extension Service, PA-466, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 15 cents.

Note to Group Leader: You can adapt the following sample news releases to your needs by replacing assumed names with those of local people and organizations.

Press-radio release

Note: Items underlined are to be replaced with local names and figures.

NAME OF YOUR SCHOOL OR ORGANIZATION
(Your Address)

Contact: (Your Name)

Telephone No.

Date

(Leave approximately 2-1/2 inches blank space)

COMMUNITY DEVELOPMENT IMPORTANT SCHOOL PROGRAM

"We are adding community development to our vocational program this year," (John H. Scholls, principal of the Basin County High School), said today.

"In this program," he said, "the group will study and use the local community as a laboratory and workshop and apply what they learn to community planning and development projects."

"We call this the Build Our American Communities program and our group leader is Bruce Eakers, head of the Technical Vocations Department."

"This is a new concept in teaching community development," (Mr. Eakers) stated. "First, the group will ascertain the need for community development. This is very important at this time for a number of reasons." He cited these reasons:

* Improper community development has a disastrous effect on environment by creating pollution which is a continuing problem.

* By the year 2000, or in 30 years, the nation's population will have increased one third to 300 million people; this means more pollution and environmental pressures.

* Increased population requires planning and creation of jobs, housing and more food production.

* Today, 70 percent of the national population lives on 2 percent of the land area, and concentration of people into small areas is creating problems of major concern and proportions.

* Rural area development gives those people who want to live in their own community an opportunity to do so. This contributes to the nation's stability by alleviating pressures on urban areas.

Once the need for community development has been established the group will determine the wants and needs of the community; analyze its resources; learn to locate technical and financial assistance; and inform the community about what has been learned.

"The next step," Mr. Eakers said, "is to involve the group in using what they have learned. This will involve planning and developing community projects on a local and area basis.

"The Build Our American Communities program is designed to give young people a "head start" in helping to solve today's pressing complex local, area, regional and national problems," he concluded.

Press radio release

Note: Items underlined are
to be replaced with
local names..

NAME OF YOUR SCHOOL OR ORGANIZATION
(Your Address)

Contact: _____ (Your Name)

Date

Telephone No. _____

(Leave approximately 2-1/2 inches blank space)

How many new jobs will be required in (Marshall) County by 1980?
No one knows, but the (Junior Community Affairs Council) is making
a Job-Needs survey to find out, John Clinton, president of the group
announced today.

Clinton said "the purpose of the survey was to give the community
a basis for making decisions for community development during the next
10 years."

To find the answers the group will start with the census data for
each decade beginning with 1900. Some of the answers they want, include:

- * Number of people in the county, state and nation in 1910, 1920
and each succeeding decade through 1970.
- * Whether the county has grown more or less than the state and
Nation.
- * The key factors that have accounted for past growth.
- * Future growth prospects.

Once past trends and averages have been established the group then will project future population numbers. This will include anticipating new births, estimating the death rate and migration from and into the area. The net gain or loss can then be obtained from these projections.

As part of this survey, the group intends to make spot checks in the county to ascertain the number of young people who will become part of the work force in the next five years. They also will determine how many expect to make the county their home and how many expect to leave for some other area; as well as what kind of jobs they want and where.

UNIT V: BUILD OUR AMERICAN COMMUNITIES

SECTION B: Radio and TV

INTRODUCTION:

Radio and television have become significant news disseminators on the American scene because they enjoy certain advantages over the printed page in communicating ideas. These include:

1. Immediacy. We can watch or hear about a moon landing or a Presidential inauguration as it takes place. A newspaper must describe the situation in retrospect. But through broadcasting or telecasting, you are at the scene.
2. Reality. You hear and see first-hand what is happening.
3. Emotional impact. By being on the scene, you are personally involved.
4. Credibility: Seeing is believing. You do your own interpreting, draw your own conclusions.

Today, almost every American home has one or more radios. Television sets are owned by more than nine out of ten American homes. Some 700 television and 6,300 radio stations are on the air in the United States. Both have experienced a remarkable growth since the end of World War II, when television became commercially feasible, and businessmen began to exploit its possibilities.

Because of its universal availability, the broadcast media can be invaluable to people and groups with worthwhile messages. Under rules of the Federal Communication Commission, every station must operate with "the public interest, convenience and necessity" as its major consideration. As a result guidelines have been established requiring that a portion of every station's time be devoted to "public service" broadcasting. Such time is over and above the air time you may get for strictly news items. Your group may wish to suggest public service broadcast subjects to local TV and radio stations concerning your community development projects. But first, draw up a clear outline of the kind of a program you wish to present. This will help you get "air time." Radio and TV stations are constantly besieged with requests for free air time so you need to do some serious advance planning before contacting radio and TV program directors.

INTEREST APPROACH:

We all have likes and dislikes about the offerings of radio and television in our communities. Poll members of your group to see which local programs they like to listen to and why. This will provide a jumping-off point for developing your radio or TV program.

This section is divided into three discussion topics:

1. Utilizing Radio and Television.
2. Evaluating Production Techniques.
3. Learning Production Techniques.

DISCUSSION 1. Utilizing Radio and Television.

A. Group discussion guide.

1. How can radio and television stations do a better job of informing your community?
2. How might you improve the radio and TV programs?
3. How can your group use radio and television to bring about a better public understanding of your community's strong and weak points and potential for growth and development?
4. What community development projects do you have that may qualify for free radio and television time?

ASSIGNMENT: Produce a radio or TV script emphasizing community development. If it is a TV program, plan to use some color slides and other graphics as a part of your show.

DISCUSSION 2. Learning Production Techniques.

A. Group discussion guide.

1. Using the reference "A Television Handbook for Extension Workers," extract excerpts on production techniques for group discussion. Include a quiz on the glossary of television terms located in the back of the handbook.

ASSIGNMENT: Arrange for radio or TV broadcasting time. Use the following "Down to Earth" script featuring National FFA President Harry Birdwell as a guide. Use one of your community local community development projects as the broadcast subject.

EVALUATION SHEET

(From Pennsylvania State Extension Service)

This sheet can be used as a checklist in planning your programs and for evaluating videotape replays or live programs. On this scale, six is best. One is undesirable. Circle your choice.

Organization—Content—Message—Presentation

- | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---------------------------------------|
| 1. | Opening captured viewer's attention immediately | 6 | 5 | 4 | 3 | 2 | 1 | No attention getter |
| 2. | Aroused interest in subject | 6 | 5 | 4 | 3 | 2 | 1 | Bored viewers |
| 3. | Program has mass audience appeal | 6 | 5 | 4 | 3 | 2 | 1 | Interested few viewers |
| 4. | Program had beginning, middle, ending | 6 | 5 | 4 | 3 | 2 | 1 | Rambled, fell apart |
| 5. | Simple, direct, easily remembered points | 6 | 5 | 4 | 3 | 2 | 1 | Confusing, evasive |
| 6. | Developed content logically | 6 | 5 | 4 | 3 | 2 | 1 | Illogically |
| 7. | Right number of points for air time available | 6 | 5 | 4 | 3 | 2 | 1 | Too many (), Too few () |
| 8. | Content closely related to viewer needs | 6 | 5 | 4 | 3 | 2 | 1 | Irrelevant |
| 9. | Held viewer's interest through program | 6 | 5 | 4 | 3 | 2 | 1 | Lost interest |
| 10. | Subject matter: | | | | | | | |
| | | | | | | | | Timely |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Outdated |
| 11. | | | | | | | | Accurate |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Inaccurate |
| 12. | | | | | | | | Based on scientific findings |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Opinions, guesses |
| 13. | | | | | | | | Repetitive emphasis was just right |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Omitted (), Belabored () |
| 14. | | | | | | | | Close summarized important points |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Program just stopped |
| 15. | | | | | | | | Objectives were clear |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Ambiguous |
| 16. | | | | | | | | Motivated change in behavior |
| | | 6 | 5 | 4 | 3 | 2 | 1 | No motivation |
| 17. | | | | | | | | Stimulated further interest in topic |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Discouraged |
| 18. | | | | | | | | Entertained as well as educated |
| | | 6 | 5 | 4 | 3 | 2 | 1 | No entertainment value |
| 19. | | | | | | | | Helped meet Extension goals |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Not Extension related |
| 20. | Visuals: | | | | | | | |
| | | | | | | | | Right number used |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Too many (), Too few () |
| 21. | | | | | | | | Clearly visible, perceivable |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Unclear |
| 22. | | | | | | | | Neatly prepared |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Unattractive |
| 23. | | | | | | | | Same proportions as TV screen |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Wrong proportions |
| 24. | | | | | | | | Coordinated with what was said |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Unrelated |
| 25. | | | | | | | | Helped clarify ideas, points, message |
| | | 6 | 5 | 4 | 3 | 2 | 1 | Diverted attention |

26.	Color:	Pleasing color balance	6	5	4	3	2	1	Unnatural, too bright (), dim ()
27.		Natural skin tones	6	5	4	3	2	1	Off-color, unnatural
28.		True, life-like color	6	5	4	3	2	1	Color distortion
29.		Good translation to black and white	6	5	4	3	2	1	Poor definition
30.		Good color combinations	6	5	4	3	2	1	Poor combinations
31.	Presenter:	Confident, poised, at ease	6	5	4	3	2	1	Uncertain, ill at ease
32.		Warm, pleasant, friendly	6	5	4	3	2	1	Harsh, unfriendly
33.		Articulate, enunciated well	6	5	4	3	2	1	Inarticulate
34.		Good breath control	6	5	4	3	2	1	Unnatural breathing
35.		Good voice inflection, emphasis	6	5	4	3	2	1	Artificial inflection, poor emphasis
36.		Appropriate gestures	6	5	4	3	2	1	None (), Inappropriate ones ()
37.		Interested, sincere	6	5	4	3	2	1	Insincere, uninterested
38.		Good sense of humor	6	5	4	3	2	1	Humor lacking
39.		Stimulating, enthused	6	5	4	3	2	1	Apathetic, boring
40.		Creative, imaginative	6	5	4	3	2	1	Routine, stereotyped
41.		Flexible	6	5	4	3	2	1	Rigid
42.		Informed, knows subject	6	5	4	3	2	1	Lacks knowledge of subject
43.		Vocabulary suitable	6	5	4	3	2	1	Unsuitable
44.		General appearance was neat	6	5	4	3	2	1	Untidy
45.		Dressed appropriately	6	5	4	3	2	1	Inappropriately
46.		Spoke to TV camera as if it were viewer	6	5	4	3	2	1	Lacked eye contact with camera
47.		Slow, smooth physical movement	6	5	4	3	2	1	Jerky, too fast
48.		Displayed objects and visuals properly	6	5	4	3	2	1	Difficult for camera to pick up
49.	Presentation's overall effectiveness:	Excellent	6	5	4	3	2	1	Poor

DOWN TO EARTH #335

Farmers Home Administration

VTR: March 2, 1970

AIR: March 6, 1970

Time: 3-1/2 minutes

Guest: Harry Birdwell, President, Future Farmers of America

Props: Four Color Slides

VIDEO

*MS TWO

AUDIO

Hoffard: A COOPERATIVE EFFORT ABOUT TO BE LAUNCHED BY THE FARMERS HOME ADMINISTRATION OF THE U.S. DEPARTMENT OF AGRICULTURE AND THE FUTURE FARMERS OF AMERICA COULD HAVE A DECISIVE IMPACT ON RURAL AMERICA. I'M ALLEN HOFFARD IN WASHINGTON AND HERE TO TELL US ABOUT THIS NEW PROGRAM IS HARRY BIRDWELL, PRESIDENT OF THE FUTURE FARMERS OF AMERICA. HARRY, HOW IS THIS NEW IDEA GOING TO WORK?

*CU BIRDWELL

Birdwell: STARTING THIS FALL, WE EXPECT TO HAVE READY A NEW PROGRAM CALLED "BUILDING OUR AMERICAN COMMUNITIES" WHICH WILL BE AVAILABLE TO VOCATIONAL AGRICULTURE STUDENTS ALL OVER THE COUNTRY. STUDENTS WILL BE ENCOURAGED TO TAKE INVENTORY OF THEIR COMMUNITY'S HUMAN NATURAL AND INDUSTRIAL RESOURCES. THEY WILL TRY TO FIND HOW

* See DISCUSSION 3
for glossary of terms.

IMPROVEMENTS COULD BE MADE, AND HOPEFULLY WILL SEE OPPORTUNITIES FOR INVOLVEMENT IN THEIR COMMUNITY. THE FFA CAN SERVE AS A CATALYST TO INVOLVE OTHER YOUTH AND CIVIC ORGANIZATIONS.

MS TWO

Hoffard: BUT THIS WILL BE A REAL EDUCATIONAL EXPERIENCE FOR YOUR MEMBERS, TOO WON'T IT?

Birdwell: MANY OPPORTUNITIES WILL ARISE FOR STUDENTS TO LEARN AS THEY PARTICIPATE. CHAPTER-SPONSORED CAREER PROGRAMS ARE ONE WAY ALL STUDENTS MIGHT BE INVOLVED. LOCAL BUSINESSES WOULD BE INVITED TO PROVIDE INFORMATION ON JOB OPPORTUNITIES THAT EXIST IN THE COMMUNITY. WE EXPECT THAT OUR MEMBERS WOULD PREPARE AND DELIVER TALKS TO CIVIC GROUPS ON THE IMPORTANCE OF IMPROVING OPPORTUNITIES SO YOUNG PEOPLE DON'T DESERT THE COUNTRYSIDE AND MOVE TO ALREADY CROWDED CITIES.

SLIDE #1 - tractor

OTHER STUDENTS WILL MAKE PERSONAL CALLS ON FARMERS AND OTHER NEIGHBORS TO INTEREST THEM IN ACTION PROGRAMS TO MAKE THE COMMUNITY A BETTER PLACE TO LIVE.

SLIDE #2 - group

CLASSROOM STUDIES WILL BE SUPPLEMENTED BY VISITS TO AREAS STUDENTS CAN SURVEY FOR POSSIBLE FUTURE DEVELOPMENT.

SLIDE #3 - planting

FFA MEMBERS ALSO WILL PARTICIPATE IN PROGRAMS OF MORE IMMEDIATE BENEFIT. SKILLS LEARNED IN AG CLASSROOMS MAKE STUDENTS WELL QUALIFIED TO WORK ON SUCH PROJECTS AS IMPROVING LANDSCAPING OF PUBLIC BUILDINGS.

MS TWO

THESE ARE EXAMPLES OF WAYS WE CAN HELP MAKE RURAL AMERICA A BETTER AND MORE ATTRACTIVE PLACE.

Hoffard: IT APPEARS THAT THIS PROGRAM WILL GET YOUR PEOPLE INVOLVED ON PROBLEMS THAT ARE VERY MUCH IN THE NEWS TODAY.

Birdwell: YES, YOUNG PEOPLE ARE VERY PROPERLY CONCERNED ABOUT THE PROBLEMS OF THE ENVIRONMENT WHICH ARE RECENTLY COMING INTO MORE PROMINENT PUBLIC VIEW. WE WANT TO HELP SOLVE NATIONAL PROBLEMS. THE OTHER FIVE NATIONAL OFFICERS AND I HAVE JUST CONCLUDED A SIX WEEK LONG GOODWILL TOUR OF THE COUNTRY. WE VISITED WITH FFA MEMBERS AND BUSINESS LEADERS IN MANY STATES. WE TOLD THEM ABOUT OUR "BUILDING AMERICAN COMMUNITIES" PROGRAM AND THEY WERE ALL QUITE ENTHUSIASTIC. THIS IS A UNIQUE OPPORTUNITY FOR VO-AG STUDENTS TO SERVE WITHOUT LEAVING THEIR HOME TOWNS.

SLIDE # 4 - Hardin

WE ARE ALSO GLAD TO HAVE THE SUPPORT OF TOP GOVERNMENT OFFICIALS SUCH AS SECRETARY OF AGRICULTURE CLIFFORD HARDIN WHO MET WITH US HERE IN WASHINGTON.

CU BIRDWELL

THE FARMERS HOME ADMINISTRATION HAS BEEN PARTICULARLY HELPFUL IN HELPING US TO DRAW UP THIS PROGRAM AND PREPARE AN OUTLINE OF PLANS FOR ACTION. WE HOPE EVERYTHING WILL BE READY TO GO IN THE FALL OF THIS YEAR. OUR FFA THEME IN 1970 WILL BE RELATED TO COMMUNITY DEVELOPMENT, AND SPECIAL EMPHASIS WILL BE PLACED ON THE SUBJECT DURING FFA WEEK NEXT FEBRUARY. WE'RE OPTIMISTIC ABOUT THE RESULTS.

MS TWO

Hoffard: WE WISH YOU THE BEST OF LUCK IN THIS JOINT EFFORT OF THE FUTURE FARMERS OF AMERICA AND THE FARMERS HOME ADMINISTRATION. OUR GUEST HAS BEEN HARRY BIRDWELL, NATIONAL PRESIDENT OF THE FFA IN WASHINGTON. THIS IS ALLEN HOFFARD OF THE U. S. DEPARTMENT OF AGRICULTURE IN WASHINGTON.

Note to Group Leader: The same Radio-TV Interview which follows can be used in a variety of ways. In this example the station announcer acts as the interviewer. Another variation would be to have three or four group members act as a forum; asking and answering their own questions about any part of the Build Our American Communities program.

Radio-TV Interview Questions

NAME OF YOUR SCHOOL OR ORGANIZATION
(Your Address)

Contact: _____ (Your Name)

Date

Telephone No. _____

BUILD OUR AMERICAN COMMUNITIES

Questions for Radio-TV Interview

1. Interviewer: With us today in the studio is (Mr. James Bryant) President of the (Marshal County High School), (Junior Community Affairs Council.) (Mr. Bryant) will you tell us the purpose of your organization?
2. Who are your members and how many do you have?
3. Is your organization affiliated with any national organization?
4. What is the objective of the (Junior Community Affairs Council)?
5. Could you tell us what you are doing at the present time?
6. What have you found out about the need for community development in (Marshal) County?
7. In your opinion (Mr. Bryant) what is the biggest need in this area?
8. Do you think anything can be done to improve the situation in the county?

9. One of the great needs in rural areas is new jobs. Can we do anything to create jobs?
10. Will you give us an example of a specific project you are working on in community development?

REFERENCES: A Television Handbook For Extension Workers, PA-914, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 45 cents.

UNIT V: BUILD OUR AMERICAN COMMUNITIES

SECTION C: Telling The Story to Groups

INTRODUCTION:

Appearing before interested groups is a good way for you to inform the public and develop self-confidence and leadership. Service clubs, civic groups and other organizations in your community will welcome the opportunity to hear what you are learning and doing in the community development field.

Tell the community development story "like it is." After all, community development holds many things for the future of rural America and the nation. It offers career and business opportunities for young people. It challenges the imagination of community leaders. It has national importance. What you do in community development will contribute to the nation's future well being.

Group members can appear as individual speakers or as a panel. Both ways are effective. Most service clubs and other groups want their speakers and panels to present their topic in less than 30 minutes. Find out how much time you will be expected to use and plan accordingly.

Above all, don't overrun your time allotment. As the group's guest you should remember that their members schedule their time to attend these meetings. They are busy and have other appointments to keep. You may enlist their interest with your story and lose their support by speaking too long.

Plan your speech or panel discussion so that you will have time for questions from the audience.

Do your homework, and anticipate questions the group might ask. Be prepared to answer briefly and to the point.

A panel normally consists of a moderator and four panel members each of whom is well versed in specific fields. The panel involves more people. It spreads the responsibility, enables each member to prepare himself better by concentrating on a specific area. Search your local library for references on speech making and panel discussions. There are numerous paperback editions on the subject that will be helpful in your preparation work.

In the final analysis, success is up to the individual. He must know his subject and should aspire to speak from knowledge rather than a manuscript. He must be enthusiastic about his subject and show it in facial expressions and gesture. This requires hard work practice and rehearsal, but it is the most effective way to insure success and the results will be worth the effort.

ASSIGNMENT: Prepare a five-minute talk on some aspect of community development. Arrange for group members to appear before various community organizations to tell: (1) the need for development; (2) the kind of technical, financial and other resources available; and (3) what your group is doing.

UNIT V: BUILD OUR AMERICAN COMMUNITIES

SECTION D: Involving the People.

There are other ways to tell the community development story and involve people. Here are some ideas that may be helpful. Each is good for plenty of mileage, if properly planned and exploited.

1. Educational meetings.
2. Groundbreaking ceremonies.
3. Golden key to a distinguished citizen.
4. Dedication ceremonies.
5. Launching projects.
6. Banquets, barbecues, picnics and other social events that bring people together.
7. Tours with local, state and national public officials and representatives.
8. Showing pictures of activities.

You are now involved in public relations. Use what you have learned about writing news stories, and radio and TV scripts to tell the story and promote your community development projects.

ASSIGNMENT: Determine what methods would best publicize your community development projects. Decide what events you wish to promote. When making your plans consider all the factors in Section E. "Prior Planning" which follows.

UNIT V: BUILD OUR AMERICAN COMMUNITIES

SECTION E: Prior Planning.

Prior planning is the prerequisite of any successful educational or promotional program. Without prior planning your efforts can fail. Things to help assure success:

1. Be sure your project or program is timely, relevant and worthy.
2. Elect a competent chairman.
3. Delegate responsibility to committees and use them to carry out plans and details.
4. Plan your over-all program in detail.
5. Provide for honored guests including community leaders and public officials.
6. Involve and recognize individuals and groups that helped contribute to the program's success.
7. Provide certificates of achievement to outstanding participants.
8. Instruct the master of ceremony in program details.
9. Open the meeting with a patriotic song.
10. Include a pledge to the flag.
11. Involve the local ministers in opening and closing the program.
12. Build the program around the community development story.
13. Tell the story.
14. Make it live and keep it short.

ASSIGNMENT: Make a Prior Planning chart. Include all the above factors needed to plan a successful community development project promotion. Provide space on the chart for checking and noting progress during various stages of organization. Include space for a final check to assure that everything is taken care of and in order.

UNIT V: BUILD OUR AMERICAN COMMUNITIES

SECTION F: Inform Your Elected Representatives.

Community developers need the understanding and assistance of their local, county, state and national legislators to sponsor enabling legislation, and to provide financing and technical assistance.

Knowing the men who represent your community and State in the legislatures is important. Who is your State representative and congressman? Who are your Senators? All can help in community development. The future of community development will be determined in many ways by what is caused to happen in the State and national legislatures.

Legislators want to help. They want to be of service to you and your community -- but they must know what you want and need.

Here are several simple steps to follow:

1. Get acquainted with your legislators.
2. Invite them to your community development functions as speakers and honored guests.
3. Tell them about your legislative, financial and technical needs that can properly be part of government service.
4. Ask for assistance in solving specific problems.
5. Keep them informed of progress.
6. Publicly recognize their assistance through newspapers, radio and TV stories.
7. Develop public support for legislation and needed appropriations.

Legislators are busy. When contacting them be brief, concise, courteous and to the point.

END