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ABSTRACT
                Designed to help bridge the gap between selected
Appalachian communities (17 control and 18 experimental Kentucky
communities) and the more affluent U.S. society, the Appalachian
Community Impact Project (ACIP) used indigenous paraprofessionals,
backed by Extension personnel, to work at the community level. It was
hypothesized that by using "community contacts" in an holistic
approach for a period of 4 years (1969-72), communicative linkage
would be established between professional resource people and local
community leaders who, thereafter, would continue to solve community
problems without benefit of liaisons. ACIP attempts at integration in
the power structure included efforts to assure: broad administrative
support; broad legitimization; interdisciplinary involvement;
integrated community approaches; interdisciplinary references; and
informal organizations. Utilizing the principles of communication and
education which suggest that who expresses an idea is often as
important as the idea itself, ACIP emphasized communicative skills.
It was concluded that by design and action ACIP was successful, for
an evaluation by non-Extension staff revealed that when compared with
the control communities, the experimental communities made
significant improvement in the social institutions and the economy,
developing both self awareness and self-reliance. (JC)

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THE APPALACHIAN COMMUNITY IMPACT PROJECT
A Description of an Integrated Approach in Rural Development
with a Discussion of Integrated Efforts and Principles Vital
to Communication and Education

by

Mike Duff
Professor and Specialist for Development
University of Kentucky

Presented at
Third International Conference
Integrated Communication for Rural Development
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## INTRODUCTION

The ACIP (Appalachian Community Impact Project) was a social experi-
ment designed to help bridge the gap between selected needy Appalachian
communities and the more affluent society of the United States. The ACIP
used indigenous, paraprofessionals called "community contacts" to work at
the community (or village) level. They were backstopped by professional
Extension and other resource people. It was hypothesized that by using
paraprofessionals in a wholistic approach in community development for a
period of four years, communicative linkage would be established between
local community leaders and professional resource people, and, thereafter,
local people would continue their efforts to solve community problems
without the continued presence of the community contacts. The ACIP was
evaluated by competent non-Extension persons. This paper presents the
situation in the three pilot counties, a description of the ACIP including
an evaluation, a statement on integrative efforts and a discussion of rele-
vant principles vital to communication and education.

Those persons responsible for the ACIP were aware of community devel-
opment effort by village level workers in other parts of the world, especi-
ally India and Chile.

# THE SITUATION IN THE THREE PILOT COUNTIES

In 1969, conditions of poverty which characterized rural America as indicated by the 14,000,000 people left behind,[1] also characterized Appalachian Kentucky,[2] and especially Perry, Breathitt and Leslie counties of the Quicksand Extension Area* where the Appalachian Community Impact Project was carried out over a period of four years beginning in 1969. The pilot counties contained numerous communities in which 50-80 percent of the families were living below national standards of adequacy.[3]

The geographic area was described as rough, mountainous terrain where 70-90 percent of the land was suited only for forestry. Less than five percent of the land was level and adaptable to row crop production.[4] Hillsides and creek bottoms were marred from the results of surface strip mining operations.

The area was recognized as a part of one of the most economically depressed regions of the nation. The percentage of families and unrelated individuals having incomes of less than $3,000, the OEO poverty level, was 54.6 percent in Perry county, 76 percent in Breathitt county and 73 percent in Leslie county.[5] Many families lived primarily on government food stamps and transfer payments. Attitude toward money was to spend it or hoard it and to distrust credit institutions.

As regards communication systems, a study of families participating in the program of Aid to Families with Dependent Children of Unemployed Parents in seven eastern Kentucky counties in 1967 showed that, "over four-fifths of the families had no member who read a newspaper regularly, half the families seldom or never saw television and a third had no radio--a fifth had no newspaper, radio or T.V."[6]

A tour of the communities in the area revealed very poor housing conditions.

The population distrubution in the three counties was as follows: forty-five percent were under 20 years of age, 37 percent were between 20 and 54 years of age and 18 percent were 55 years of age or older.[7]

For the area, the educational level of all adults over 25 years of age averaged 8.6 grades but was much lower for adults among poor families.[8]

The culture of the area was characterized as family oriented. The family was patriarchal and unrestricted in size with strong family socialization and little community participation. The religion of many people was based primarily on a belief that the situation was the will of God, so why struggle. Many of the adults distrusted politicians and did not believe their votes counted. They avoided the courts and law officials

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*The county is the basic unit of state government. There are 120 counties in the state of Kentucky. Kentucky has a land area of 40,395 square miles and a population of 3,219,311 people. The Quicksand Extension Area is an administrative unit of ten adjoining counties.

as much as possible. They rejected science with a preference for folk
lore and were gullible for high powered advertisement. They respected
physical labor but had little respect for mental work as an occupation.
Regarding property, they had a feeling of security in ownership of tan-
gible property but little appreciation of intangibles such as stocks,
bonds, etc[9] Sociological studies characterized the people as fami-
listic and fatalistic.[10] Some sociologists concluded that such people
have a frustration instigated behavior which means they respond the
same to all stimuli, resisting any change, good or bad, making their
problems insoluble.[11] One sociologist described the people as present
oriented.[12] In fact, some sociologists considered the people as living
a frozen life style.[13]

The Kentucky Cooperative Extension Service had carried out an eight
year program called the "Appalachian Resource Development Project" which
included these counties and 27 others. This program had taken an area
approach with a team of ten specialists in a variety of disciplines in
an effort to try new approaches to bring about social and economic prog-
ress.[14] On the area basis there had been improvements in roads and
vocational schools and even some industrial development. However, while
the major towns adopted developmental changes, many small rural commu-
nities remained isolated and continued to exist at a poverty level. The
concept of dualism[15]--that is, poverty existing along side affluence--
was a reality.

Kentucky's Cooperative Extension Service long had attempted to work
with the people in these small communities through 4-H, home economics
and agricultural programs, independently, with a low degree of success.

Sociologists maintained that beyond the family, the neighborhood,
formed around kinship groupings, was the strongest social organization.
Kinship groupings characterized many subsistence farming communities,
open country communities and partially abandoned coal mining communities
in the three pilot counties.[16] Yet, the people had not attempted to solve
their problems through the organized local community approach.

With a small amount of seed money left over from the Appalachian
Resource Development Project and with the follow-up of full financial
support from Extension Service/Washington, Kentucky's Cooperative
Extension Service initiated and carried out the ACIP. This ACIP made
use of six community contacts working in 18 communities in three pilot
counties.


### DESCRIPTION OF ACIP

The ACIP components discussed in this section are objectives, prob-
lem and description of the ACIP in terms of geographic areas, admini-

strative organization, staffing, roles, training, community organization, community programming and evaluation.

OBJECTIVES

The purpose of the ACIP was to provide the people in selected needy eastern Kentucky communities with the opportunity to learn ways of improving their situation. Specifically, the objectives were to:

1. Stimulate the people to learn the techniques of group organization and activity--how to work together and how to organize themselves to reach common goals.

2. Stimulate improvement of the local social institutions--family, church, school, health, recreation and government.

3. Stimulate improvement of the local economy--new and expanded enterprises and job placement.

4. Stimulate greater involvement in the total society--using appropriate technical, financial and educational resources and becoming more informed and active regarding pertinent public affairs issues.

5. Stimulate more self-realization and self-reliance through learning and applying new attitudes, knowledge and skills in work and play.

6. Establish such effective communication between the leaders of the community and professional resource people that the paraprofessional community contacts would not be needed after three or four years.

In addition to the above objectives, Cooperative Extension Service made commitment to:

1. Develop a publication on how to do it, based upon learnings from the ACIP and make this publication available for use in other parts of Kentucky, other parts of Appalachia, other states of the nation and possibly other nations of the world.

2. Select competent outside resource people to do an objective evaluation of the impact of the ACIP communities as compared to similar communities not served.

THE PROBLEM

The overall problem was twofold. First, there was inadequate individual, social and economic development in terms of the standards

of adequacy in the rest of society. In the three counties this problem
related to inadequate use of local resources, ineffective leadership,
scarcity of the organized approach and thereby, a lack of cooperative
action and communication and education both within the small community
and between the small community and the greater society.

Second, although Extension had a legal mandate to serve all the
people, it did not have an educational program which had proven successful
in bridging the gaps between the needs of such Appalachian communities and
the resources of the rest of society.

DESCRIPTION OF THE ACIP

Geographic Area
    The objective was to select a representative geographic area in
which the ACIP could be implemented and, by generalization, whereby the
findings would be applicable in the rest of Appalachia and possibly
beyond.

    The criteria used in selecting the pilot counties were that they be
in one Extension administrative area, that they be adjoining counties,
that there be mining camps, open country and subsistence farming com-
munities and that there be verbal acceptance by the local Extension staff
and the community leaders.

    Control and experimental communities were to be characterized by
having not less than 30 families per community, by having a place for
community meetings, by having observable poverty living conditions and
by demonstrating an attitude of working together. There was to be no
other community-wide organization in any of these communities. Also,
no two communities, control or experimental, were to be adjoining each
other. Thirty-five control and experimental communities were selected.

    The 18 selected experimental communities were in the counties of
Perry, Breathitt and Leslie. The 17 matching control communities were
selected both in the pilot counties and in four adjoining counties.

Administrative Organization
    The objective was to have an administrative organization which
would be the most effective medium for implementing the ACIP and yet
one that could be replicated in other states with the least amount of
organizational change.

    Although the existing administrative organization was used (see
organization chart, p.8), a part-time position of project coordinator
was created. After about six months, this position was supplanted by
a coordinating council. Also, an area specialist in community develop-
ment was assigned to the ACIP. The added complement consisted of positions
for paraprofessional community contacts to operate at the level between

the county Extension staff and the local community.

Staffing

The objective was to make use of the existing Extension staffs and to extend their impact through the addition of the paraprofessional community contacts. The plan was to place one contact in one county, two contacts in another county and three contacts in another county, and try to determine if they worked better when officed alone or together as a team.

When the ACIP began in January, 1969, all professional Extension staff members to be used were already on-board. However, a professional person was to be selected as project coordinator.

The major staffing task was the recruitment, selection and placement of six indigenous paraprofessional community contacts. Because of the difference in size of county population and numbers of suitable communities, the contact placements were to be three in Perry county, two in Breathitt county and one in Leslie county. The community contacts were to be selected on the basis of the following criteria.

1. Be over 18 years of age and be indigenous to the county but not live in the communities in which he or she worked.

2. Have at least a high school education but not be a college graduate.

3. Have a good moral and work reputation.

4. Have good health and good health habits.

5. Have good general appearance and a pleasing personality.

6. Have a positive attitude including the belief in the objectives of the ACIP.

7. Agree to work 40 hours a week including work at night and on Saturday.

8. Be willing to take training and supervision, showing signs of initiative and creativity.

9. Be willing to work as a member of a team.

10. Have access to an automobile.

11. Be acceptable to the county agent in the county where he or she was to work.

12. Be willing to sign a yearly contract as a temporary classified employee.

There was to be no discrimination on the basis of race, color, creed

or nationality. Furthermore, provision was to be made for equal opportunity under civil rights and fullest compliance with the Affirmative Action program. (These were requirements for employment under federal laws.)

The above criteria were used in selection and placement of the contacts.

A county agricultural agent of Leslie county, who had recently received a master's degree in adult education, was made project coordinator. Later he was supplanted by a coordinating council consisting of the area Extension director, the county agents in the three pilot counties, an area community resource development specialist and a state Extension sociologist who served as a resource person.

This staffing pattern seemed to work very effectively. A team of a man and woman officed together and working together resulted in highest moral and most community achievement. However, personnel turnover became a problem. The area Extension director accepted a job in Thailand and was replaced by a specialist who had worked some with the ACIP. One of the county agents died and was replaced by another agent who had a community resource development background. Three of the six community contacts had to be replaced after they resigned, all for higher paying jobs.

## Roles

The objective was to have clarity, flexibility and good relationships for most effective individual and team performance. Assigned responsibilities were as follows:

1. The state chairman for development programs was to have responsibility for the ACIP plan, the budget and overall operation.

2. The area Extension director was to be responsibile for field administration.

3. The coordinator (later the coordinating council) was to have responsibility for coordinating the efforts of the community contacts in the experimental communities.

4. The area Extension specialist in community resource development and a state Extension sociologist were to give instructions through training and follow-up in the community development process.

5. Other subject matter specialists were to be available when their expertise was needed.

6. The county Extension staff members were to provide the local

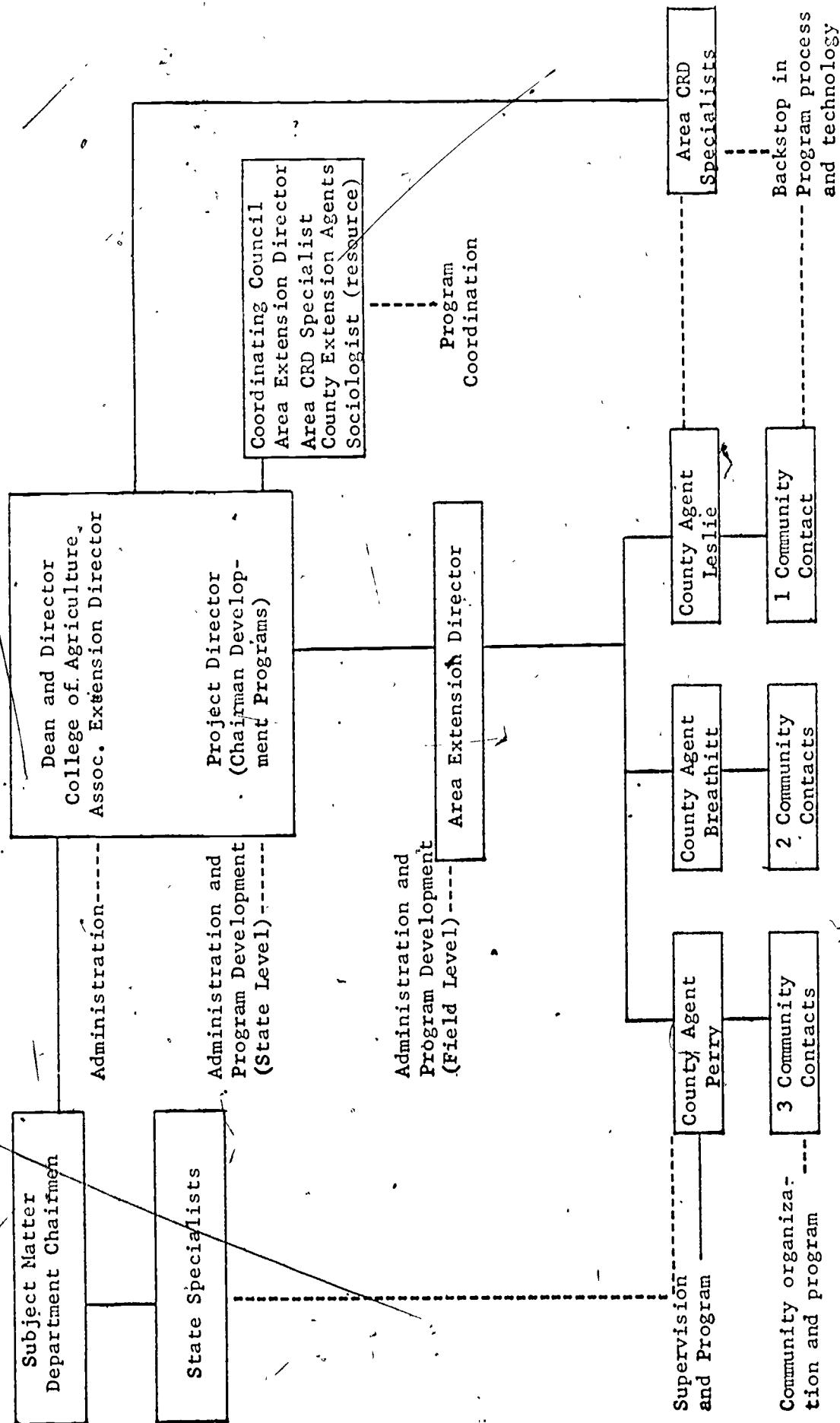backstop, both technical information and supervision, of the community contacts.

7.  The community. contacts were to work to stimulate community awareness, to assure proper assistance at the practice and project level, to assure success of community organization meetings and to provide follow-up as lay leaders carried out their community development programs.

Throughout the life of the ACIP, efforts were made to see that the roles were well performed. Through verbal and written communications, a constant effort was made to clarify roles and role relationships.

Although overall role performance could be described as good, there developed some role conflict and overlap at the field level. A few times the paraprofessional community contacts attempted to perform a professional role and guided the community in selecting projects which they could not implement. An attempt by local people in one community was to develop a water system based upon an inadequate water supply. In a few cases, the Extension agent, eager to see community results, went into a community and did what the community contact was employed to do. This tended to nullify the whole purpose for using paraprofessionals.

# APPALACHIAN COMMUNITY IMPACT PROJECT

## ORGANIZATION CHART



Dean and Director
College of Agriculture
Assoc. Extension Director

Project Director
(Chairman Development Programs)

Coordinating Council
Area Extension Director
Area CRD Specialist
County Extension Agents
Sociologist (resource)

Program Coordination

Area CRD Specialists

Backstop in Program process and technology

Area Extension Director

County Agent Leslie

1 Community Contact

County Agent Breathitt

2 Community Contacts

County Agent Perry

3 Community Contacts

Subject Matter Department Chairmen

State Specialists

Administration

Administration and Program Development (State Level)

Administration and Program Development (Field Level)

Supervision and Program

Community organization and program

## Community Organization

The objective was that the people become aware of and adopt an appropriate community structure for implementation of a program of community development.

Community organization was to be characterized by broad representation, local leadership, community-wide organization with special interest subcommittees and a planned operational schedule using both standing and ad-hock committees as needed. The procedure to be used was as follows:

1. A community development specialist was to assist the community contacts in making local leaders aware of the potential of their community and what might be achieved through a community development organization.

2. An exploration meeting was to be called by local leaders for local citizens to set up an organization committee and to explore the possible opportunities for community development.

3. The agents and the community contacts were to meet with and advise the leaders on how to select officers, how to organize a community and how to select the first project.

4. The specialist in community development was to teach the leaders the community development process, putting emphasis on the use of community organization and special interest committees.

The above procedure was used. All of the communities, except two, organized overall community development committees and all of the communities used special project committees. One problem encountered was a lack of broad participation in the community meetings.

## Community Programming

The objective was that the people become aware of their community potentials for programming and adopt plans, projects and activities which would make use of available resources to improve their social and economic well-being.

At the first meeting after getting organized, the Extension workers were to encourage the people to select a beginning community project. They were to be encouraged to select a project which met the following criteria.

1. Would be fairly easy to carry out in a short period of time so the people could experience a quick success.

2. Would involve and meet the needs of many people.

3. Would not require too much planning and money.

4. Was not a controversial issue.

Follow-up was to be provided by the community contact. The contacts were to be taught methods and project subject matter necessary to help local people develop and carry out the community programs.

With the guidance of the Extension workers, people in the experimental communities studied their local community situation, identified their goals, set priorities, made plans in terms of activities and projects and put those plans into action.

Some of the most effective methods used in implementing the ACIP were as follows:

1. A survey questionnaire was used to get bench mark data for later evaluation of the ACIP. Also, these data were useful to the communities in establishing rapport and in determining priority of projects.

2. Personal contact was used at all levels of the ACIP to get acceptance and committment. It also proved to be a good system for counsel and follow-up in community programming.

3. The method demonstration was used to get adoption of numerous improved practices in a variety of projects. The demonstrations ranged from how to play new games to how to plant tree seedlings.

4. The result demonstration was used to get adoption of practices which would lead to improvements or better results otherwise. New varieties and fertilizers were used in garden projects. Churches and homes were landscaped.

5. Staff conferences were used for a variety of purposes including appraising progress, planning programs and activities and problem solving.

6. An open door policy was adopted by county Extension staffs for individual counseling with the community contacts on programming, etc.

7. Logs were kept by the community contacts. In these logs they recorded each day where they went, persons contacted, what was done and what follow-up was needed. These logs were very helpful to the community contacts and supervisory personnel as a basis for counseling and to the contacts, personally, as reminders of needed follow-up.

8. A newsletter called the "Trailblazer" provided a source of new knowledge and a means of reporting community progress. Also it stimulated pride in community achievement as well as community competition.

9. Tours for observing community achievements in another part of the state provided aspiration and motivation. Also there were tours of the experimental communities by many professional people out of the area. Such tours developed closer ties between the leaders of these isolated communities and the larger society.

10. Housing clinics on home repair and household management proved effective in getting heads of households to make many improvements.

11. Case analyses were used in training meetings to help clarify the roles and the opportunities for teamwork.

12. Special project literature was developed and provided for the contacts as needed.

13. Written communications were used to inform, remind, praise and to challenge the contacts and leaders. Flyers were used to publicize meetings.

14. Traditional money raising schemes such as box suppers and turkey shoots were used to stimulate local financial self-help for projects.

15. An annual community development week and community Achievement Night provided opportunities for outsiders to see and praise community achievements. Having exhibits at a community college was an effective method of education and of developing a sense of community pride and self-actualization.

16. A mobile educational unit, made from an old army bus, served as an effective meeting place and as an effective demonstration and teaching center.

17. A wayside market wagon served both as a demonstration platform for upgrading the quality of garden products and as a market place for these products.

18. The professional Extension staffs, along with the community contacts, periodically visited the communities discussing problems and projects and determining needed follow-up.

The use of a variety of methods proved superior to the use of any one method in getting acceptance of most new practices.

Every experimental community had a community development program. The people had their goals and plans. They had their projects. Some of the projects carried out in these communities were as follows: clean-up and beautification, community parks and playgrounds, community solid waste disposal programs, sewing, cooking, water systems, road repairs, volunteer fire departments, conservation and tree plantations, home gardens, home improvement projects, career studies, adult education classes and a variety of projects for youth groups including Boy Scouts and 4-H. The total of all the projects and activities carried on within a community was its community development program.

As old projects were being completed, new projects were being started throughout the life of the ACIP. In fact, some projects which were started before termination of the use of the community contacts were completed after the paraprofessionals were no longer working in the communities. Some projects were started which were unfeasible and never completed. A case example was a new road project. The community decided to ask the railroad company which had an old unused spur through the community to remove the railroad, and the community asked the highway department to put a new road in its place. This never happened. Again, this was a case where the community contact encouraged a community to proceed to work on a project before the feasibility was determined. Of course, a specialist should have been used. There were numerous cases of projects being completed in all the areas previously mentioned.

Training

The objective was to provide training in processes, methods and subject matters as needed to implement the ACIP. The county agents had no experience in supervising paraprofessionals. The paraprofessionals had no experience in working in community development.

Some of the training methods used were as follows:

1. Pre-orientation training was provided the applicants for community contact positions during the interviews. During interviews they received an introduction to the basic philosophy and methods of programming in Cooperative Extension Service. Also, they were given a brief explanation of the ACIP.

2. Orientation training was provided immediately upon employment. This training included a discussion of Extension administrative procedures and the ACIP and visits to the experimental communities.

3. In-service formal group training was provided through a series of one and two day workshops at the ACIP headquarters throughout the life of the ACIP. These workshops were concerned with:

a) The processes of communication, problem solving, program development, etc.

b) Methodology as relates to plans of work, administrative reports, community problem identification, finding and recruiting leaders, making a farm and home visit, etc.

c) Subject matter such as gardening, landscaping and careers.

4. County and field training.

a) County Extension office conferences were held weekly with the community contacts. At these meetings problems were discussed and the contacts learned how to perform their undertakings better.

b) Individual counseling was possible whenever the agents or contacts felt a problem existed which needed personal attention.

c) Daily logs, monthly and annual reports were analyzed by the supervising agents. These records, kept by community contacts, were used as a basis of follow-up in counseling and in determining training needs.

d) Arrangements were made by the Cooperative Extension Service with the Hazard Community College for the contacts to take selected social science classes. Night courses on the Appalachian culture and social problems provided in-depth training and built confidence in the contacts.

e) Individual contact media were helpful in training. The telephone was helpful in answering questions and in guiding the contacts to better understand their roles. Memos and individual letters were used frequently to clarify administrative needs, to contribute ideas in programming, to give instruction on reporting and to recognize good work.

In addition, the methods discussed under programming were, in part, teaching methods.

In summary, basic formal training was provided at the start of the ACIP, and all additional training was based upon a recognition of need. At the end of the ACIP, both county Extension agents and community contacts expressed a feeling that they had not received enough training.

Evaluation[17]

The objective was to appraise the accomplishments of the ACIP in

terms of its expressed objectives.

Informal evaluation, by observation and through analysis of simple surveys, reports, etc., was done constantly.

A formal evaluation was to be done by non-Extension persons. Therefore, Cooperative Extension Service contracted with the Director of the Bureau of School Services, College of Education, University of Kentucky, who headed a team of educators that did the formal evaluation. He could make use of Ph.D. candidates in the College of Education and the IBM S-360 computer service of the University of Kentucky.

For the study, the evaluators randomly selected a 25 percent sample of heads of households (ages 20-55) and a 33 1/3 percent sample of youth (ages 12-20) of the population in both control and experimental communities.

The evaluators helped to develop survey forms to be used in gathering data. They trained the interviewers who gathered the data.

Base line data were gathered at the beginning of the ACIP in the spring of 1969. These data were used in determining and matching the 18 experimental and the 17 control communities.

The experimental communities were those in which the community contacts worked. Regular Extension work was carried on in all the communities including the controls.

Terminal data were gathered at the end of the ACIP in the spring of 1972.

The 1969 interviewing included 267 adults in the experimental area and 141 in the control area. In 1972, the numbers were 193 in the experimental area and 118 in the control area.

The 1969 interviewing included 248 youth in the experimental area and 134 in the control area. In 1972, the numbers were 182 in the experimental area and 60 in the control area.

The reduced numbers in the final interviewing were due mostly to population mobility.

Extension agents visited all communities (controls and experimentals) monthly to note any developments as a result of non-Extension efforts which might affect change in the communities and reported the findings to the evaluation team.

When the findings of the control communities were compared to the findings of the experimental communities, the results of the ACIP effort

were as follows:

Adults

1. Improvements in the level of living (home ownership, family income, homes with plumbing).

2. Increased community loyalty

3. More sociability among women and increased political knowledge and participation

4. Higher scores in such matters as more use of credit and more realism in aspiring to skilled jobs

5. Change in perspective regarding taxation with a desire to cut taxes rather than having more improvements through additional taxes

Youth

1. Increased political knowledge

2. Higher pay expectation for work

3. Fewer visits in the neighborhood but increased visits to the larger town in the county

4. Less fatalism

5. Broadening social and cultural horizons beyond the immediate community

6. Lower aspiration for higher education*

The evaluation director wrote a book on the impact of the indigenous paraprofessional community developer. In this book he recorded the whole story of the evaluation from the research design to the interpretation of results. One thing the research report did not reveal, however, was the fact that due to time required--about 1½ hours--to conduct a survey, research fatigue often developed on the part of the interviewee.

*Historically, many students in the pilot counties who went to college did so in order to return and become school teachers. However, during the time span of the ACIP, there developed a surplus of teachers and a teacher job shortage. Local students who graduated from college and returned during this time could not find teaching jobs. Therefore, their younger brothers and sisters, realizing there were no job openings for teachers, had a decline in aspiration level for education.

## INTEGRATION EFFORTS [18]

Integration means the acts or processes of making whole. Since community development is concerned with developing all the subsystems of the community as one social system, the educational approach should be wholistic in nature. Furthermore, since the needs for development emanate from the various subsystems, the educator must adopt a multidisciplinary approach if he expects greatest impact in total community development.

Because of a desire to determine the impact of the indigenous paraprofessional in the ACIP, it was important that all the ACIP efforts be channeled through the community contacts.

Acts of integration needed to be taken in all levels in the power structure--Extension and non-Extension. Some of the acts were:

1. Efforts were made to assure broad administrative support. At the beginning the chairman of development programs discussed the ACIP idea and the proposal with the associate director of Extension and the area Extension directors. Also, the ACIP proposal was discussed with and approved by the administrative personnel of the sponsors--first Kellogg and later Extension Service/Washington. Aside from the fact that such sanction was necessary for the very existence of the ACIP, their support would be needed throughout the life span of the ACIP.

2. Efforts were made to get broad legitimization. At the state level, an area resource advisory committee criticized, amended and approved the ACIP. This committee was composed of heads of ten departments of the University and state government. Also a group of 32 state Extension specialists heard the ACIP discussed and offered suggestions. At the field level, aside from the area Extension director, the county Extension staffs in the three counties and the officials of county government gave approval. At the community level, the ACIP was discussed with many leaders. They agreed that if their communities were selected as pilot communities they would work to improve their communities.

3. Efforts were made to get interdisciplinary involvement. Personnel in sociology, economics and other disciplines at the University were involved in designing the ACIP proposal. Interdisciplinary task forces participated in training workshops for the county Extension staffs and the community leaders. An evaluation team from the Bureau of School Service, College of Education, University of Kentucky, assisted in developing survey forms, in training interviewers and in analyzing the data gathered. The base line data were used in selecting and matching control com-

munities against experimental communities. These research findings, along with the people's needs as expressed at community meetings, were used by the people as a basis for problem identification and project selection in community programming. Also, the terminal data were gathered at the end of the ACIP, and a book containing the findings was published.

4. Efforts were made to have an integrated community approach. The communities were so organized as to assure broad representation of membership. This included a representation of all ages, both sexes, special interests and geographic areas. Furthermore, the base line surveys called for analysis of all the components of a community. Finally, in the process of programming, the communities set goals in several special interest areas.

5. Efforts were made to encourage Extension staff to make interdisciplinary references. When a county Extension agent or specialist was called upon to work on a particular project such as a recreational park, he or she made proper reference to other resources such as the Bureau of Outdoor Recreation. The community contact was kept informed on many types of resources available. Therefore, he or she made references to resource people in accord with the community needs.

6. Efforts were made to encourage informal organization. Team travel, coffee breaks, picnics, etc., were settings conducive to informal organization.

## COMMUNICATION[19] EDUCATION[20]

The word communicate is derived from the Latin word communicare which means "common" or "to share in common." The word educate is derived from the Latin word educare which means "to bring up" or "lead forth." Communication and education are processes which work together.

Communication is the process whereby a message is transferred from a sender through a channel to a receiver. Education includes the processes of teaching and learning. Teaching is directing the learning process. Learning is the process whereby an individual, through his own activity, becomes changed in behavior. We must share our common knowledge if we are going to help lead rural people living in low socio-economic circumstances into a better way of life. By sharing information, all people involved are better able to cope with the forces of nature--from tilling the earth to conquering outer space.

Education enables one to become more aware of self and others and to establish improved social relationships. Thus, one is helped in gaining self-fulfillment and a feeling of belongingness as a contributing citizen in society.

Let us discuss some PC's (Principles of Communication) and some PL's (Principles of Learning), a knowledge and application of which are vital to effective work in community development.

PC 1 - The Principle of Involvement
PL 1 - The Principle of Practice·

In communication the principle of involvement states that cooperation and participation are essential to communication. An old expression which fits this principle is "it takes two to tango."

The principle of practice is illustrated when the teacher demonstrates. how to do something and the learner repeats it. In other words, what is learned is what is practiced. Practice should enable the learner to do things better. A single vivid experience may produce permanent learning or a less vivid experience may require more practice in order to achieve more learning. The intensity of practice tends to result in intensity of learning. Both principles are illustrated in the following examples.

In our work with needy rural people, long experience has taught us that we must teach at a practice level. One universally known way of doing this is called the method demonstration.

The home economics agent demonstrated to girls how to practice good grooming. In her presence the girls practiced good grooming recommendations. Then the girls went home and adopted the practices of good grooming.

During 4-H retreats, the 4-H agent demonstrated to boys how to repair a broken lamp cord. The boys practiced repairing sample broken lamp cords in his presence. Then the boys went home and repaired broken cords.

The Extension agent or forestry specialist demonstrated to boys and men how to plant tree seedlings. In the agent's presence, the boys and men practiced. Then the boys and men went back to the farms and set out small plantations.

The specialist in horticulture demonstrated to members of rural families how to grow a good garden and how to select, exhibit and sell quality vegetables. In turn, the family members cultivated their gardens and selected and prepared vegetables which they exhibited and sold at a roadside wagon market.

The method demonstration was used hundreds of times in many activities and projects in the ACIP. It was a cooperative, clientel participating approach. It was a successful communicative and educative approach. However, to assure success this approach required that the materials used in the demonstration be common and available to the learners. The practices recommended had to be both those which the teacher could demonstrate and those which the learner could practice at the same time and later could adopt in the home situation.

### PC 2 - Principle of Goal Compatability
### PL 2 - Principle of Association

The principle of goal compatability states that communications are most meaningful when the goals of the group are the same or similar to the goals of its individual members.

The principle of association states that experiences that occur together tend to re-occur together. Occuring together may be simultaneous or in a sequence.

These principles may be illustrated together. At the first community meeting, community organization was explained as a way in which the people could work together to accomplish their own goals. A broadly representative group, with local leaders in charge, set up special interest subcommittees to work on special interest projects. Thus, an effort was made to assure goal compatability of the community organization and its members. The Extension agent showed slides and movies of successful programs which other similar groups had achieved through their community organizations. Thus, local people were able to associate their community organization with the achievement of some of their own personal goals.

Since organization is in the abstract and needy rural people generally think in the concrete, usually at the second meeting of the community organization, the group was encouraged to select one or two projects which would both involve and meet the needs of many people. Bench mark data were sometimes used as the basis for selecting the most feasible projects. The people made plans and took subsequent steps to implement several projects in each community program. In summary, basic knowledge, plans and projects--in that sequence--were essential to project success and achievement of goals.

The result demonstration is universally known to be the method of showing results as convincing evidence for the adoption of improved practices. Generally, the community and Extension agree upon one home, one church yard, one farm or one site to use as the demonstration. The people of the community are invited to observe when improved practices are applied. Then later they are invited back to see the results. These results are compared with results of similar projects where the improved practices were not used.

Examples of result demonstrations used in the ACIP communities were garden projects, home repair and economy housing projects and landscaping projects.

In all these cases improved practices were recommended and adopted, and after a period of time, many local people, through planned tours and educational meetings, saw the results. The learners compared the costs and results of these demonstrations with costs and results of former practices. They naturally associated the practices applied with the results, but the results were the "proof of the puddin'."

What were the people's reactions? If it was through the community organization that they decided upon projects and activities which helped achieve their personal goals, they tended to support the organization. If, through the garden project, a family could increase net income by $300 to $1,000 (which some of them did), then that contributed to their goal of more income. When improvements in the house made it warmer in winter and more comfortable and efficient all year round, they drew praise from neighbors. When, if by learning and adopting the practices of seeding and planting shrubs in the lawn around the home, school or church, the grass became a matted-green and the trees and shrubs brought favorable comment from others, then those who put on these demonstrations experienced an increased sense of belongingness and self-actualization.

Let me illustrate the negative application of these two principles. One of the community contacts was never really sold on the fact that overall community organization was necessary or even desirable. However, he did see a need for and encouraged the use of project committees. The result was that when the specialist in community resource development talked with the people of the communities where the community contact worked, a communication block (namely the community contact) was standing right beside him. Since the community contact was well accepted by the people, he became a noise that blanked out the communicational and educational efforts of the specialist.

Another example can be illustrated by the fact that the Office of Economic Opportunity had county-wide programs for needy people and most of the emphasis had been on welfare or give-away programs. Therefore, when, in the beginning of the ACIP, Extension was exploring the idea of a community organization and assisting in conducting the meetings, people who had experienced OEO practices came to the meetings in hopes of getting something for nothing. They associated the effort at Extension sponsored community organization with OEO give-away programs. The result was goal incompatability and incorrect association. Naturally, these people decreased or ceased their association with and support of the Extension sponsored community organization.

The same thing happened when many of the organized ACIP communities adopted garbage disposal systems. Some local person would drive a truck

to pick up the garbage on a regular schedule, known to all.  A scaled
system of payments was worked out for family, small business, etc.
Many people associated the garbage pick-up with neater, prettier and
healthier communities.  So the project was compatable with their goals.
However, other persons looked upon the garbage pick-up as another gimmick
by which somebody else would be taking money from them.  So they refused
to participate and continued to throw their garbage over the hill or
into the creek.

People who attended the housing clinics associated improved prac-
tices in home management with health and associated home repair with
a warmer, more comfortable home during the winter.  Therefore, they
adopted the suggested improved practices which they had seen in a model
home.  The goal of the housing clinic was improved homes; the goal of
these people was improved homes.  Thus the positive association and
the positive relationship of the principle of goal compatability and
the principle of association applied again.

### PC 3 - Principle of Recognition-Spread
### PL 3 - Principle of Effect

The communication principle of recognition-spread is based upon
the fact that recognition for contributions made by an individual both
stimulates the individual to further performance and encourages others
to play similar roles.

The principle of effect (sometimes called the principle of satisfy-
ingness and annoyingness or the principle of emotional response) means
a practice generally satisfies or annoys causing one either to adopt or
to reject the practice.  Long experience tells us that satisfyingness
stimulates learning and encourages further practice.  Annoyingness
causes learning but discourages a practice.  If the learner's act con-
tributes to his goal, he tends to find the act satisfying.  If annoy-
ingness operates very long during a practice, the learner stops the
practice.  Satisfying and annoying experiences help meet the basic
needs of safety, security, belonginess, self-actualization and new
experiences.

Recognition-spread and good effect were results of many ACIP
activities.  Leadership recognition certificates following training or
outstanding community work and publicity which gave names of the com-
munities and leaders working in the communities resulted in recogni-
tion-spread and good effect.  Publicity was carried in a local news-
paper, over the radio and in the ACIP news organ called the "Trail-
blazer."  Another activity was Achievement Night with hallways and
rooms full of exhibits at a community college where sewing, cooking,
baking, woodcraft, gardening and even maps showing new water systems
were on display.  These were good instruments to broaden the range
and positive influence of communication and education.

Problems developed in staffing and administration of the ACIP. When one county agent in the three pilot counties was selected as the project coordinator, do you think the agents in the other two counties found this administrative decision satisfying or annoying? This county agent was asked to continue to serve as county agent in his county and also serve as coordinator of the ACIP in all three counties. Acknowledging the principles of recognition spread and of effect, could we expect this coordinator to work effectively with the other county Extension staff both as a peer and "as the boss" of the ACIP?

After about a year the county Extension agents reduced the amount of follow-up they gave community contacts on their plans of work and monthly reports. The contacts were annoyed by the lack of supervisory interest and lack of recognition shown for their efforts to implement their plans of work and to make the required reports. They expressed displeasure with so much paper work. Soon, the time span between reports was increased from monthly to quarterly, and the plan of work was finally replaced with KEMIS (a Kentucky Information Management System-- not a plan of work).

PC 4 & PL 4 - The Principle of Social Responsibility

This principle states that the communicator or educator must recognize the importance of local laws and customs. In other words, he works within the socio-cultural framework of the people. To be most effective he must have knowledge of the value system and what it accepts, tolerates or rejects.

Aware of the local customs, community development meetings were never scheduled on Wednesday night because this was the time when the churches held their mid-week prayer service. In fact, some community contacts made it a point to attend these church services.

In the Appalachian culture, with many local people it was not good taste for a woman to smoke or for a man to imbibe in strong drink. It was not good taste for a person to encourage "dances" or raffles in money making projects. Knowledge of these facts was used as a basis for selecting and training the community contacts.

Because of careful selection and training of the community contacts, there never developed a problem of social acceptability. In fact, local people frequently commented that the community contacts fit well into their communities.

PC 5 & PL 5 - The Principle of Environmental Effect on Attitude Association

This principle may be stated two ways. First, the attitude toward the sender affects the attitude toward the message. Second, the

attitude toward the teacher affects the attitude toward the lesson.

Both in communication and in education the "who said it" or
"how he said it" is oftentimes as important as the "what was said"
in determining the kind of response. The environment created by the
communicator or educator influences his effectiveness in delivering
a message or teaching a lesson. His person and his surroundings com-
pose his environment. If one is cold in attitude, both he and his
message or his lesson are apt to get a cold reception. If one is
congenial and permissive, making the recipient feel welcomed, wanted
or needed, then the communicator or educator is more apt to get, in
return, a warm and receptive attitude toward him and his message or
his lesson. If the physical environment is comfortable, if the acous-
tics and visibility are good and if the communicator or educator has
a warm firendly attitude, then he is apt to get a warm friendly re-
ception both toward him and his message or lesson. However, in the
final analysis, the message must be sound.

The knowledge and application of this principle is important
to state administrators, area directors, county Extension staff and
local community leaders. In the ACIP all efforts were made to
implement this principle. The result was that the Extension staff
and their message were apparently well correlated and well received.

One may think of other important principles that deserve discus-
sion. In fact, any reader or listner may choose to state the above
principles differently. However, the author believes that following
the principles, as stated, was vital to the success of the ACIP.


CONCLUSION

The Appalachian Community Impact Project was an effective way of
stimulating people living in needy rural communities to organize and,
carry out programs which contributed to individual fulfillment and
community improvement.

By design and action, Extension staff gave much thought to making
the ACIP an integrated approach. Also, the staff worked with an aware-
ness of the importance of principles of communication and learning.

Compared to the control communities, the experimental communities
made more progress. There were significant improvements in the social
institutions and in the economy. The people became more involved with
the total society. They developed more self-realization and self-
reliance.

One year after termination of use of community contacts, a survey

showed that the communities were still carrying out projects. Communicative linkage had been established between the local people and resouce people. However, the Extension staff felt a need of frequent visitation to the communities.

Therefore, it is concluded that the indigenous paraprofessional can be effectively used by Cooperative Extension Service in helping bridge the gap between needy Appalachian communities and the more affluent society of the United States. Furthermore, if the objectives of the ACIP are essentially the same for most needy communities everywhere then the ACIP was a social experiment which may well be replicated in other parts of the United States and even in other nations of the world.

FOOTNOTES

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[6]Johnson, loc. cit., pp. 76-78.

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