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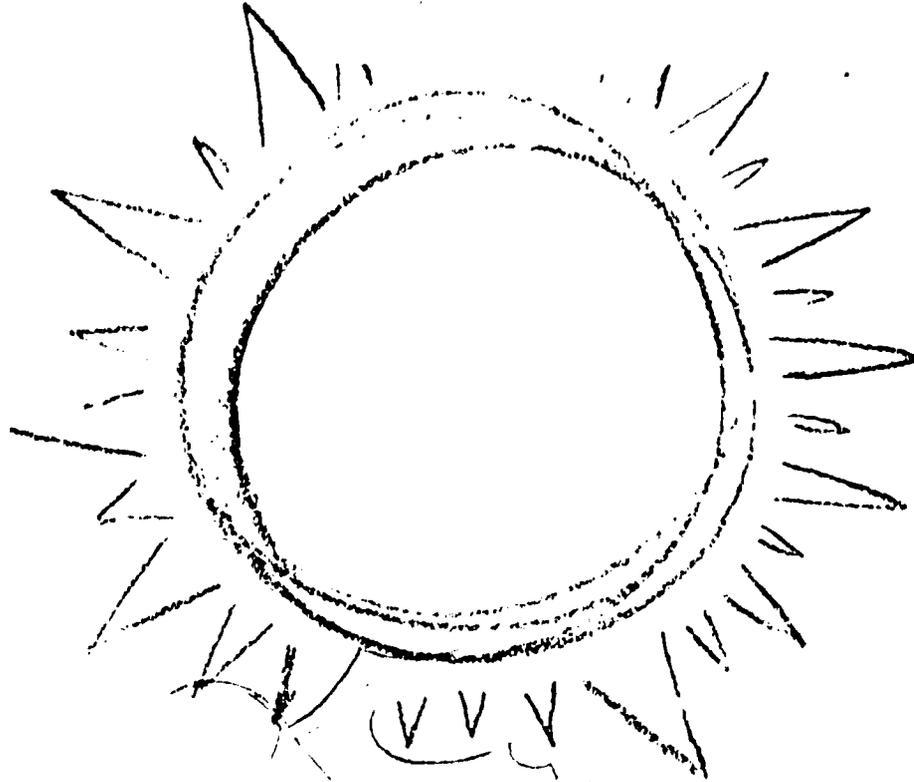
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### ABSTRACT

Information designed to acquaint teachers, teacher educators, and state supervisors of agricultural education with the concepts, roles, and procedures for developing a community development curriculum is presented in this guide. The first section is concerned with suggestions for restructuring materials relevant to teaching community development in agricultural education. The second section suggests references and objectives for 18 subject areas which have particular significance for community development. It is noted that the resource units in the 18 different subject areas should be used to supplement basic instruction. The subject areas include analyzing jobs, manpower planning, vocational training, community health services, education, economics, community facilities, recreational activities, land use, planning and zoning, budgeting, transportation, local government community social services, organizations, rural-urban housing, ecology, and financing community development. (PS)

DEPARTMENT OF THE  
INTERIOR  
BUREAU OF LAND MANAGEMENT  
WASHINGTON, D.C. 20250



# Community Development Guide

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COMMUNITY DEVELOPMENT GUIDE

"A Guide For Restructuring Community Development  
In Agricultural Education"

Prepared By:

Dr. Leon A. Wagley  
Professor and Head

Dr. Floyd J. Lark  
Assistant Professor

Donaciano E. Gonzalez  
Project Director

Gary R. Ashlock  
Graduate Student

Department of Agricultural and Extension Education  
College of Agriculture and Home Economics  
New Mexico State University  
Las Cruces, New Mexico  
88003

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## FOREWORD

As part of the programmatic thrust in agricultural education, community development instruction must necessarily be joined with technical agriculture, leadership, and career orientation as a viable segment of the curriculum. The fundamental intent of this publication is to supplement Building Our American Communities, which was published by the Farmers Home Administration in 1970.

It has become evident that many agricultural education teachers do not understand the community development process. After careful consideration by the National FFA office, and the Farmers Home Administration, it was agreed that community development must become part of the agricultural education curriculum, both in the teacher education institutions and in the secondary schools. At the college level, prospective teachers of agricultural education should become familiar with the process of community development and its meaning in relation to the future of America. The secondary programs should encompass the process and carry out actual projects in community development.

The development of this publication was initiated by the findings of the Ad Hoc Committee set up by officials from the National Future Farmers of America Center and Farmers Home Administration, United States Department of Agriculture to explore funding, curriculum development possibilities and implications of the rural development bill, upon agricultural education both at the secondary and post-secondary levels. One of their recommendations was to develop guidelines for restructuring community development instructional materials to be approved, altered and/or endorsed by the National FFA Board of Directors.

## ACKNOWLEDGEMENTS

The development of a publication such as the present one involves the efforts of a great many people. The National FFA Foundation wishes to gratefully acknowledge the contributions of the following.

New Mexico State University has been most cooperative in making the publication possible. Special appreciation should be extended to Dean Philip J. Leyendecker, of the College of Agriculture and Home Economics, who encouraged the development of the project and has given it his continuing personal support.

The staff of the Department of Agricultural and Extension Education of New Mexico State University for the writing and printing of this publication:

Dr. Leon A. Wagley  
Professor and Department Head

Dr. Floyd J. Lark  
Assistant Professor

Donaciano E. Gonzalez  
Graduate Research Assistant

Gary R. Ashlock  
Graduate Student

Dottie Campbell  
and  
Sara Chavez  
Secretaries

The people serving on the Ad Hoc Committee:

Gary Bambauer  
Montgomery County Area Vocational Center  
Clayton, Ohio

Arnold Cordes  
State Vocational Agriculture  
Supervisory Staff of Wisconsin

Gene Early  
Committee on Population  
and the American Future from Maryland

Chester Hansen  
The Center for Vocational and Technical Education

Melvin Johnson  
Berrien High School  
Nashville, Georgia

James Patrick  
Farmers Home Administration  
New Mexico State Office

John Rodgers  
Clemson University of South Carolina

Bob Seefeldt  
National FFA Center

Earl Wineinger  
National FFA Center

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We wish to acknowledge the services of the following Agricultural Education Teachers for their assistance in the reference search and writing objectives for the subject areas included in Section II:

|               |                     |
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| Alan Balok    | Joel Edwards        |
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New Mexico FFA  
Santa Fe, New Mexico

We are indebted to the National FFA Foundation sponsor, The Lilly Endowment, Inc., Indianapolis, Indiana, for providing the funds necessary to make this publication possible.

## USE OF THIS PUBLICATION

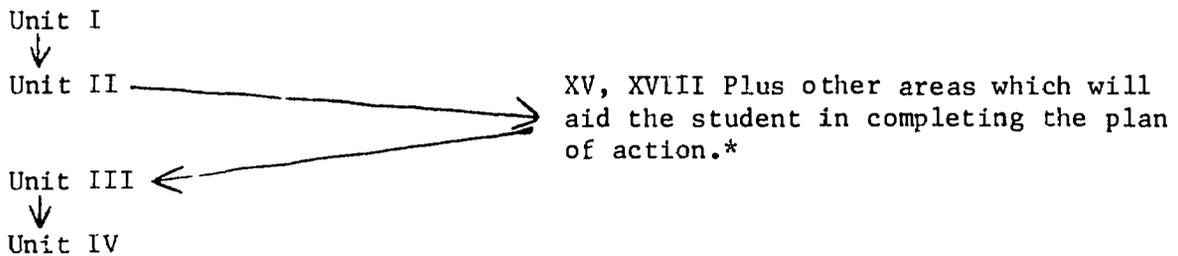
This guide contains information to acquaint teachers, teacher educators, and state supervisors of agricultural education with the concepts, roles, and procedures in developing a curriculum in community development.

These materials are the foundation in further developing the curriculum in community development in secondary agricultural education classes. Curriculum developers should extend all units and subject areas to include: information sheets, job sheets, transparency masters, assignment sheets, test, answer sheets, and other materials necessary to complete the curriculum.

At the completion of this curriculum development phase, an instructor should be able to teach the community development process by following this suggested flow chart.

### Unit to be Taught

### Supplemental Subject Areas



\*A Plan of Action should be written step-by-step procedure of how the proposed project is going to be completed.

The written procedure should include:

1. Goals or objectives
2. Completion date for each step.
3. People to be used in completing each step (See Action Groups p.vi)
4. Resources to be used.
5. Facilities and equipment to be used.

6. Financing
7. The number of commitments to be obtained.
8. Means of launching the program.
9. Other items necessary for the completion of the project.
10. Final evaluation of the project.

"Action Groups" should be such groups as:

1. "The initiating set" are students who feel that "something should be done" about a problem.
2. "The legitimizers" are certain people or groups whose approval of acceptance of proposed projects is necessary to make things legitimate.

Legitimization is the giving of sanction by key persons or key groups which lead to public acceptance of an idea. The initiating set usually takes the problem to the legitimizers and asks them to pass judgment on it. To by-pass this group usually spells failure!

3. "The diffusion set". The group of people take the idea or program to the public. They should be recognized by the public as action leaders and their main task is to make the problem become the people's problem. This is done by helping the community people "define the needs" as one of their own.

## INTRODUCTION

The present publication has been organized into two sections. Section I is concerned with suggestions for restructuring materials which seem relevant to teaching of, and about, community development in agricultural education.

Section II suggests references and objectives for eighteen subject areas which have particular significance for community development.

### Section I: "Community Development Instructional Materials Restructuring Plan"

This section contains a definition of community development; the elements of the curriculum in agricultural education for community development; general, terminal, and specific objectives for each unit (or year); and a guide to restructuring of instructional units.

- A. The elements of the curriculum are broad titles to label each unit (or year) as to what role the student should take in the community development process for that given unit.
- B. The general, terminal, and specific objectives have not been given time allotments nor specific items to list or name because it was felt that this guide needed to have flexibility to fit the United States as a whole. However, when the complete curriculum is made for each state, the developers for the curriculum should give numerical values to these items. The objectives are only guides in the development of the curriculum. It is suggested that the curriculum developers use their own judgment in adding or changing objectives to make it more relevant to their area. The principle source of these objectives is the Building Our American Communities booklet by Farmers Home administration.
- C. The guide to restructuring instructional units includes a brief introduction explaining the use of the behavioral concept in making units of instruction. A unit fashioned in the behavioral concept follows.

## Section II: "General References for Community Development and Objectives and References for Suggested Resource Units"

This section contains suggested references and objectives for eighteen different subject areas in community development. These resource units should be used to supplement the basic instruction. If the area selected to be improved by the group is community facilities, the instructor should teach this unit before the plan of action is developed.

The eighteen subject areas are:

1. Analyzing Jobs
2. Manpower Planning
3. Vocational Training
4. Planning for Community Health Services
5. Education as it Relates to Community Development
6. Economics as it Relates to Community Development
7. Developing Community Facilities
8. Developing Recreational Activities
9. Developing Proper Land Use Measures
10. Planning and Zoning for Rural Development
11. Community Planning and Budgeting
12. Analyzing Transportation
13. The Structure of Local Government
14. Community Social Services
15. Types of Organizations Within Communities
16. Rural-Urban Housing
17. Maintaining and Improving the Ecology of a Community
18. Financing Community Development

**SECTION I****COMMUNITY DEVELOPMENT INSTRUCTIONAL MATERIALS RESTRUCTURING PLAN**

## COMMUNITY DEVELOPMENT

"Community Development" is the planning, financing, and development of facilities and services in local communities that contribute to making these areas desirable places in which to live and make private and business investments; the planning, development, and expansion of business and industry in the communities to provide increased employment and income; the planning, development, conservation, and use of land, water, and other natural resources of communities to maintain or enhance the quality of the environment for people and business in local communities; and processes and procedures that have these objectives as their major purpose.

## A. ELEMENTS OF THE CURRICULUM:

|                          |                                                                                                                            |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Unit I<br>(First Year)   | "Introduction to the Basics of Community<br>Development"<br>--Basic Elements                                               |
| Unit II<br>(Second Year) | "Analysis of Community Resources"<br>--Study and Research                                                                  |
| Unit III<br>(Third Year) | "Developing and Initiating a Plan of Action"<br>--Community stimulation; project selection;<br>development and initiation. |
| Unit IV<br>(Fourth Year) | "Completing the Project"<br>--Completing the project by using indivi-<br>duals and groups within the community.            |

## B. OBJECTIVES AND TITLES FOR THE ELEMENTS OF THE CURRICULUM:

The style used in the development of this part is the same as some states presently use in developing core curriculums. Part C is designed to explain the use of such a style.

Area of Instruction  
Community Development as it Relates to  
Vocational Agriculture Programs

General Objectives

This area of instruction is designed to enable the student to select ways in which to have an active role in the development of the community. The student should be able to list some of the social, political, manpower, and economical variables which affect the welfare of the community and identify community's needs. The student should be able to construct a community development plan of action which involves efforts and resources of other groups, agencies, and individuals. The student should be able to initiate a community development project which accomplishes the identified needs, and discuss the success of the project and make further recommendations.

Introduction to the Basics of Community Development  
Unit I

Terminal Objectives

After completion of Unit I, the student should be able to define community development and select ways in which to have an active role in developing the community. The student should be able to list current population trends; identify the population distributions in the nation; and discuss possible solutions to population problems. The student should further be able to list and discuss the 18 identified areas in community development as they relate to the community.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Define community development.
2. Select ways in which to have an active role in developing the community.
3. List current population trends. (Ref. 1, p.1-8)
4. Identify the population distributions in the nation. (Ref. 1, p.1-8)
5. Discuss possible solutions to population problems. (Ref. 1, p.1-8)
6. List and discuss the 18 identified areas in community development as they relate to the community.

References

1. Building Our American Communities: A Community Development Program for High School and Youth Adult Groups

Farmers Home Administration USDA, 1970

Available from: Farmers Home Administration  
USDA or Local office

Analysis of Community Resources  
Unit II

Terminal Objectives

After completion of Unit II, the student should be able to list some of the social, political, manpower, and economical variables which affect the welfare of the community. The student should also be able to name the basic steps necessary in analyzing community resources and identify the kind, amount, and availability of these resources. The student should be able to list, in order of highest priority, the availability of resources in the community.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List some of the social, political, manpower, and economic variables which affect the welfare of the community.
2. Name attainable community projects in the above areas.
3. Name the basic steps in analyzing community resources. (Ref. 1, p.9-14)
4. Identify the kind, amount, and availability of these resources. (Ref. 1, p.15-21)
5. List, in order of highest priority, the availability of resources in the community.

Reference

1. Building Our American Communities: A Community Development Program for High School and Youth Adult Groups

Farmers Home Administration USDA, 1970

Available from: Farmers Home Administration  
USDA or Local office

Developing and Initiating a Plan of Action  
Unit III

Terminal Objectives

After completion of Unit III, the student should be able to develop and initiate a plan of action which involves the efforts and resources of other groups, agencies, and individuals needed to accomplish an identified community development project.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Write the action steps necessary in planning a sound community project.
2. Select and develop a plan of action for a community project.
3. List the role of mass media and other methods used to influence public opinion and stimulate community development action.  
(Ref. 1, p.96)
4. Involve the efforts and resources of other groups, agencies, and individuals needed to accomplish an identified community development project. (Ref. 1, p.98-119)

Reference

1. Building Our American Communities: A Community Development Program for High School and Youth Adult Groups

Farmers Home Administration USDA, 1970

Available from: Farmers Home Administration  
USDA or Local office

Completing the Project  
Unit IV

Terminal Objectives

After completion of Unit IV, the student will work with individuals and groups of the community in the completion of the community development project. The student should also be able to evaluate the success of the Community Development Plan of Action and make further recommendations.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Work with individuals and groups of the community in the completion of the community development project.
2. Evaluate the success of the project.
3. Make further recommendations for the community development process by reporting such information to the instructor and community fathers.

### C. RESTRUCTURING OF INSTRUCTIONAL UNITS

The suggested approach to be taken in restructuring of instructional units for community development in agricultural education, is by developing the units using behavioral objectives.

Instructional Units should include objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a quiz, and answers to the quiz.

Objectives in each unit should be measurable. These objectives should state the goals of the course in such a way that both teacher and student will know the changes in behavior expected to occur as a result of the instruction. In short, objectives should be a means of providing a sense of direction and accomplishment for the student.

Measurable objectives are stated in three forms:

1. General Objectives should state the subject matter to be covered within a section (e.g., Community Development as a whole).
2. Terminal Objectives should state the subject matter to be covered in a unit of instruction within a section.
3. Specific Objectives should state the performance of the student in order to reach the terminal objective. If all the specific objectives are met, both the terminal and general objectives will be accomplished. It is suggested that before attempting to teach a unit, terminal and specific objectives must be explained to the students in order to tell them what is expected of them.

Suggested Activities are outlined steps to follow in accomplishing the specific objectives. The activities should relate to the duties of the instructor for that particular unit and usually include the following:

1. Provide students with information sheets and assignment sheets.
2. Make transparencies.
3. Discuss terminal and specific objectives.
4. Discuss information sheets.
5. Lecture if necessary.
6. Set up laboratory exercise and give out job sheets.
7. Coordinate field experiences.

8. Assist in the development of a Plan of Action for the designated project.
9. Set up individualized learning systems.
10. Assist students in setting up action groups.
11. Design experiments.
12. Give quizzes.

Information Sheets should contain essential facts necessary for the teaching of a unit of instruction. These sheets should be given to the student.

Assignment Sheets should be included in units when necessary. An assignment sheet allows the student to practice a written skill such as plotting population centers in his county, state, or the United States.

Job Sheets should be included if a project needs to accomplish an operation which the end product is the production or remodeling of an object. Examples: painting, planting, designing, etc.

Visual Aids includes transparency masters, which are charts, pictures, or illustrations printed for use in making overhead transparencies. A transparency should be made from the transparency master and be shown on an overhead projector to supplement the information sheet and lecture if needed. Other visual aids may include film, slides or film strips.

Quizzes should be included at the close of each unit of instruction to test for the specific objectives.

Page Identification should be numbered or lettered to correspond with the present Core Curriculum within each state if such a core exists.

The model units have each section color coded as follows:

White - Objectives; Suggested Activities; Transparency Masters

Green - Information Sheets

Blue - Job Sheets

Tan - Assignment Sheets

Yellow- Quiz

Pink - Answers to Quiz

Units of Instruction - Two model units of instruction following the behavioral concept of writing units of instruction are included.

Writing a Unit of Instruction  
Unit I

Terminal Objectives

After completion of this unit, the participant should be able to list the components of a unit of instruction and demonstrate the ability to use these components in writing a unit of instruction. The participant should be able to write a terminal objective and write specific objectives stated in terms of student performance and write task assessments for each specific objective. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the post-test.

Specific Objectives

After ten hours of instruction, the participant should be able to:

1. Match terms associated with writing a unit of instruction to the correct definition.
2. Name three basic components of a behavioral objective as used by the Curriculum and Instructional Materials Center.
3. Select the three components of a behaviorally stated objective, when given the objective.
4. Match the three taxonomies of educational objectives with the correct definition.
5. Name the nine performance terms used by the Center.
6. Name the eight needed components of a unit of instruction.
7. Distinguish between a unit of instruction and a lesson plan.
8. Name the seven advantages of using a unit of instruction.
9. Discuss in a short paragraph the procedures for writing an information sheet.
10. Distinguish between an assignment sheet and a job sheet.
11. Name the four needed parts of a job sheet.
12. Name the four important factors to consider when writing a test question to measure specific objectives.

13. Demonstrate the ability to perform the following tasks.
  - a. Distinguish between a performance stated objective and a non-performance stated objective.
  - b. Write behaviorally stated objectives using each of the nine performance terms.
  - c. Write test questions when given the specific objectives.
  - d. Write a terminal objective using the three components used by the Center on a subject of your choice.
  - e. Write the specific objectives stated in terms of student performance needed in order to reach the terminal objective previously written.
  - f. Write a unit of instruction using the eight components on a subject of your choice.

WRITING A UNIT OF INSTRUCTION  
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide participants with objective sheet.
- B. Provide participants with information and assignment sheets.
- C. Make transparencies.
- D. Discuss terminal and specific objectives.
- E. Discuss information and assignment sheets.
- F. Direct participants through the different learning paths for each specific objective.
- G. Discuss and show an example of using a standard format in writing a unit of instruction.
- H. Give test.

II. Participant:

- A. Read objectives.
- B. Study information sheets and complete each assignment sheet.
- C. Make sure you are able to perform according to the type of performance called for by each specific objective.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

- A. Objectives
- B. Information sheets
- C. Transparency masters
  1. TM 1--Components of Behavioral Objectives
  2. TM 2--Performance Terms

D. Assignment sheets

1. Assignment Sheet #1--Distinguish Between Performance Stated Objectives and Non-Performance Stated Objectives
2. Assignment Sheet #2--Write Test Questions to Measure Specific Objective
3. Assignment Sheet #3--Write Specific Objectives Using the Nine Performance Terms
4. Assignment Sheet #4--Write a Terminal Objective
5. Assignment Sheet #5--Write Specific Objectives
6. Assignment Sheet #6--Write a Unit of Instruction

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

- A. Handouts, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma
- B. McAshan, H. H. Writing Behavioral Objectives. New York: Harper and Row.
- C. Popham, W. James and Eva L. Baker. Systematic Instruction. Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- D. Walbesser, Henry H., Edwin B. Kurtz, Larry D. Goss, Richard M. Robl. Constructing Instruction Based on Behavioral Objectives.

WRITING A UNIT OF INSTRUCTION  
UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Behavioral objective--The statement of behavior that instruction is to produce stated in terms of observable or measurable student performance
- B. Terminal objective--An objective stating the subject matter to be covered in terms of student performance within a unit of instruction
- C. Specific objective--An objective stating the performance required of the student in order to reach the terminal objective  
  
(NOTE: Sometimes referred to as interim, subobjective, enabling, or subordinate.)
- D. Evaluation--The performance, activity, behavior, or instrumentation that will be utilized as a means for the student to demonstrate his achievement of behavioral objectives. These activities may be verbal, nonverbal, manipulative, or any type of performance, provided it is appropriate for measuring the goal as stated in the behavioral objective
- E. Criterion test--An evaluation instrument employed to assess the degree to which the output performance of the student meets predetermined performance objectives
- F. Taxonomy--A classification system
- G. Learning--A change in behavior due to an educational experience
- H. Change in performance--The change in student behavior capability from the beginning of instruction to the end of instruction
- I. Unit of instruction--The material or instruction for more than a single class period. It should contain precise instructional objectives, pretest, activities, criterion check, post test and resources
- J. Lesson plan--A plan of instruction for a single class period. It should contain instructional objectives, learner activities, teacher activities, time estimates, and assignments
- K. Assignment sheet--An instrument which directs the study to be done or assignment to be carried out by the student on the lesson topic; it may include questions to determine how well the lesson has been learned (Student self-assessment)
- L. Information sheet--A sheet containing essential facts such as: terms, equipment, materials, and processes necessary for reaching a measurable objective of an instructional unit

## INFORMATION SHEET

M. Job sheet--A guide sheet giving complete references and instructions on how to perform in the proper sequence the operation necessary to successfully complete a production job. It contains the name of the job, drawings, materials, and tools needed

## II. Basic components of a behavioral objective

- A. Exhibitor of behavior
- B. Observable performance (Action)
- C. Acceptable responses (Evaluation)

## III. Selecting components of behavioral objectives

Objective: After completion of this unit, the student will be able to identify twenty range plants found in his local community with 90 percent accuracy.

- A. Who exhibits behavior: STUDENT
- B. What observable performance? IDENTIFY
- C. What responses are acceptable? 90 PERCENT ACCURACY

## IV. Taxonomies of objectives

- A. Cognitive domain--An objective dealing with thinking, knowing, and problem solving
- B. Affective domain--An objective dealing with the attitudes, values, interest, appreciation, and social-emotional adjustments
- C. Psychomotor domain--An objective dealing with manual aid and motor skill

## V. Performance terms

- A. Name
  1. Label
  2. List
  3. Letter
  4. Record
  5. Reiterate
  6. Repeat
  7. Write

## INFORMATION SHEET

- B. Identify
  - 1. Select
  - 2. Discriminate
  - 3. Mark
  - 4. Match
  - 5. Choose
  - 6. Judge
- C. State a rule
- D. Apply a rule
- E. Describe
  - 1. Define
  - 2. Discuss
  - 3. Interpret
  - 4. Read
  - 5. Recite
  - 6. Tell how
  - 7. Tell what happens when
- F. Distinguish
- G. Order
  - 1. Arrange
  - 2. Sequence
  - 3. List in order
  - 4. Classify
  - 5. Divide
  - 6. Isolate
  - 7. Sort

## INFORMATION SHEET

## H. Construct

1. Draw
2. Make
3. Build
4. Design
5. Formulate
6. Reproduce
7. Transcribe

## I. Demonstrate

1. Show your work
2. Show procedures
3. Perform an experiment
4. Perform the steps
5. Operate
6. Remove
7. Replace
8. Turn off/on
9. Disassemble

## VI. Components of a unit of instruction

- A. Behavioral objectives
- B. Information to reach objectives
- C. Transparency masters if needed
- D. Assignment sheet for a written performance
- E. Job sheet for a skill development
- F. Test
- G. Answers to test
- H. Suggested activities

## INFORMATION SHEET

## VII. Advantages of using a unit of instruction

- A. Focuses all resources toward a measurable goal
- B. Easier management of curriculum
- C. Allows teacher and student to work toward specific measurable goals
- D. Teacher is able to fill a broader role
- E. Identifies individual needs of students more easily
- F. Programs can be refined through revision of small units
- G. Students are more highly motivated

## VIII. Unit of instruction--Lesson plan

- A. Unit of instruction--The materials or information necessary for teaching a particular unit, which we refer to as a terminal objective
  - 1. Objectives stated in terms of student behavior
  - 2. Suggested activities
    - a. Teacher
    - b. Student
  - 3. Information sheets
  - 4. Job sheets
  - 5. Assignment sheets
  - 6. Transparency masters
  - 7. Test
  - 8. Answers to test
- B. Lesson plan--a plan of instruction for a single class period
  - 1. Instructional objectives
  - 2. Learner activities
  - 3. Teacher activities
  - 4. Time estimate
  - 5. Assignments (if any)

## INFORMATION SHEET

- IX. Procedures for writing an information sheet
  - A. Sequence with objectives
  - B. Write only information necessary for reaching specific objectives
  - C. Include knowledge items necessary for motor performance activities
- X. Assignment sheet and job sheet
  - A. Assignment sheet--necessary for student self-assessment; provides an opportunity for student to practice a task before being given a written performance
  - B. Job sheet--necessary for motor performance activity
- XI. Parts of a job sheet
  - A. Tools and equipment needed
  - B. Materials needed
  - C. Diagram of procedures

# Components of Behavioral Objectives

1. Who is to exhibit the behavior?
2. What observable performance (action) is the learner expected to exhibit?
3. What responses are acceptable?

After completion of Unit III, the student should be able to solve story problems which involve addition of one-digit, two-digit, and three-digit numbers with 85% accuracy.

After completion of Unit I, the student will be able to distinguish between external and internal parasites with 100% accuracy.

1. Who exhibits behavior?
2. What observable performance?
3. What responses are acceptable?

## PERFORMANCE TERMS

| Name         | Identify  | State a Rule |
|--------------|-----------|--------------|
| Apply a Rule | Describe  | Distinguish  |
| Order        | Construct | Demonstrate  |

WRITING A UNIT OF INSTRUCTION  
UNIT I

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN PERFORMANCE STATED OBJECTIVES AND  
NON-PERFORMANCE STATED OBJECTIVES

Read the following list of statements. Indicate "Yes" when the statement describes observable student behavior or "No" when the statement does not describe observable student behavior.

- |     |    |                                                                                                                                                                                         |
|-----|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes | No | 1. The student will be able to read and understand the meaning of community development within thirty minutes.                                                                          |
| Yes | No | 2. The student will be able to distinguish, from a list, the most promising sources of financing for community development.                                                             |
| Yes | No | 3. The student will be able to identify the eighteen areas in community development with ninety percent accuracy.                                                                       |
| Yes | No | 4. The student will be able to construct a bar graph showing population growth in the community to the satisfaction of the instructor.                                                  |
| Yes | No | 5. The student will be able to understand the meaning of community development to the satisfaction of the instructor.                                                                   |
| Yes | No | 6. The student will be able to demonstrate the ability to write a feasible plan of action by writing such a plan and completing it to the extent designated.                            |
| Yes | No | 7. The student will be able to explain in a short paragraph how one would go about getting a loan for rental housing to the satisfaction of the instructor.                             |
| Yes | No | 8. The student will be able to define rural as defined by F.H.A. to the satisfaction of the instructor.                                                                                 |
| Yes | No | 9. The student will be able to illustrate the relationship between supply and demand by drawing each on a bar graph that has a point of intersection with eighty-five percent accuracy. |
| Yes | No | 10. The student will be able to demonstrate the ability to discuss how rural housing compares to housing in other parts of the U.S. by writing a short paragraph on this concern.       |

WRITING A UNIT OF INSTRUCTION  
UNIT I

ASSIGNMENT SHEET #2--WRITE TEST QUESTIONS TO MEASURE SPECIFIC OBJECTIVES

Write a test question to measure each of the specific objectives listed below. When completed return to instructor for evaluation.

After completion of this unit, the student should be able to:

1. Name five subject areas in community development.

Test question:

2. Classify skilled and non-skilled jobs.

Test question:

3. Discuss in writing how transportation within the community provides for movement of people and goods.

4. Identify the name of the mayor of the town.

Test question:

5. Apply the rule for figuring simple interest.

Test question:

6. Arrange the communities needs in highest priority.

Test question:

7. Construct a bar graph showing population trends in the past 70 years in the United States.

Test question:

8. Demonstrate the ability to write a plan of action on the development of recreational improvements in the community.

Test question:

9. Define five areas in community development.

Test question:

10. Identify the highest priority in community development in your community.

Test question:

WRITING A UNIT OF INSTRUCTION  
UNIT I

ASSIGNMENT SHEET #3--WRITE SPECIFIC OBJECTIVES USING THE NINE PERFORMANCE  
TERMS

Using each of the nine performance terms listed below, write a behaviorally stated objective.

After completion of the instruction, the student should be able to:

1. Name  
Objective:
2. Identify  
Objective:
3. State a rule  
Objective:
4. Apply a rule.  
Objective:
5. Describe  
Objective:
6. Distinguish  
Objective:
7. Order  
Objective:
8. Construct  
Objective:
9. Demonstrate  
Objective:

WRITING A UNIT OF INSTRUCTION  
UNIT I

\*ASSIGNMENT SHEET #4--WRITE A TERMINAL OBJECTIVE

Write a terminal objective using the three components used by the Center on a subject of your choice.

\*ASSIGNMENT SHEET #5--WRITE SPECIFIC OBJECTIVES

Write specific objectives stated in terms of student performance needed in order to reach the terminal objective previously written in Assignment Sheet #4.

\*ASSIGNMENT SHEET #6--WRITE A UNIT OF INSTRUCTION

Using a standard format, write a unit of instruction on a subject of your choice using the eight needed components. Start the unit with the terminal objective and carry through to the evaluation or test. When completed turn in to instructor for his evaluation.

\*NOTE: It is recommended that these assignment sheets be made on separate sheets.

WRITING A UNIT OF INSTRUCTION  
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

I. Assignment Sheet #1

- |        |         |
|--------|---------|
| 1. No  | 6. No   |
| 2. Yes | 7. Yes  |
| 3. Yes | 8. Yes  |
| 4. Yes | 9. Yes  |
| 5. No  | 10. Yes |

II. Assignment Sheet #2

1. Name five subject areas in community development.
2. Using the list of jobs below, classify according to skilled or non-skilled. Place an "S" in the blank if skilled, and an "N" if non-skilled.
 

|                            |                         |
|----------------------------|-------------------------|
| _____ a. Plumber           | _____ c. Teacher        |
| _____ b. Sanitation pickup | _____ d. Tractor driver |
3. Discuss in a short paragraph how transportation within the community provides for movement of people and goods.
4. From the list below, identify the name of this town's mayor.
5. Apply the rule for figuring simple interest in the following problems. The rule is principle X time X interest.
  - a. \$100 for one year at 12% interest
  - b. \$300 for six months at 9% interest
6. Arrange the following community concerns in order of highest priority.
 

Transportation, Recreation, Manpower, Housing
7. Using the information given, construct a bar graph showing population trends in the past 70 years:
 

|       |              |
|-------|--------------|
| 1900: | 75 million,  |
| 1910: | 90 million,  |
| 1920: | 105 million, |
| 1930: | 122 million, |
| 1940: | 130 million, |
| 1950: | 150 million, |
| 1960: | 180 million, |
| 1970: | 200 million. |

8. Write a step-by-step plan of action on the development of recreational improvements in the community (report and completion of project).
9. Define the following terms:
  - a. Plan of action
  - b. Initiating set
  - c. Legitimizers
  - d. Diffusion set
  - e. Community Development
10. From the list below, identify the highest priority in community development in your community (18 subject areas listed).

### III. Assignment Sheet #3

1. Name the eighteen areas in community development.
2. Identify the most relevant area for community development in your community.
3. State the rule for calculating simple interest.
4. Apply the rule for calculating simple interest when given the rule and the following information: interest 9%, time one year, principle \$1000.00.
5. Describe in a short paragraph how one would go about to get a loan for rental housing.
6. Distinguish between skilled and non-skilled jobs when given a list of jobs.
7. Order the following subject areas according to importance in the development of your community.
8. Construct a bar graph showing population trends.
9. Demonstrate the ability to lead a group discussion for thirty minutes concerning the needs of your community in the area of community development.

### IV. Assignment Sheets #4, #5, and #6--Evaluation according to the satisfaction of the instructor.

WRITING A UNIT OF INSTRUCTION  
UNIT I

TEST

1. Match the terms on the right to the correct definition.

- |          |                                                                                                                                                                                                 |     |                       |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------|
| _____ a. | An instrument which directs the study to be done or assignment to be carried out by the student on the lesson topic; it may include questions to determine how well the lesson has been learned | 1.  | Behavioral objective  |
| _____ b. | The statement of behavior that instruction is to produce stated in terms of observable or measurable student performance                                                                        | 2.  | Job sheet             |
| _____ c. | A guide sheet giving complete references and instructions on how to perform in the proper sequence the operation necessary to successfully complete a production job                            | 3.  | Terminal objective    |
| _____ d. | An objective stating the subject matter to be covered in terms of student performance within a unit of instruction                                                                              | 4.  | Information sheet     |
| _____ e. | A plan of instruction for a single class period; it should contain instructional objectives, learner activities, teacher activities, time estimates and assignments                             | 5.  | Specific objective    |
| _____ f. | An objective stating the performance required of the student in order to reach the terminal objective                                                                                           | 6.  | Evaluation            |
| _____ g. | A sheet containing essential facts such as: terms, equipment, materials, and processes necessary for reaching a measurable objective of an instructional unit                                   | 7.  | Assignment sheet      |
| _____ h. | The performance, activity, behavior, or instrumentation that will be utilized as a means for the student to demonstrate his achievement of behavioral objectives                                | 8.  | Criterion test        |
|          |                                                                                                                                                                                                 | 9.  | Lesson plan           |
|          |                                                                                                                                                                                                 | 10. | Taxonomy              |
|          |                                                                                                                                                                                                 | 11. | Unit of instruction   |
|          |                                                                                                                                                                                                 | 12. | Learning              |
|          |                                                                                                                                                                                                 | 13. | Change in performance |

- \_\_\_\_\_ i. The material or instruction for more than a single class period; it should contain precise instructional objectives, pretest, activities, criterion check, post test, and resources
- \_\_\_\_\_ j. An evaluation instrument employed to assess the degree to which the output performance of the student meets pre-determined performance objectives
- \_\_\_\_\_ k. A change in behavior due to an educational experience
- \_\_\_\_\_ l. A classification system
- \_\_\_\_\_ m. The change in student behavior capability from the beginning of instruction to the end of instruction
2. Name the three basic components of a behavioral objective as used by the Curriculum and Instructional Materials Center.
- a.
- b.
- c.
3. Select the three components of a behaviorally stated objective from the following examples.
- a. After completion of this unit, the student should be able to list the five sources of farm credit. This knowledge will be evidenced by scoring eighty percent on the post test.
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
- b. After completion of this unit, the student should be able to identify the parts of a four-cycle engine and demonstrate his ability to disassemble a gasoline engine. This knowledge will be evidenced through demonstration and by scoring eighty percent on the post test.
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. Match the taxonomies on the right to the correct definition.

- |                                                                                                                                                                                                                                                                                 |                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p>_____ a. An objective dealing with the attitudes, values, interest, appreciation, and social-emotional adjustments</p> <p>_____ b. An objective dealing with manual aid and motor skill</p> <p>_____ c. An objective dealing with thinking, knowing, and problem solving</p> | <p>1. Psychomotor domain</p> <p>2. Affective domain</p> <p>3. Cognitive domain</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

5. Name the nine performance terms used by the Curriculum Center.

- |                                                   |                                         |
|---------------------------------------------------|-----------------------------------------|
| <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> | <p>f.</p> <p>g.</p> <p>h.</p> <p>i.</p> |
|---------------------------------------------------|-----------------------------------------|

6. Name the eight needed components of a unit of instruction.

- |                                         |                                         |
|-----------------------------------------|-----------------------------------------|
| <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> | <p>e.</p> <p>f.</p> <p>g.</p> <p>h.</p> |
|-----------------------------------------|-----------------------------------------|

7. Place an "X" in the blank if the statement identifies a unit of instruction.

- |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ a.</p> <p>_____ b.</p> | <p>A plan of instruction for a single class period containing instructional objectives, learner and teacher activities, time estimate, and assignments</p> <p>Materials or information necessary for teaching a particular unit, which we refer to as a terminal objective. The material will have objectives, suggested activities, information sheets, job sheets, assignment sheets, transparency masters, test, and answers to the test.</p> |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

8. Name the seven advantages of using a unit of instruction.

- |                                         |                               |
|-----------------------------------------|-------------------------------|
| <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> | <p>e.</p> <p>f.</p> <p>g.</p> |
|-----------------------------------------|-------------------------------|

9. Discuss in a short paragraph the procedures for writing an information sheet.
10. Which of the following statements describes a job sheet? Place an "X" in the blank provided.
- \_\_\_\_\_ a. A sheet allowing the student an opportunity to practice some of verbal performance before administering the evaluation
- \_\_\_\_\_ b. A sheet directing student activities for some type of motor performance skill
11. Name the four needed parts of a job sheet
- a. \_\_\_\_\_ c. \_\_\_\_\_
- b. \_\_\_\_\_ d. \_\_\_\_\_
12. Name the four important factors to consider when writing a test question to measure specific objectives.
- a. \_\_\_\_\_ c. \_\_\_\_\_
- b. \_\_\_\_\_ d. \_\_\_\_\_
13. Read each statement below and place an "X" in the blank if the statement indicates a performance stated objective.
- \_\_\_\_\_ a. The student will learn the names of the basic tools used in the Vocational Agriculture Shop.
- \_\_\_\_\_ b. The student will apply the rule for computing Ohm's law.
- \_\_\_\_\_ c. At the end of instruction, the student will know the five fundamental properties of living things.
- \_\_\_\_\_ d. The student will be able to describe the theories of operation of a four-cycle engine.
14. Write a behaviorally stated objective using the following performance terms.
- a. Identify                      b. Distinguish                      c. Demonstrate
15. Write a test question to measure each objective written in question fourteen.
- a. \_\_\_\_\_ c. \_\_\_\_\_
- b. \_\_\_\_\_ d. \_\_\_\_\_

16. Performance evaluation will be given on the following tasks:
- a. Write a terminal objective using the three components used by the Center on a subject of your choice.
  - b. Write the specific objectives stated in terms of student performance needed in order to reach the terminal objective previously written.
  - c. Write a unit of instruction using the eight components on a subject of your choice.

WRITING A UNIT OF INSTRUCTION  
Unit I

ANSWERS TO TEST

- |                |              |              |
|----------------|--------------|--------------|
| 1. <u>7</u> a. | <u>4</u> g.  | <u>13</u> m. |
| <u>1</u> b.    | <u>6</u> h.  |              |
| <u>2</u> c.    | <u>11</u> i. |              |
| <u>3</u> d.    | <u>8</u> j.  |              |
| <u>9</u> e.    | <u>12</u> k. |              |
| <u>5</u> f.    | <u>10</u> l. |              |
2. a. Exhibitor of behavior  
b. Observable performance (action)  
c. Acceptable responses (evaluation)
3. a. 1. Student  
2. List  
3. Eighty percent  
b. 1. Student  
2. Identify and disassemble and reassemble  
3. Demonstration and eighty percent
4. a. 2  
b. 1  
c. 3
5. a. Name  
b. Identify  
c. State a rule  
d. Apply a rule  
e. Distinguish  
f. Describe  
g. Construct  
h. Order  
i. Demonstrate

6. a. Behavioral objectives e. Job sheet for a skill development  
 b. Information to reach objectives f. Test  
 c. Transparency Masters if needed g. Answers to test  
 d. Assignment sheet for a written performance h. Suggested activities
7. b
8. a. Focuses all resources toward a measurable goal  
 b. Easier management of curriculum  
 c. Allows teacher and student to work toward specific measurable goals  
 d. Teacher is able to fill a broader role  
 e. Identifies individual needs of student easier  
 f. Programs can be refined through revision of small units  
 g. Students are more highly motivated
9. The discussion should mention that the information should be sequenced with the objectives, contain information necessary for teaching the specific objectives, and should contain knowledge items necessary for motor performance activities.
10. b
11. a. Tools and equipment needed c. Procedures for performing the job  
 b. Materials needed d. Diagram of procedures
12. a. Test for each specific objective  
 b. Use both cognitive and motor performance test items  
 c. Test for same behavior as called for by specific objectives  
 d. Sequence test questions with objectives
13. b.  
 d.
- 14., 15., and 16. According to the satisfaction of the instructor

Planning and Zoning for Rural Development  
Subject Area X - 10 Hours

Terminal Objectives

After completion of this unit the student should be able to discuss rural zoning as it pertains to the community or county and develop a zoning plan of action to aid a municipality in implementing or re-zoning the community or county. The student should pass a written post-test on rural zoning with a score of eighty percent.

Specific Objectives

After ten hours of instruction the student should be able to:

1. Define zoning.
2. List the objectives in rural zoning which pertain to the zoning of the community.
3. Name who has final approval of rural land-use planning.
4. Define extra territorial zoning.
5. Discuss the need as to when and why a county should be zoned.
6. Identify by selecting the four most common types of zoning
7. Give the legal aspects (steps) a zoning ordinance must meet in order to be effective.
8. Name who administers the zoning ordinance.
9. Assemble facts and materials necessary in determining the needs and implications of a zoning ordinance.
10. Develop a feasible plan of action for a community or county zoning ordinance.

Planning and Zoning For Rural Development  
Subject Area X - 10 Hours

Suggested Activities

Instructor:

1. Provide students with objective sheet.
2. Provide students with information and assignment sheets.
3. Discuss terminal and specific objectives.
4. Discuss information and assignment sheets.
5. Help student accumulate appropriate information about developing a rural zoning plan of action.
6. Assist student in developing plan of action and initiate action.
7. Give quiz.

Student:

1. Read objectives.
2. Study information sheet.
3. Complete each assignment sheet.
4. Take quiz.

Instructional Materials

Included in this unit:

1. Objectives
2. Information sheets
3. Three assignment sheets
4. Quiz
5. Answers to quiz.

Additional Material:

1. Plan and Zone For Rural Development, Cir. 407, G. Jennings Jarvis, Resource Development Specialist, 1967, Cooperative Extension Service. Available from: Bulletin Office, Department of Agricultural Information, Drawer 3AE, NMSU, Las Cruces, N.M. 88003  
Cost: Free
2. Comprehensive County Planning... Federal Assistance Programs, Technical Advisory Report #2, National Association of Counties, Research Foundation.

3. Handbook of Federal Aids to Communities, 1966 Edition, U.S. Department of Commerce, Economic Development Association.
4. Federal Programs for Individual and Community Advancement, U.S. Department of Agriculture, Handbook 312.
5. Problems of Zoning and Land-Use Regulation, 1968, American Society of Planning Officials, Research Report #2 prepared for the National Commission on Urban Problems, Washington, D.C.
6. The Zoning Game, 1966, Richard F. Babcock, published by the University of Wisconsin Press. Madison, Wis.
7. Cases and Materials on Land Use, 1969, Jacob H. Beuscher and Robert R. Wright, West Publishing Co., St. Paul, Minnesota.
8. Rural Zoning: People, Property, and Public Policy, 1967, William J. Block, Federal Extension Service Bulletin #ESC-563, U.S. Government Printing Office, Washington, D.C.
9. Zoning for Small Towns and Rural Counties, 1966, Economic Development Administration, U.S. Department of Commerce, Washington, D.C.
10. Local Land and Building Regulation, Allen D. Manvel, 1968, Research Report #6, Prepared for National Commission of Urban Problems, Washington, D.C.
11. Comprehensive Plans for Improving Rural Counties, Erling D. Solberg, 1967, Agricultural Information Bulletin #316, USDA
12. The Why and How of Rural Zoning, Erling, D. Solberg, 1967, Agricultural Information Bulletin #196, U.S. Department of Agriculture, Washington, D.C.
13. Zoning for Rural Areas, Erling D. Solberg, 1961, Economic Research Service Leaflet #510, U.S. Government Printing Office, Washington, D.C.
14. Urban Planning in Rural America, 1967, U.S. Department of Housing and Urban Development. Available from U.S. Government Printing Office, Washington, D.C.
15. You and Rural Zoning, Extension Bulletin #373, by Robert W. Snyder, 1972, Agricultural Extension Service, Univ. of Minnesota, 55101.

Planning and Zoning For Rural Development  
Subject Area X - 10 Hours  
Information Sheet

Zoning is a means of land use control which is accomplished by the exercise of police powers of a municipality to regulate the use of property by the owner for the good of the public. This power regulates land use, protects the public health, safety, morals and general welfare against harm, loss, damage, and hazards which do or are likely to occur through the mis-employment of private property.

Facts To Know About Zoning

- I. The objectives for planning and zoning for rural development are:
  - A. Reserve the best agricultural areas for farming.
  - B. Conserve and develop natural resources.
  - C. Increase industrial production and employment.
  - D. Protect historical and scenic values and natural beauty.
  - E. Guide marginal farmland and wasteland into economic forest, wildlife, recreational, and residential uses.
  - F. Save stream valleys, wooded areas, and steep slopes for parks and open spaces.
  - G. Develop attractive residential areas.
  - H. Provide convenient shopping areas.
  - I. Raise educational levels. Provide adequate, safely-located schools.
  - J. Improve transportation.
  - K. Prevent scattered, haphazard suburban development.
- II. Questions about rural zoning:
  - A. Who has final approval in rural land-use planning? County commissioners.
  - B. What is extra-terretorial zoning?

## Information Sheet

The New Mexico enabling act grants municipalities the authority to plan, plat, and zone areas outside their boundaries. The zoning in these areas is called extra-territorial zoning.

If the population of the city is less than 25,000, the extra-territorial zoning area extends three miles outside the city limits. If the population is 25,000 or more, the area is five miles outside the city limits.

The governing bodies of both the county and municipality may appoint a special extra-territorial zoning commission. This commission consists of three members appointed by the municipal zoning authority and three members, not residents of the municipality, appointed by the county zoning authority.

The extra-territorial zoning ordinances adopted by a municipal zoning authority must be approved by the special extra-territorial zoning commission. If a majority of the members of the commission cannot agree, the proposed ordinance shall be submitted within 30 days to a special arbitration committee. This committee consists of two members from the extra-territorial zoning commission, one selected by the city government and one by the county commissioners, and a third member appointed by the district judge. The decision of the special arbitration committee is final.

C. When should a county zone?

A county should zone when it is relatively free of undesirable situations and before communities develop in a haphazard fashion.

D. Why zone rural areas?

Rural zoning is needed to prevent rural areas from becoming a dumping ground for activities that are prohibited elsewhere (e.g., junk yards, tarpaper shacks, etc.). Also conserves rich agricultural lands from becoming non-farm residential.

E. What types of zoning are there?

1. Most common types:

- a) residential
- b) commercial
- c) industrial
- d) agricultural

2. Others:

- a) recreational
- b) wildlife
- c) forestry

## Information Sheet

- d) watershed
- e) flood plain
- f) scenic
- g) historic
- h) combinations of the above

## F. Is rezoning possible?

Yes, if the present zoned lands need to be rezoned, an amendment to the zoning ordinance may be passed.

## G. What legal aspects must a zoning ordinance meet in order to be effective?

A zoning ordinance will not go into effect until after legal public hearing, where all interested parties and citizens can present their views. The time and place of the hearing must be published within the jurisdiction at least 15 days before the hearing.

The text of a zoning ordinance must be published in a newspaper of general circulation in the county once each week for two consecutive weeks, the last date of publication being not less than 15 nor more than 30 days before the ordinance becomes effective.

If 20 percent of the affected landowners protest, <sup>in</sup> writing, a proposed zoning regulation change, it cannot become effective unless the change is approved by a two-thirds vote of all the members of the board of county commissioners. The district attorney and the sheriff are responsible for enforcing county zoning ordinances. Appeals may be made to the zoning authority.

Informal community hearings, held before the legal hearing, provide opportunities to explain the proposals, to seek local advice, and to see how well the proposals meet the conditions of each community. Issues that may be difficult to settle at the legal hearing are often more easily resolved at informal hearings. Zoning is a matter of public law, and it is the public's business.

## H. Who administers the zoning ordinance?

After a zoning ordinance is adopted, the board of county commissioners determines how it will be administered. The board may want to appoint one of its members to administer the ordinance if he is well-qualified to do the job. Weak administration can kill a zoning ordinance. If the zoning administrator enforces the ordinance firmly and honestly, it will probably be carried out effectively.

## III. The following facts may be needed before the zoning needs of the community can be determined:

## Information Sheet

## A. General Materials

1. An accurate base map of the county--and surrounding territory, if planning is regional.
2. Aerial photographs of the county.
3. A contour map of the county.
4. A general soils map of the county.
5. Climatic data: rainfall, storms, prevailing winds, humidity, temperature ranges, and length of growing season.
6. A geologic map showing (1) areas subject to flooding; (2) rock outcrop and landslide potentials; and (3) mineral resources; including sand, gravel, rock, and valuable clays.

## B. Physical and Social Information

## 1. Present Improvements:

- a) maps and reports of condition of the public service facilities: sewage treatment plants, sanitary and storm sewers, telephone lines, gas and water mains, and power lines.
- b) reports on government buildings: city hall, court-houses, and other buildings.
- c) Maps and reports on transportation facilities: airports, railroads, highways, streets, and truck and bus lines.

## 2. Present Economic Base:

- a) reports on trade and market areas in the territory.
- b) data on income, wage rates, and employment.
- c) reports on economic contribution of farming and ranching.
- d) reports on economic contribution of forestry and forestry industries.
- e) a map showing location of industrial and business areas.
- f) studies of economic base of present industries.

## 3. People and Facilities:

- a) a map showing residential areas.
- b) reports on housing conditions, supply, and rate of construction.
- c) reports on population growth, distribution, and projections.
- d) Data on educational levels and trade skills.
- e) reports on capacity, location, and age of schools.
- f) reports on school enrollment, both present and projected.
- g) a map showing school bus routes.
- h) a map locating playgrounds, parks, and other recreational facilities, with reports indicating the condition and adequacy of these facilities.

## Information Sheet

## 4. Present Land Uses

- a) a map showing areas now used for agriculture, forestry, recreation, residences, business, and industry.
- b) a map showing public land--whether owned by the local, state, or federal governments--and privately-owned land.
- c) a map showing farm and nonfarm residences.

## C. Soil Resource Data:

1. A detailed soils map, showing how soils are rated for agricultural uses.
2. Soil survey interpretation maps, showing suitability of sites for business, industry, residences, schools, hospitals, roads, and sewage disposal.
3. A map showing location of dam sites, ponds and lakes, flood plains, and recreational areas.
4. Sources of sand, gravel, stone, valuable clays, and materials for fill or topsoil.

## D. Conservation Problems

1. Extent of sheet and gully erosion on undeveloped tracts of land.
2. Extent of erosion during construction stage of subdivision development and street and road construction.
3. Extent of sedimentation in drainage channels and irrigation canals.
4. Extent of destruction of fish and wildlife as a result of pollution of streams and lakes by eroded soils or by other pollutants.

## E. Agricultural Resources

1. Map showing productive and submarginal farming areas.
2. Data on farmland, land improvement, and agricultural production.

## IV. An outline in planning specific ways to achieve the objectives:

- A. Each part of the plan has to be financially feasible and in harmony with the related parts.
- B. Present the master plan to the board of county commissioners in a report that includes a series of proposals and maps.

Planning and Zoning For Rural Development  
Subject Area X - 10 Hours

Assignment Sheet #1

- I. The class, as a group, should accumulate or develop appropriate maps, reports, and charts necessary in developing a rural zoning plan of action. When complete, hand to instructor for evaluation.

Planning and Zoning for Rural Development  
Subject Area X - 10 Hours

Assignment Sheet #2

- II. The class, as a group, should develop a rural zoning plan of action which would meet the need for his community or county. When complete, hand to instructor for evaluation.

Planning and Zoning for Rural Development  
Subject Area X - 10 Hours

Assignment Sheet #3

- III. The class, as a group, should carry through the plan of action, evaluate the success of the plan, and give further recommendations. When complete, hand to instructor for evaluation.

Planning and Zoning for Rural Development  
Subject Area X - 10 Hours  
Quiz

1. Define zoning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. List the objectives in rural zoning which pertain to rural zoning of your community:
  - a. \_\_\_\_\_ c. \_\_\_\_\_
  - b. \_\_\_\_\_ d. \_\_\_\_\_
3. Who has final approval of rural land-use planning? \_\_\_\_\_  
\_\_\_\_\_
4. What is extra-territorial zoning? \_\_\_\_\_  
\_\_\_\_\_
5. When should a county zone? \_\_\_\_\_  
\_\_\_\_\_
6. Why should rural areas be zoned? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. From the following list, identify the four most common types of zoning:
 

|                 |                 |
|-----------------|-----------------|
| a. recreational | g. flood plain  |
| b. wildlife     | h. scenic       |
| c. residential  | i. historic     |
| d. forestry     | j. industrial   |
| e. commercial   | k. agricultural |
| f. watershed    |                 |
8. Give the legal aspects a zoning ordinance must meet before it becomes effective:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

9. Who administers the zoning ordinance? \_\_\_\_\_

\_\_\_\_\_

Planning and Zoning for Rural Development  
 Subject Area X - 10 Hours  
 Answers to Quiz

1. Zoning is a means of land use control which is accomplished by the exercise of police power of a municipality to regulate the use of property by the owner for the good of the public.
2. The student should list those objectives which pertain to the rural zoning of the community from the following list:
  - A. Reserve the best agricultural areas for farming.
  - B. Conserve and develop natural resources.
  - C. Increase industrial production and employment.
  - D. Protect historical and scenic values and natural beauty.
  - E. Guide marginal farmland and wasteland into economic forest, wildlife, recreational, and residential uses.
  - F. Save stream valleys, wooded areas, and steep slopes for parks and open spaces.
  - G. Develop attractive residential areas.
  - H. Provide convenient shopping areas.
  - I. Raise educational levels. Provide adequate, safely-located schools.
  - J. Improve transportation.
  - K. Prevent scattered, haphazard suburban development.
3. A. County Commissioners
4. A. The planning, plotting and zoning areas outside the municipal's boundaries.
5. A. A county should zone when it is relatively free of undersirable situations and before communities develop in a haphazard fashion
6. A. Rural areas should be zoned to prevent rural areas from becoming a dumping ground for activities that are prohibited elsewhere.
7.
 

|      |      |
|------|------|
| (A.) | G.   |
| B.   | H.   |
| C.   | I.   |
| D.   | (J.) |
| (E.) | (K.) |
| F.   |      |

8. A. A legal hearing must be held.
  - B. The ordinance must be published in a newspaper of general circulation in the county once each week for two consecutive weeks, not less than 15 nor more than 30 days before the ordinance becomes effective.
  - C. The ordinance must become the concensus of community.
9. A. The county commissioners and their appointees.

## SECTION II

### GENERAL REFERENCES FOR COMMUNITY DEVELOPMENT: OBJECTIVES AND REFERENCES FOR SUGGESTED RESOURCE UNITS

## SECTION II

### INTRODUCTION

This section contains general references which pertain to community development as a whole plus eighteen subject areas in community development.

Each area includes terminal and specific objectives which are suggested guides in developing these units. The developer should add time and numerical values to each objective and make changes necessary to meet the variables of each state.

References, which list ERIC as a sources, may be obtained from ERIC Document Reproduction Service, Leasco Information Products, Inc., P.O. Drawer O, Bethesda, Maryland 20014, by filling out and mailing the form at the end of this booklet. These references may also be obtained in any library or clearinghouse with an ERIC Document File.

References from all sources are listed. Due to constant updating, requests for references should include a query about recently released material.

## A. GENERAL REFERENCES IN COMMUNITY DEVELOPMENT

1. COMMUNITY DEVELOPMENT: A NEW DIMENSION OF EXTENSION,  
C881, 1970  
  
Available from: Extension Division  
University of Missouri  
Columbia, Missouri
2. REFLECTIONS ON COMMUNITY DEVELOPMENT EDUCATION,  
  
Bennett, Austin E., 1969  
The Northeast Regional Extension Public Affairs Committee  
  
Available from: PICS University of Maine  
Orono, Maine 04473  
  
Price: \$1.00
3. YOUR TOWN AND WHAT TO DO WITH: A GUIDE FOR COMMUNITY DEVELOPMENT,  
  
Public Affairs Department, Colorado Interstate Gas Company  
  
Available from: Colorado Interstate Gas Company  
Public Affairs Department  
Post Office Box 1087  
Colorado Springs, Colorado  
  
Price: No charge.
4. YOUTH IN ACTION IMPROVING THEIR COMMUNITY,  
  
Virginia Polytechnic Institute and State University, 1972  
Publication 486
5. COMMUNITY UNDERSTANDING AND ACTION,  
(Leaders guide and 11 units) #4-H, 11 through 22  
  
Rutledge, Lloyd L., 4-H Youth Program Leader  
  
Available from: Federal Extension Service  
United States Department of Agriculture  
Washington, D. C. 20250
6. COMMUNITY AWARENESS,  
EC 27-01-73  
  
Extension Service  
University of Nebraska-Lincoln  
College of Agriculture Cooperating with the USDA and  
College of Home Economics

7. RURAL AREAS DEVELOPMENT FRAMEWORK PLAN FOR A PROGRAM OF ACTION  
FOUR CORNERS ECONOMIC DEVELOPMENT REGION,

The Four Corners Regional Tech. Action Panel. 1970

Available from: USDA

8. YOU CAN DO IT,

PA-10022, October, 1972

Available from: Rural Development  
U.S. Department of Agriculture  
Room 243-E  
Washington, D. C. 20250

9. THE THEORY AND PRACTICE OF COMMUNITY DEVELOPMENT,  
A GUIDE FOR PRACTITIONERS,

Littrell, Donald W., MP 184, 1970

Available from: Extension Division  
University of Missouri  
Columbia, Missouri

10. DEVELOPING RURAL COMMUNITIES,

ERS 465, 1970

Available from: U.S. Department of Agriculture  
Economic Research Service

11. DEVELOPING COMMUNITY RESOURCES,

Rural Electrification Administration, 1970

Available from: U.S. Department of Agriculture

12. RURAL DEVELOPMENT,

Annual Report to the Congress of Government Services to Rural  
America. 1972

Nixon, Richard M.

Available from: The Superintendent of Documents  
U.S. Government Printing  
Washington, D. C. 20402

## 13. A NEW LIFE FOR THE COUNTRY,

The report of the President's task force on rural development. 1970

Available from: The Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

Cost: \$.35

## 14. RURAL COMMUNITY DEVELOPMENT ... GOALS AND ACTIONS,

Rural Electrification Administration, October 1971

Available from: Rural Electrification Administration  
U.S. Department of Agriculture

15. PLANNING FOR RURAL INDUSTRY,  
PA-894

U.S. Department of Agriculture, Federal Extension Service, 1969

Available from: Superintendent of Documents  
U. S. Government Printing Office  
Washington, D. C. 20402

Price: \$.25

16. MOVING FORWARD... COMMUNITY DEVELOPMENT  
PA 1016

Nelson, Donald L., Program Leader Rural Development Information  
1972

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

## 17. YOUTH INVOLVEMENT IN COMMUNITY DEVELOPMENT,

National 4-H Center. 1972

Available from: Extension Service  
U.S. Department of Agriculture  
Washington, D. C. 20250

## 18. A PARTIAL LIST OF PUBLICATIONS CONCERNING RURAL DEVELOPMENT,

July 1972, pp. 5

Available from: Catalyst Office of Information  
Department of Agriculture  
Washington, D. C. 20250

Price: Single copy - free.

## 19. TEACHING MATERIALS LIST BUILDING OUR AMERICAN COMMUNITIES, 1971

Department of Public Information

Available from: Division of Instructional Services  
126 Langdon Street  
Madison, Wisconsin 53702

## 20. DIGEST OF ECONOMIC DEVELOPMENT DIVISION RESEARCH,

Economic Research Service, Number 1, April 1970 - June 1971  
Number 2, July 1971 - June 1972

Lists of publication concerning community development.

Available from: U. S. Department of Agriculture  
Economic Research Service  
Economic Development Division  
Washington, D. C. 20250

## 21. HOW USDA CAN HELP YOU INVOLVE YOUTH IN COMMUNITY DEVELOPMENT,

Rural Development Service U.S. Department of Agriculture  
Program Aid No. 1042, 1973

Tells what assistance agencies of the U. S. Department  
of Agriculture can offer to help you involve youth in  
community development.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

B. SUBJECT AREAS

Objectives

&

References

Analyzing Jobs  
Subject Area I

Terminal Objectives

After completion of this unit, the student should be able to survey the community and determine the types of jobs, opportunities for employment, and the requirements for employment within the local community.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Conduct a survey of the types of jobs available within a community (Ref. 1,3,4,5,8,9,11)
2. From the above survey, make a list of the possible jobs within the community and give the job entry requirements for each.
3. Conduct a survey of the community, and list those aspects which will attract industry and jobs. (Ref. 1, 3,4,5,6,8,9,10,11)
4. Outline a plan of action which will attract industry and new jobs to his community. (Ref. 2,3,4,5,6,8,9,10,11)
5. Make a chart of past average income for the community and plan projections for income for the future. (Ref. 1,2,7)

## References

## 1. BUILDING OUR AMERICAN COMMUNITIES

Farmers Home Administration, June 1970

A guide to community development for students of agricultural education.

Available from: National FFA Foundation  
Box 15160  
Alexandria, Virginia  
or: Farmers Home Administration  
Washington, D.C.  
or: Local Farmers Home Administration Offices

Price: Free to Vo. Ag. Departments

## 2. HELPING EMPLOYERS GET HELP: A GUIDE TO JOB DEVELOPMENT AND WORK-TRAINING PROGRAMS.

1970

A job development and work-training guide developed by this federal agency including information services, manpower training programs, and suggested guidelines for employers of disadvantaged workers.

Available from: District of Columbia Manpower Administration  
Washington, D.C.

Price: \$.65 M.F., \$3.29 P.C.

## 3. THE LABOR MARKET FRAMEWORK OF JOB DEVELOPMENT: SOME PROBLEMS AND PROSPECTS

1967, Manpower Training Series

Addressed to the policy maker and program planner dealing with job development, and defines some of the limits, problems, and needs of the field.

Available from: Center for the Study of Unemployed Youth  
Graduate School of Social Work  
New York University  
853 Broadway  
New York, N.Y. 10003

Price: \$.65 M.F., \$3.29 P.C.

## 4. MANPOWER DEVELOPMENT AND TRAINING

U.S. Department of Labor/Manpower Administration, 1969

Job training programs offered through state employment service offices, providing basic education, classroom instruction, preapprenticeship training, and on-the-job training.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

Price: \$.15

## 5. OCCUPATIONAL TRAINING OPPORTUNITIES FOR RURAL YOUTH

Rogers, C.H., 1969

Concerned with the teaching of vocational agriculture and other vocational education in the rural south. This paper is directed toward an examination of occupational training opportunities for rural youth.

Available from: Center for Occupational Education  
Office of Education  
Washington, D.C.  
or: North Carolina State University  
Raleigh, North Carolina  
or: ERIC ED 049 882

Price: \$.65 M.F., \$3.29 P.C.

## 6. POPULATION AND ECONOMIC ANALYSIS OF BERRIEN COUNTY, GEORGIA

February 1968

A report on the status of the economic and population of Berrien County, Georgia.

Available from: State Planning Bureau  
State of Georgia  
116 Mitchell Street, S.W.  
Atlanta, Georgia 30303

## 7. THE PUBLIC EMPLOYMENT PROGRAM

U.S. Department of Labor/Manpower Administration, 1972

A program designed to employ jobless workers in public work. The new jobs are transitional opportunities while economic conditions are not good.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

Price: \$.15

## 8. THE PUBLIC EMPLOYMENT PROGRAM: AN EVALUATION BY THE NATIONAL URBAN COALITION

Sept. 1972

An evaluation of the Emergency Employment Act of 1971 and the problems raised by legislative and administrative guidelines.

Available from: National Urban Coalition  
Washington, D.C.  
or: ERIC ED #072 230

Price: \$.65 M.F., \$6.58 P.C.

## 9. EMPLOYMENT PROGRAMS FOR THE POOR - A COMMUNITY ACTION AGENCY MANPOWER GUIDEBOOK

May 1969

This pamphlet provides information to help communities in analyzing their needs, assessing available resources, and developing an effective manpower program to combat poverty problems.

Available from: Office of Economic Opportunity  
Washington, D.C.  
or: ERIC ED #035 717

Price: \$.50 M.F., \$4.90 P.C.

10. TRAINING AND JOBS FOR THE URBAN POOR - A STATEMENT ON NATIONAL POLICY

July 1970

This policy statement on job training for the urban poor explores ways of abating poverty, considers manpower training, and employment programs, and further recommendations.

Available from: Committee for Economic Development  
477 Madison Avenue  
New York, N.Y. 10022  
or: ERIC ED #043 695

Price: \$.50 M.F., \$4.00 P.C.

11. WORK INCENTIVE PROGRAM

U.S. Department of Labor/ Manpower Administration, July 1969

A work incentive program for people who have attained age 16 who are getting payments under Aid to Families with Dependent Children. People are placed in good full-time jobs.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

Price: \$.15

Manpower Planning  
Subject Area II

Terminal Objectives

After completion of this unit, the student should be able to discuss how manpower programs affect unemployment, economic and social goals. The student should be able to discuss how his community can provide the services needed for community manpower development.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Identify the steps to prepare his community for efficient rural to urban migration. (Ref. 1)
2. List manpower development services that a community must provide. (Ref. 1)
3. Discuss in writing those factors that determine the success of manpower programs in the community. (Ref. 2)
4. Define in writing manpower planning. (Ref. 3)
5. Name the four major functions necessary to guide communities in the development of their manpower programs. (Ref. 4)
6. List the four economic and social goals of manpower programs. (Ref. 5)
7. Discuss in writing how manpower programs can lower general unemployment. (Ref. 6)

## REFERENCES

1. MANPOWER-DEVELOPMENT SERVICES AND THE PEOPLE OF THE RURAL COMMUNITY,

Gregory, Francis A., 1969

The need for rural youth programs is evidenced in the declining occupational opportunities in rural areas and the resultant migration of the rural population to urban centers.

Available from: E.D.R.S.

Price: \$.05 M.F., \$.50 P.C.

2. NEW CAREERS: A MANUAL OF ORGANIZATION AND DEVELOPMENT,

Klein, Williams; and others. September 1968

This manual is designed to provide a picture of some of the problems and issues involved in developing and operating a new careers program in human services.

Available from: New Career Institute  
University Research Corporation  
1424 16th Street, N.W.  
Washington, D. C. 20036

Price: \$.25 M.F., \$1.05 P.C.

3. MANPOWER PLANNING: EVOLVING SYSTEMS,

The Conference Board, Inc., 1972

This report defines manpower planning and explains its popularity.

Available from: The Conference Board, Inc.  
845 Third Avenue  
New York, New York 10022

4. COMMUNITY MANPOWER SERVICES FOR THE DISADVANTAGED,

Pierson, Frank C., July 1972

This study examines what decentralization would mean for the country's manpower development programs and what steps communities will need to take if a policy of decentralization is to be successful.

Available from: Upjohn Institute for Employment Research  
300 South Westnedge Avenue  
Kalamazoo, Michigan 49007

Price: \$1.25

5. MANPOWER PROGRAMS AND SOCIAL AND ECONOMIC GOALS,

Schultz, George P., Secretary of Labor, May 1969  
Manpower Volume 1, No. 4

Article taken from recent testimony by Secretary Schultz  
before the Joint Economic Committee of the Congress.

Available from: Superintendent of Documents  
Government Printing Office  
Washington, D. C. 20402

Price: \$.65

Vocational Training  
Subject Area III

Terminal Objectives

After completion of this unit of instruction, the student should be able to list the community's vocational training needs and develop a plan of action in implementing additional vocational training opportunities in the community.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List reasons why vocational training is needed in the community. (Ref. 1)
2. List the steps necessary in order to initiate and direct an action program which will stimulate area development of vocational training facilities in the local community. (Ref. 2)
3. List objectives for planning long-range programs of vocational education in rural areas. (Ref. 4)
4. List ways to solve problems confronting vocational education in rural areas. (Ref. 6)
5. Name several guidelines that will assist the rural school administrator in planning and administering a career education program. (Ref. 7)
6. List several guidelines that will assist those interested in establishing a career education program in a small rural school with inadequate funds. (Ref. 8)
7. Name ways to keep the public better informed about vocational training programs. (Ref. 9)
8. List instructional programs related to occupations. (Ref. 10)

## REFERENCES

1. ANSWERS TO QUESTIONS ON VOCATIONAL EDUCATION; COOPERATIVE EDUCATION, COST-EFFECTIVENESS, CURRICULUM DEVELOPMENT; OCCUPATIONAL EXPLORATION, PLACEMENT AND FOLLOW-UP, AND PROGRAMS FOR RURAL AREAS,

Budke, Wesley E., and Magisos, Joel H., 1971

A short booklet that contains questions and answers concerning aspects of vocational-technical education, including the economic feasibility of vocational-technical education and improving rural education.

Available from: ERIC Microfiche Collection  
Price: \$3.29

or: Center for Vocational and Technical Education  
1900 Kenny Road  
Columbus, Ohio 43210

Price: No charge

2. PLANNED CHANGE IN LOW-INCOME RURAL AREAS: AN EVALUATION OF CONCERTED SERVICES IN TRAINING AND EDUCATION,

Griessman, Eugene, 1969

Report on a direct action program which attempts to stimulate area development through coordination of services and programs of local and national levels.

Available from: ERIC Microfiche Collection (ED 042 906)

or: Office of Education (Bureau No. BR-7-0348)  
Department of Health Education and Welfare  
Washington, D. C.

Price: \$6.58

3. BUILD OUR AMERICAN COMMUNITIES: A COMMUNITY DEVELOPMENT PROGRAM FOR HIGH SCHOOL AND YOUNG ADULT GROUPS,

Farmers Home Administration USDA, 1970

Intended for organizations and groups for use as a basis for action in building a program of community development.

Available from: ERIC Microfiche Collection (ED 045 832)  
Price: \$6.58

or: Farmers Home Administration  
Price: No charge.

4. PLANNING ANNUAL AND LONG RANGE PROGRAMS OF VOCATIONAL EDUCATION FOR RURAL AREAS ACCORDING TO THE VOCATIONAL AMENDMENTS OF 1968, FINAL REPORT,

Kurch, Edwin and Perkins, Raymond P., September 1970

Contents of the abstract are the salient ideas, goals, objectives, and models for planning annual and long-range programs of vocational education in rural areas.

Available from: ERIC Microfiche Collection (ED 047 878)  
Price: \$9.87

or: Division of Vocational and Technical Education  
Office of Education (DHEW)  
Bureau of Research No. BR-9-0472  
Washington, D. C.

5. AN ANALYSIS OF MANPOWER REQUIREMENTS INFORMATION AND THE AVAILABILITY OF VOCATIONAL EDUCATION IN SELECTED URBAN AND RURAL AREAS. FINAL REPORT,

Teepie, John, et.al. September 1971

This study sought to evaluate vocational education planning in terms of types of information used.

Available from: ERIC Microfiche Collection (ED 058 419)  
Price: \$6.58

or: U.S. Office of Education  
Department of Health Education and Welfare  
Contract OEC -0-70-4926  
Washington, D. C.

6. REVIEW AND SYNTHESIS OF RESEARCH ON VOCATIONAL EDUCATION IN RURAL AREAS,

Griessman, B. Eugene, and Densley, Kenneth G., 1969

Developed as a means of assisting researchers in identifying methodological approaches to solving the problems confronting educational practitioners who are charged with the responsibility of providing relevant education for rural people.

Available from: ERIC  
Clearinghouse on Rural Education and Small Schools  
New Mexico State University  
Box 3AP  
Las Cruces, New Mexico 88003

## 7. CAREER EDUCATION HANDBOOK FOR RURAL SCHOOL ADMINISTRATORS,

Edington, Everett D., and Conley, Howard K. 1973

This handbook was developed to provide guidelines to assist the rural school administrator in planning and administering career education programs and to provide insights into developmental programs which will aid the administrator in the isolated school in establishing a program within his school which will assist his students to become career oriented.

Available from: ERIC  
Clearinghouse on Rural Education and Small Schools  
New Mexico State University  
Box 3AP  
Las Cruces, New Mexico 88003

## 8. RURAL COMMUNITY RESOURCES AS A GUIDANCE TOOL: AN ACTION PLAN

University of Maine at Farmington, 1971-12

Contains reports and guidelines aimed at assisting those who might be interested in establishing a career education program in a small rural school with inadequate funds.

Available from: University of Maine at Farmington  
Farmington, Maine

## 9. INVOLVING THE PUBLIC IN ADULT, VOCATIONAL AND MANPOWER PROGRAMS,

U. Department of Health, Education and Welfare, 1970  
Office of Education

This booklet is designed to help fill the need for a basic guide on how to keep the public better informed about adult vocational and manpower training programs.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

Price: \$.15 each

## 10. VOCATIONAL EDUCATION AND OCCUPATIONS,

U.S. Department of Health, Education and Welfare  
Office of Education and  
U.D. Department of Labor Manpower Administration, 1969

This document consists of two main parts; Part I, Instructional Programs related to occupations, and Part II, Occupations related to instructional programs.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

Price: \$2.25

11. OCCUPATIONAL TRAINING OPPORTUNITIES FOR RURAL YOUTH.

Rogers, Charles H., 1969

Finding of two studies of occupational training opportunities for rural youth in North Carolina are discussed. Consolidation, vocational centers, manpower studies and planning are recommended.

Available from: E.D.R.S.

Price: \$.65 M.F., \$3.29 P.C.

Planning for Community Health Services  
Subject Area IV

Terminal Objectives

After completion of this unit of instruction, the student should be able to develop a working knowledge of a community's major public health concerns, its available resources and the measures that could be taken to improve the total health picture.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List the public health concerns of the community. (Ref. 1,7,9, 10,14,18)
2. Discuss how the community's size affects these concerns. (Ref. 12,21)
3. Arrange these concerns in order of priority. (Ref. 5,15)
4. Identify on the map the boundaries of the community's public health area and list its available resources, including kinds of personnel and facilities. (Ref. 2,3,6,11,16,20)
5. Describe the types of assistance which may be obtained from the State Department of Health and the federal government. (Ref. 12,16,19)

## REFERENCES

1. VITAL SPEECHES,  
"Demise of Rural Medicine", an address by Dr. Bill McCullough before  
West Texas Press Association, 37:517-18  
  
McCullough, Bill. 1971  
  
Article presents a bleak picture of rural medicine five to  
ten years hence.  
  
Available from: City News Publishing Company  
Box 606  
Southold, New York 11971  
  
Price: \$.65
2. PUBLIC HEALTH SERVICES IN SIXTY-SEVEN RURAL COMMUNITIES -- ARE THEY  
MEETING THE COUNTRY'S MEDICAL NEEDS?  
  
Turk, W. L. July 21, 1969  
  
Summarizes results of a study on the adequacy of services  
in 44 Florida and 23 Oregon counties.  
  
Available from: ERIC, ED# 058383  
  
Price: \$.65 M.F., \$3.29 P.C.
3. AVAILABILITY AND DISTRIBUTION OF HEALTH PERSONNEL IN LOUISIANA,  
  
Baty, Carl, Louisiana State University. August 1969.  
  
Assesses trends in availability and distribution of medical  
and para-medical personnel and provides a basis for evaluating  
health problems.  
  
Available from: Public Health Service  
Bulletin #637- ERIC ED# 039072  
  
Price: \$.25 M.F., \$.90 P.C.
4. HOSPITALS FOR RURAL PEOPLE,  
  
Manny, E. S. and Rogers, C. E., February 1968.  
  
Booklet describes steps individuals can take to obtain a  
hospital for a community.

Available from: U.S.D.A. Report FB 2110 - ERIC ED #018311

or: Superintendent of Documents  
Government Printing Office  
Washington, D. C.

5. PROGRAMS FOR RURAL YOUTH - ARE THEY DOING THE JOB?  
Speech by C. J. Wagner, October 1967 - National Outlook Conference  
on Rural Youth.

Wagner, C. J. 1967

Summarizes problems of health care in rural area and provides  
several solutions.

Available from: ERIC ED #015 054

Price: \$.25 M.F., \$ .35 P.C.

6. COMPREHENSIVE HEALTH SERVICES FOR RURAL PEOPLE.  
Speech by Donald Logsdon, October 1967 - National Outlook Conference  
on Rural Youth.

Logsdon, Donald. October 1967

Examines need for rural health service and the involving  
of youth to find solutions.

Available from: ERIC ED #015 063

Price: \$.25 M.F., \$.28 P.C.

7. AN OVERVIEW OF RURAL YOUTH'S MENTAL HEALTH STATUS AND SERVICES.  
Speech by F. Douglass, October 1967, National Outlook Conference  
on Rural Youth.

Douglass, F. 1967

Describes great need for mental health treatment and care  
facilities for rural youth.

Available from: ERIC ED #015 806

Price: \$.25 M.F., \$.92 P.C.

8. PLANNING FOR RURAL HEALTH SERVICES,  
Speech by A. L. Chapman, October 1967, National Outlook Conference  
on Rural Youth.

Chapman, A. L. 1967

Summarizes importance for locally conceived plan to meet  
health service needs of a community.

Available from: ERIC ED #014 358

Price: \$.25 M.F., \$.40 P.C.

9. DENTAL HEALTH IN RURAL AREAS,  
Speech by C. S. Howell, March 1969 - National Conference on Rural Health.

Howell, C. S. March 1969

Describes five objectives for dental health in rural areas and resources needed to accomplish these.

Available from: ERIC ED #032 975

Price: \$.25 M.F., \$.45 P.C.

10. A MODEL FOR THE PRACTICE OF COMMUNITY MEDICINE,  
Speech by A. L. Chapman, National Conference on Rural Health, March 1969

Chapman, A. L. March 1969

Presents overview of problems of providing adequate health services for rural America and looks at possible solutions.

Available from: ERIC ED #032 976

Price: \$.25 M.F., \$1.90 P.C.

11. MEDICAL MANPOWER FOR RURAL AREAS,  
Speech by Harold Marquels, March 1969, National Conference on Rural Health

Marquels, Harold. March 1969

Looks at problem of rural health and provides suggestions of communities taking advantage of people who have some background and experience in health services.

Available from: ERIC ED #032 978

Price: \$.25 M.F., \$.55 P.C.

12. RURALITY, POVERTY AND HEALTH: MEDICAL PROBLEMS IN RURAL AREAS.

Doherty, Neville 1970

Paper looks at programs underway or planned to help solve problem of providing adequate health services for rural poor.

Available from: U.S.D.A. Economic Research Service  
February 70 - Report #AER 172  
Superintendent of Documents  
Government Printing Office  
Washington, D. C.

Price: \$.25 M.F., \$.80 P.C.

13. PLAN FOR BUILDING OR MODERNIZING A COMMUNITY HEALTH CENTER,

Health Facilities and Planning Service. 1970

Summarizes aid available under Hill Barton program for construction or remodeling of community health facilities; describes grants, loans, and subsidies.

Available from: Public Health Service Publication #403  
Superintendent of Documents

Price: \$.10

14. A DIRECTORY OF SELECTED COMMUNITY HEALTH SERVICES,

Health Services and Mental Health Administration. 1972  
HSM 72-6205

Describes organization, scope and focus of 69 community health programs in 38 states under Public Health Act.

Available from: Superintendent of Documents

Price: \$.10

15. COMPREHENSIVE HEALTH PLANNING - WHY IS IT NEEDED? HOW DOES IT WORK?  
WHO MAKES IT WORK?

Public Health Service. 1971 #2161

Short pamphlet examines crisis in health care, and need for planning and cooperation between levels of government.

Available from: Superintendent of Documents

Price: \$.10

16. HEALTH CARE FACILITIES -- EXISTING AND NEEDED,

Public Health Service. 1971 #1725 0012

Looks at national and state facilities and needs for out-patient and in-patient care.

Available from: Superintendent of Documents

Price: \$1.00

17. COMPREHENSIVE HEALTH PLANNING -- ADVOCATE OF PUBLIC INTEREST,

Health Planning Service. 1973

Pamphlet describes focus, nature, objectives and meaning of comprehensive health planning.

Available from: Superintendent of Documents  
DHEW-HSM #73-14004

Price: \$.10

18. HEALTH IS A COMMUNITY AFFAIR,

National Commission on Community Health Services. 1966

Presents an appraisal of personal and environmental health services needed in the future, with recommendations for action to achieve better health for all.

Available from: American Public Health Association  
1740 Broadway  
New York, New York 10019

Price: \$2.25

19. PARTNERSHIP FOR HEALTH,

Public Health Service. 1971

Tri-fold leaflet describes grants for comprehensive health planning and health services.

Available from: Superintendent of Documents

Price: \$.20

20. HOMEMAKER SERVICES - GOOD NEIGHBORS IN YOUR TOWN,

American Medical Association. 1966

Defines homemaker service and points out advantages to a community that has one; includes details on starting a service.

Available from: Division of Health Services  
American Medical Association  
525 North Dearborn Street  
Chicago, Illinois 60610

Price: No charge

21. HEALTH CARE DELIVERY IN RURAL AREAS,

American Medical Association. 1970

Presents overview of problem of delivering health services to people in rural areas and gives plans for services.

Available from: Department of Community Health  
Division of Medical Practice  
American Medical Association  
535 Dearborn Street  
Chicago, Illinois 60610

Price: No charge

Education as it Relates in Community Development  
Subject Area V

Terminal Objectives

After completion of this unit, the student should have an understanding of the educational process, problems, and opportunities found within the community.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List the members of the local school board. (Ref. 5)
2. Define the community's local educational problems. (Ref. 2)
3. Prepare an outline of the basic steps in solving the educational problems in the community. (Ref. 4)
4. Discuss the relationship between educational achievement and employment opportunities. (Ref. 1)
5. List the major factors which will influence educational and occupational choices of local youth. (Ref. 3)
6. List educational opportunities within the community. (Ref. 5)
7. Describe the methods by which local education is financed. (Ref. 5,6)
8. Develop a list of educational alternatives a student may take. (Ref. 7)

## REFERENCES

## 1. VOCATIONAL AGRICULTURE,

California Coordinating Unit for Occupational Research and Develop, 1967

This study treats the relationship between work characteristics and student ideals, agricultural background and college success, employment opportunities in agriculture and occupational status of former Vo-Ag. students.

Available from: E.D.R.S.

Price \$1.00 each

## 2. EDUCATION IN RURAL AMERICA - ARE WE DOING THE JOB?

Isenberg, Robert M., 1967

This report outlines some of the problem areas of rural education, and calls for changes to solve these problems.

Available from: E.D.R.S.

Price: \$.24

## 3. PERCEIVES SOURCES OF INFLUENCE UPON OCCUPATIONAL AND EDUCATIONAL EXPECTATION,

Drabick, Lawrence W., 1967

A study which explores and names the major factors which influence the student's actions, thinking and attitudes toward choices in occupations and education.

Available from: E.D.R.S.

Price \$3.20

## 4. COMMUNITY UNDERSTANDING AND ACTION - UNIT 7 - EDUCATION

Federal Extension Service, USDA - 1969  
Bulletin 4-8-18

A guide for youth action and learning, which lists ways to discover the educational opportunities within their community.

Available from: Federal Extension Service  
U.S. Department of Agriculture  
Washington, D. C.

Price: No charge.

5. LOCAL SCHOOL BOARDS, TEACHERS, ADMINISTRATORS, CHURCHES, CIVIC AND SOCIAL ORGANIZATION, LIBRARY, AGRICULTURAL EXTENSION SERVICE, NEWSPAPER, RADIO, TELEVISION AND OTHER LOCAL RESOURCES.

6. PROGRAM BUDGETING FOR EDUCATION,

Hiasch, Werner, 1966

This report deals with educational budgeting, its problems, and some recommendations for solutions to these problems.

Available from: E D.R.S.  
Washington, D. C.

Price: \$1.76

7. EDUCATIONAL NEEDS FOR RURAL YOUTH,

Lindstrom, D. E., 1965

A look at the educational needs of those students who will remain in the rural areas, rather than attend college. Such students will need specialized employment training, which this article calls for.

Available from: E.D.R.S.

Price: \$.44

Economics As it Relates to Community Development  
Subject Area VI

Terminal Objectives

After completion of this unit of instruction, the student should have an understanding of the basic principles of economics as it relates to the community. The student should know the basic economic needs of the community, and some methods of implementing economic improvement.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Develop and evaluate a community economic resources survey. (Ref. 4)
2. List ways in which community improvement actions can be implemented. (Ref. 1)
3. Develop methods of implementing community economic improvement. (Ref. 4)
4. Outline the history of economics, as it relates to agriculture. (Ref. 5)
5. List some of the sources of economic aid available to a community. (Ref. 7)
6. Write the requirements for obtaining economic assistance for the student or the community. (Ref. 3)
7. Prepare a report on the economic effects of agriculture on the community's development. (Ref. 2)

## REFERENCES

## 1. RURAL COMMUNITY ACTION THROUGH ECONOMIC DEVELOPMENT,

OEO, 1969

Ways in which community action groups can implement their programs to improve the community using economics as the major criterion for development.

Available from: ERIC ED #032-166

Price: \$1.55

## 2. AN ECONOMIC STUDY OF THE INVESTMENT EFFECTS OF EDUCATION IN AGRICULTURE,

Person, Swanson, Kittleson, and Leske, 1968

A study of the affects of education on the improvement of agricultural income.

Available from: Office of Education  
Washington, D.C.

## 3. FINANCING MODERN AGRICULTURE,

Farm Credit Banks of Wichita

Handbook for the student's use in understanding the principles, sources, terms, and instruments of agricultural credit.

Available from: Farm Credit Banks of Wichita  
Wichita, Kansas

Price: Free to Vo. Ag. Depts. (in limited quantities)

## 4. BUILDING OUR AMERICAN COMMUNITIES: A COMMUNITY DEVELOPMENT PROGRAM FOR HIGH SCHOOL AND YOUNG ADULT GROUPS,

Farmers Home Administration, 1970

A handbook giving action steps for use in improving the community in which the student lives and works.

Available from: U.S. Department of Agriculture  
Washington, D.C.  
or: Local office of Farmers Home Administration

Price: Free to Vo. Ag. Depts.

5. AGRICULTURE ECONOMICS AND GROWTH.

Snodgrass, Milton, M., and Luther T. Wallace, 1970

A history of agricultural economics, economic principles,  
and some resource adjustments caused by economic growth.

Available from: Appleton-Century-Crofts Education Division  
Meridith Corporation  
440 Park Avenue, South  
New York, New York 10016

Price: Contact publisher for price

6. FINANCIAL ASSISTANCE SOURCES:

Farmers Home Administration  
Department of Agriculture  
Washington, D.C.

Extension Service  
Department of Agriculture  
Washington, D.C.

Office of Economic Opportunity  
Department of Health, Education, and Welfare  
Washington, D.C.

Small Business Administration  
1441 L. Street, N.W.  
Washington, D.C.

**Developing Community Facilities  
Subject Area VII**

**Terminal Objectives**

After completion of this unit, the student should be able to identify the resources available for the development, improvement, or growth of the community's facilities. The student should also have an understanding of the agencies and programs that relate to community facilities. The student should further be able to conduct a facility utilization study or survey.

**Specific Objectives**

After completion of this unit of instruction, the student should be able to:

1. List the programs that have been provided by Congress to meet the community facility needs. (Ref. 1)
2. Name the steps to follow in conducting a facilities utilization study. (Ref. 2)
3. List examples of projects that community action groups can promote in planning and developing needed recreational facilities. (Ref. 3)
4. Name the agencies of the U. S. Department of Agriculture that offer financial assistance in rural development. (Ref. 4)
5. Name the three stages involved in community development. (Ref. 5)
6. List the resources available for development, improvement, or growth of the community. (Ref. 5)

## REFERENCES

1. COMMUNITY RESOURCE DEVELOPMENT: PROCEEDINGS OF NATIONAL EXTENSION WORKSHOP,

1966

Emphasizes the development of a comprehensive framework for CRD and operation materials for carrying out programs in the states and provinces.

Available from: Michigan State University  
East Lansing, Michigan  
or: ERIC # ED 031 616

Price: \$1.00 M.F., \$11.35 P.C.

2. A FACILITIES UTILIZATION ANALYSIS PROGRAM FOR EDUCATIONAL INSTITUTIONS,

Miller, John E., May 1967

Possible procedures and statistical analysis which may be employed in carrying out utilization studies are suggested.

Available from: Pennsylvania State University  
University Park, Pennsylvania  
or: ERIC # ED 023 274

Price: \$.25 M.F., \$1.00 P.C.

3. COMMUNITY ACTION FOR RECREATIONAL DEVELOPMENT,

Christiansen, Rudolph A., et. al.,  
University of Wisconsin at Madison

Objectives of this report are to create an awareness of group action in obtaining recreational development.

Available from: ERIC # ED 059 826

Price: \$.65 M.F., \$3.29 P.C.

4. RURAL DEVELOPMENT: HOW U.S.D.A. HELPS

PA 963, September 1970

Outlines the education, organizational, and financial assistance available through the USDA.

Available from: U.S. Department of Agriculture  
Extension Service  
Washington, D.C.

Price: Free

5. COMMUNITY RESOURCE DEVELOPMENT: DEFINITION OF COMMUNITY DEVELOPMENT

Abshier, George

A Great Plains community development series prepared by the Great Plains Extension 5 Committee.

Available from: Community Resource Development Division  
Extension Service  
N.M.S.U.  
Las Cruces, New Mexico 88003

Price: Free

## Developing Recreational Activities Subject Area VIII

### Terminal Objectives

After completion of this unit, the student should be able to distinguish the relationship of a good recreational program and its impacts on jobs, cultures, schools, and health in the community.

### Specific Objectives

After the completion of this unit of instruction, the student should be able to:

1. List the aspects that are important economically and socially to the recreational development of the community. (Ref. 5)
2. Name recreational activities that could be utilized in the community. (Ref. 5)
3. Name community groups that could participate in developing recreational activities in the community. (Ref. 5)
4. Describe how recreation can improve the quality of living in a community. (Ref. 5)
5. List natural resources available for commercial recreation in the community. (Ref. 5)
6. List types of business that may be established as a result of recreation development in the community. (Ref. 5)
7. Describe how commercial recreation development contributes to a community's overall economic and social growth. (Ref. 5)
8. List the ways a community may promote commercial recreational enterprises. (Ref. 5)
9. List what business and industry look for in a community as to its recreational facilities. (Ref. 5)
10. Name the ways a small community may afford to finance recreational facilities. (Ref. 5)

## REFERENCES

1. FEDERAL OUTDOOR RECREATION PROGRAM AND RECREATION RELATED ENVIRONMENT PROGRAMS,

February 1970

Programs described in this publication broadly reflect the scope of Federal involvement in outdoor recreation and related environment efforts. A reference for Federal Programs that will assist in providing more outdoor recreation.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402  
or: ERIC #ED 049 033

Price: \$2.75

2. PROGRAM FOR OUTDOOR RECREATION RESEARCH,

1969

This reference includes principal findings and recommendations, social and behavioral dimensions and outdoor recreation.

Available from: Printing and Publishing Office  
National Academy of Sciences  
2101 Constitution Avenue  
Washington, D.C. 20418  
or: Bureau of Outdoor Recreation  
Department of Interior  
Washington, D.C.

Price: \$3.00

3. RECREATIONAL LEADERSHIP TRAINING FOR TEENAGE YOUTH: A STUDY OF BASIC PROGRAM DEVELOPMENT,

Webster, William Douglas, 1970

A suggested program for teenage recreation leadership training is discussed in terms of objectives, control of program, fees, recruitment enrollment size, program length, program content.

Available from: Center of Leisure Studies  
 University of Oregon  
 1587 Agate Street  
 Eugene, Oregon 97403  
 or: ERIC #ED 042 542

Price: \$2.50

4. COMMUNITY UNDERSTANDING AND ACTION RECREATION UNIT 8,

4-H-19 (2-69)

A suggested program for 4-H members and 4-H leaders covering types of recreation, talk and do topics, and activity exhibits.

Available from: U.S. Department of Agriculture  
 Extension Service  
 Washington, D.C.

Price: Free

5. BUILDING OUR AMERICAN COMMUNITIES: A COMMUNITY DEVELOPMENT PROGRAM FOR HIGH SCHOOL AND YOUNG ADULT GROUPS,

June 1970

Includes outlines in nine major areas of community development with guiding lines of discussions, problems, and assignments.

Available from: Farmers Home Administration  
 Washington, D.C.  
 or: Local Office of Farmers Home Admin.

Price: Free to Vocational Agriculture Instructors

6. OUTDOOR RECREATION IN AMERICA, TRENDS, PROBLEMS, AND OPPORTUNITIES,

Jensen, Clayne R., 1970

Contains information on agencies, programs and problems, and trends related to outdoor recreation. Beneficial to teachers and students in recreation.

Available from: Burgess Publishing Company  
 426 South Six Street  
 Minneapolis, Minnesota 55415  
 or: ERIC #ED 045-278

Price: \$6.50

## 7. A PROGRAM FOR OUTDOOR RECREATION RESEARCH,

1969

Contains research findings on the economics of outdoor recreation, social and behavioral dimensions of outdoor recreation, objectives and priorities, planning, and scope of other outdoor recreation factors.

Available from: Printing and Publishing Office  
National Academy of Sciences  
2101 Constitution Avenue  
Washington, D. C. 20418  
or: Bureau of Outdoor Recreation  
Department of Interior  
Washington, D.C.  
or: ERIC #ED 043 420

Price: \$3.00

## 8. COMMUNITY ACTION FOR RECREATION DEVELOPMENT,

Christiansen, Rudolph A., et. al., November 1971

Examples of projects, notably those using watersheds, that local community action groups can promote in planning and developing needed recreational facilities.

Available from: Economic Research Service  
Department of Agriculture  
Washington, D.C.  
or: ERIC #ED 059 826

Price: \$.65

## 9. GUIDELINES FOR RECREATION AND PARK SYSTEMS ,

Bannon, Joseph J., and Edward H. Storey, June 1970

This information was compiled for the guidelines in community recreation and park systems.

available from: Department of Agriculture  
Washington, D.C.  
Report Circular No. 1017  
or: ERIC #ED 057 968

Price: Free

## 10. REQUIREMENTS FOR OUTDOOR RECREATION (Sports and Games)

October 1969

To serve communities interested in starting recreation programs, various factors influencing the use of recreation facilities.

Available from: Extension Service  
 Kansas State University  
 Manhattan, Kansas  
 Department of Agriculture Report No. MF 213  
 or: ERIC #ED 056 811

Price: Free

## 11. HANDBOOK OF OUTDOOR RECREATION ENTERPRISES IN RURAL AREAS, U.S.D.A.

1970

This handbook contains information on projects and developing recreation in a rural area.

Available from: Superintendent of Documents  
 U.S. Government Printing Office  
 Washington, D. C. 20402

Price: \$.65

## 12. ATTITUDES TOWARD STUDENT ACTIVITIES,

Robinson, Roberta L., and William E. Sedlauk, 1972

This was a poll taken by 1,325 undergraduate students at Maryland University to determine the kinds of activities students are likely to participate in.

Available from: Maryland University  
 Counseling Center  
 College Park, Maryland  
 Report No. UM--CC-RR-1072  
 or: ERIC - ED #071604

## 13. FEDERAL ASSISTANCE IN OUTDOOR RECREATION,

1968

Programs of the federal government which provide assistance to outdoor recreation projects.

Available from: Superintendent of Documents  
 U.S. Government Printing Office  
 Washington, D.C. 20402  
 or: ERIC #ED 032 145

Price: \$.35

## 14. PRIVATE ASSISTANCE IN OUTDOOR RECREATION,

1968

In an effort to aid private recreation area developers and operators, and other individuals interested in outdoor recreation.

Available from: Superintendent of Documents  
 U.S. Government Printing Office  
 Washington, D.C. 20402  
 or: ERIC #ED 032 146

Price: \$.30

## 15. A GUIDE TO BOOKS ON RECREATION,

1970

A guide to 869 books and magazines with brief descriptions of content.

Available from: Publications Center  
 National Recreation and Park Association  
 1700 Pennsylvania Ave., N.W.  
 Washington, D.C. 20006  
 or: ERIC #ED 045 242

Price: \$1.00

## 16. OUTDOOR RECREATION, PUBLICATIONS AND ARTICLES BY THE ECONOMIC RESEARCH SERVICE 1962-1969,

Johnson, Hugh A., Comp., 1970

A compilation of 101 articles, reports, and speeches on outdoor recreation in the U.S. In general, the material discusses recreation in economic terms but touches on management.

Available from: Economic Research Service  
Department of Agriculture  
Washington, D.C.  
or: ERIC #ED 045 246

Price: \$.65 M.F.

Developing Proper Land Use Measures  
Subject Area IX

Terminal Objectives

After completion of this unit of instruction, the student should understand the basic principles and correct usage of land

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List the stages in the history of American land use. (Ref. 2)
2. Identify and discuss the uses of land in his community, both rural and urban. (Ref. 5,6,8)
3. Participate in the planning and development of land use recommendations for the community or home farm. (Ref. 4)
4. Name the effects of the relationship between land usage and the preservation of ecology. (Ref. 7)
5. Be able to formulate a plan of action for proper land use which will also preserve the ecological balance of such lands. Such plans may be for land use in a county or for specific plots or types of lands. (Ref. 3)

## REFERENCES

1. DIRECTORY OF NATIONAL ORGANIZATIONS CONCERNED WITH LAND POLLUTION CONTROL,

1971

Includes 204 agencies, organizations, or groups that will assist the agriculturalist in the prevention of land pollution.

Available from: Freed Publishing Company  
P.O. Box 144, F.D.R. Station  
New York, New York, 10022

Price: \$7.00

2. THE AMERICAN LAND-ITS HISTORY, SOIL, WATER WILDLIFE, AGRICULTURAL LAND PLANNING, AND LAND PROBLEMS OF TODAY AND TOMORROW,

The Soil Conservation Service, USDA, 1968

Presents a history of our land resources, their use, planning, and problems.

Available from: Superintendent of Documents  
Government Printing Service  
Washington, D. C.

Price: \$3.29

3. ENVIRONMENTAL CONSERVATION FOR DEVELOPMENT AND THE RELEVANT ROLE OF EDUCATION,

Budowski, Gerardo, 1972

This report calls for more environmental education in an effort to preserve the environment, particularly in developing countries.

Available from: The Office of Education, (DHEW)  
Washington, D. C.

Price: \$3.29

4. SAVING NATURAL AREAS,

Bushinger, Maria, 1961

Handbook for land planning, saving development and use.

Available from: Foresta Institute for Ocean and Mountain Studies  
1701 18th Street, N.W.  
Washington, D. C. 20009

## 5. LAND CAPABILITY CLASSIFICATION,

Klingebiel, A. A., and Montgomery, P.H., 1966

Available from: Soil Conservation Service  
USDA  
Washington, D. C.

## 6. LAND USE INTENSITY,

Land Planning Bulletin #7. 1967

Available from: Federal Housing Administration  
Washington, D. C.

or: Local offices.

## 7. SOIL CONSERVATION (Periodical)

Soil Conservation Service

Available from: USDA  
Washington, D. C

Price: \$2.00 per year or \$.75 each.

## 8. OUR AMERICAN LAND: USE THE LAND, SAVE THE SOIL,

The Soil Conservation Service, 1967

Available from: Local SCS or USDA offices.

Price: \$.20 each

## 9. Volume III POPULATION RESOURCES, AND THE ENVIRONMENT,

"Chapter 8, Future Water Needs and Supplies with a Note on Land Use"

Ridter, Ronald G., 1972

Available from: Superintendent of Documents  
Government Printing Office  
Washington, D. C.

Community Planning and Budgeting  
Subject Area XI

Terminal Objective

After completion of this unit, the student should be able to recognize the importance of community planning with relationships to administrative planning, organizational planning, budgeting, commissions, and planning communities.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List the purposes in planning for community development. (Ref. 1)
2. Name areas of planning which affect the entire community. (Ref. 1)
3. Describe a comprehensive plan. (Ref.1)
4. Name the reasons why communities plan. (Ref. 1)
5. Name the basic steps in planning programs. (Ref. 1)
6. Outline the planning processes. (Ref. 1)
6. List ways plans are put into effect. (Ref. 1)
8. List agencies or organizations in the community which have developed plans to guide future operations. (Ref. 1)
9. List basic steps that must be followed for development of a community. (Ref. 1)
10. Name basic tools of planning in the process of community development. (Ref. 1)
11. Name major features of a regional planning program. (Ref. 1)
12. List resources in the community that contribute services or financial assistance to planning organization.

## REFERENCES

- L. BUILDING OUR AMERICAN COMMUNITIES: A COMMUNITY DEVELOPMENT PROGRAM FOR HIGH SCHOOL AND YOUNG GROUPS, "Unit IV, Section I, "Planning Viable Communities,"

Farmers Home Administration. June 1970

Includes an enterprise of planning viable communities, discussions and key questions.

Available from: Farmers Home Administration  
USDA  
Washington, D. C.

or: Local office

2. COMMUNITY DECISION - MAKING SYSTEMS,

Hahn, Alan J., November 1970

A framework for understanding and working with local decision-making systems and includes guidelines.

Available from: ERIC ED# 054 406

Price: \$.65 M.F.

3. FEASIBLE SYSTEMS ANALYSIS FOR COMPREHENSIVE PLANNING OF PUBLIC WORKS,

Burnet, Austin, W., September 1971

This paper argues for the use of systems analysis as a basis for building urban complexes.

Available from: ERIC ED #055 351

Price: \$.65

4. THE CONSERVATION AND PROTECTION: THE DEVELOPMENT AND UTILIZATION OF HUMAN RESOURCES,

Lippitt, Ronald. June 1971

Covers three demensions of the quality of the environment for human resource development.

Available from: Michigan University  
Ann Arbor Center for Research on Utilization  
of Scientific Knowledge (ED 055 958)

Price: \$.65

## 5. GUIDELINES FOR RECREATION AND PARK SYSTEMS,

Bannon, Joseph J., and Storey, Edward H.

This document includes information in guiding community recreation and park systems in planning in a community.

Available from: Illinois University, Urbana  
Department of Agriculture (Report No. Cir.1017)  
Washington, D. C.

Price: \$.65

6. COMMUNITY CONTROL AND SOCIAL SERVICE AGENCIES,  
No. BR-7-0329

September 1971

Community control is examined as it relates to social human service organizations.

Available from: National Center for Educational Research and  
Development (DHEW/OE)  
Washington, D. C.

or: ERIC ED #058 338

7. TOWARD RESEARCH ON COMMUNITY ACTION AGENCIES: KEY VARIABLES AND  
RESEARCH INSTRUMENTS,

Columbia University, October 1966

Includes studies made on Community Action Agencies plus evaluations.

Available from: Bureau of Applied Social Research  
Columbia University  
605 West 115th Street  
New York, New York 10025

or: ERIC ED #058 353

8. PARTNERS IN INFORMATION: A STUDY OF COMMUNITY INFORMATION CENTERS  
IN ONTARIO,

Head, Wilson A., 1971

Includes the needs of a more accessible means for citizens to use available community services and facilities.

Available from: Ontario Department of the Provincial Secretary  
and Citizenship  
Toronto, Canada

or: ERIC ED #059 735

## 9. GAMING TECHNIQUES FOR CITY PLANNING: A BIBLIOGRAPHY

Thornton, Barbara, March 1971

A bibliography which attempts to pull together gaming literature from various fields for the use of city planners.

Available from: Council of Planning Librarians  
P.O. Box 229  
Monticello, Illinois 61856

or: ERIC ED #062 617

Price: \$1.56

## 10. STUDENT VOLUNTEERS: A MANUAL FOR COMMUNITIES

American Friends Service Committee

This manual includes possibilities and pitfalls in using student volunteers involved in community planning.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

Analyzing Transportation  
Subject Area XII

Terminal Objectives

After completion of this unit, the student should be able to determine the steps, essential elements and the trends in transportation. The student should be able to determine transportation as it influences the community.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Discuss the trends in transportation as they relate to the community. (Ref. 1)
2. Name the essential elements of transportation which serve agriculture.
3. List the steps involved in transportation of the community's products. (Ref. 3)
4. Discuss in writing how transportation within the community provides for movement of people and goods. (Ref. 9)
5. List factors which are creating a need for additional personnel in transportation. (Ref. 5)

## REFERENCES

1. THE IMPLICATIONS OF JOB OPPORTUNITIES IN TRANSPORTATION FOR PRIORITIES IN VOCATIONAL-TECHNICAL EDUCATION

Teepel, John, and Berdji Kenadjian, September 1969

Changes in transportation methods create a need for new skill.

Available from: Office of Education  
Washington, D.C.  
or: ERIC ED #036 619

Price: \$.25 M.F., \$1.65 P.C

2. AGRICULTURE ECONOMICS AND GROWTH

Snodgrass, Milton, and Luther Wallace, 1970

The focus of this book is on economic growth and the adjustments of people and productive resources within a growth context.

Available from: Meredith Corporation  
440 Park Avenue South  
New York, New York 10016

3. MODERN MARKETING OF FARM PRODUCTS

Mortenson, W. P., 1968

The purpose of this book is to set forth in simple, clear, language how our farm products are marketed.

Available from: The Interstate Printers & Publishers, Inc.  
Danville, Illinois

4. COMMUNITY UNDERSTANDING AND ACTION: TRANSPORTATION, COMMUNICATION AND UTILITIES, #4-H-17

Sargent, Charles, February 1969

Relates how transportation and communications are important to the operation of every community.

Available from: Federal Extension Service  
U.S. Department of Agriculture  
Washington, D.C.

5. REVIEW AND ANALYSIS OF CURRICULA FOR OCCUPATIONS IN  
TRANSPORTATION

Wiley, Lewis, 1970

Identifies major findings, promising developments, and strengths and weaknesses in curricula designed for transportation occupations.

Available from: The Center for Vocational and Technical  
Education  
Ohio State University  
Columbus, Ohio 43210  
or: ERIC ED #045 814

Price: \$.25 M.F., \$2.00 P.C.

The Structure of Local Governments  
Subject Area XIII

Terminal Objectives

After completion of this unit, the student should be able to identify the structure of the local government.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Draw an organizational structure for a community, including the city commission, city manager, city attorney, administrative assistant. (Ref. 8)
2. List the different boards that the city commission is responsible for. (Ref. 8)
3. List the areas that a director of public works is responsible. (Ref. 8)
4. Name the responsibilities of a city manager. (Ref. 8)
5. Describe how a city commission obtains its responsibility. (Ref. 8)

## REFERENCES

## 1. DEMONSTRATION FOR SOCIAL CHANGE: AN EXPERIMENT IN LOCAL CONTROL,

Gittell, Marilyn and others, 1971

This evaluation observed new community boards and the effect of their involvement.

Available from: Institute for Community Studies  
Queens College of CUNY,  
Flushing, New New York

or: Frederick Praeger, Inc.  
111 Fourth Avenue  
New York, New York 10003

or: ERIC - ED#056141

## 2. DEVELOPING A REVITALIZED EDUCATIONAL SYSTEM,

Reller, Theodore L., 1972

This is chapter 5 from a complete publication: "Revitalizing Education in the Big Cities", (EA 004481) Deals with big city systems.

Available from: Colorado State Department of Education  
Improving State Leadership in Education  
Denver, Colorado

or: Office of Education - DHEW  
Washington, D. C.

## 3. IMPROVING PROVISIONS FOR ORGANIZATION, HOUSING, FINANCIAL SUPPORT AND ACCOUNTABILITY,

Polley, John W., and Lamitie, Robert E.

This is chapter 4 of a publication "Revitalizing Education in the Big Cities" (EA 004481). This chapter provides insights into the solution of financial and governance problem, Property taxation, state financing.

Available from: Office of Education - DHEW  
Washington, D. C.

or: ERIC (ED #065918)

4. HIGHLIGHTS OF THE NATIONAL WORKSHOP FOR COMMUNITY RESOURCE DEVELOPMENT LEADERS,

Department of Agriculture, June 1971  
Extension Service (Ed #065 5771)

A meeting held with resource development.

Available from: Department of Agriculture  
Extension Service  
Washington, D. C.

Price: \$.65

5. PLANNING COMMUNITY SERVICES,

Larsen, Howard B., Reitan, Henry M., August 1971

An initial task in starting a program of community services.

Available from: Office of Education (DHEW)  
Washington, D. C.

or: ERIC ED #0577 773

Price: \$.65

6. GOVERNMENT AND NON-GOVERNMENT ORGANIZATIONS BACKGROUND AND ISSUES,

Cottrell, W. Fred, et. al. February 1971

Provides information on development of proposals and recommendations for nation policy consideration.

Available from: Superintendent Documents  
U.S. Government Printing Office (GP 05247-0016)  
Washington, D. C. 20402

or: ERIC ED #057 349

7. COMMUNITY DEVELOPMENT: THE DYNAMICS OF PLANNED CHANGE,

Wileden, Arthur F., 1970

This reference includes a review and involvement of a change in community development.

Available from: The Bedminster Press, Inc.  
Freeland Avenue  
Totowa, New Jersey 07512

or: ERIC ED #057 302

8. LOCAL ORGANIZATIONAL CHART FOR CITY PLANNING,

Available from: May be obtained from any local city managers  
office.

Community Social Services  
Subject Area XIV

Terminal Objectives

After completion of this unit, the student should be able to develop an understanding of the community's social services needs, the range of resources available, and the steps that could be taken to better the situation.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List the social service needs of the community. (Ref. 1,5,13)
2. Arrange these needs in order of priority. (Ref. 11,12)
3. List the social services available in the community. (Ref. 3,6)
4. Describe the kinds of assistance available from the federal and state governments. (Ref. 8)
5. Discuss the steps that could be taken to improve social services in the community. (Ref. 2,4,7,9,10)

## REFERENCES

1. RURAL SOCIAL SERVICES-AN EVALUATIVE STANDARD,  
Weber, Marvin and Dalquist, Joyce. 1967  
  
Compares expenditures for rural and urban welfare and health services.  
  
Available from: ERIC ED #022 597  
  
Price: \$.25 M.F., \$.80 P.C.
2. THE AGING-SERVED BY AND SERVING AS SUBPROFESSIONALS,  
American Public Welfare Association 1970  
Publication #PB 209091  
  
Collection of papers on ways and means to involve older persons, primarily on welfare, as employees, also tasks that can be undertaken.  
  
Available from: National Technical Information Service  
Springfield, Virginia 22151  
  
Price: \$.95 M.F., \$3.00 P.C.
3. NEW CAREERS-SOCIAL SERVICE AIDE-- A MANUAL FOR TRAINEES,  
University Research Corporation, 1968  
  
Provides background and descriptions on history of social services, skills important and procedures for working with community groups.  
  
Available from: New Careers Institute  
University Research Corporation  
1425 16th Street N.W.  
Washington, D. C.  
  
Price: \$3.75 M.F., \$8.90 P.C.
4. HIGH SCHOOL STUDENTS VOLUNTEERING,  
Action, 1972  
#5600-0005  
  
Manual describes what volunteer program is, its advantages, and how to establish and maintain.  
  
Available from: Superintendent of Documents  
  
Price: \$.60

## 5. MANUAL FOR STUDENTS VOLUNTEERING,

Action, 1972

Manual intended for college students but provides many ideas on starting volunteer programs and includes summary of 38 projects.

Available from: Superintendent of Documents

Price: \$.60

## 6. SOCIAL SERVICES FOR CHILDREN AND FAMILIES IN YOUR STATE,

Social and Rehabilitation Service, HEW--1969  
Children's Bureau #464

Summarizes the wide variety of services available under the 1967 amendments to the Social Security Act, including aid to families with dependent children and child welfare.

Available from: Superintendent of Documents

Price: \$.25

## 7. OPPORTUNITIES FOR VOLUNTEERS IN PUBLIC WELFARE,

Welfare Administration, HEW--1967  
Publication #21

Pamphlet describes variety and scope of roles that volunteers can play in public welfare programs.

Available from: Superintendent of Documents

Price: \$.15

## 8. A CONSTRUCTIVE PUBLIC WELFARE PROGRAM,

Welfare Administration, HEW--1965

Publication examines federal assistance available to states and communities for social service programs.

Available from: Superintendent of Documents

Price: \$.25

## 9. MOBILIZING A RURAL COMMUNITY FOR MENTAL HEALTH,

Morris and Gosline, 1964

Describes how citizens of a rural county developed a community mental health program by way of a pilot project.

Available from: Board of Cooperative Educational Services  
Sole Supervisory District  
Lewis County  
Lyon Falls, New York

## 10. HOMEMAKER SERVICES-GOOD NEIGHBORS IN YOUR TOWN,

American Medical Association, 1966

Defines homemaker service and points out advantages to the community, also describes methods of starting service.

Available from: Division of Health Service  
American Medical Association  
535 North Dearborn Street  
Chicago, Illinois 60610

Price: No charge.

## 11. PUBLIC WELFARE AGENCY OF THE FUTURE,

Pauley, Ruth M., 1966  
Social Casework, Volume 47

Describes problems and potentials of the public family and children's service of the future.

Available from: Family Service Association  
49 Sheridan Avenue  
Albany, New York 12210

Price: \$1.75

## 12. 1967 STATE LEGISLATIVE PROGRAM-WASHINGTON,

Advisory Commission on Intergovernmental Relations, 1966

Describes the kinds of services needed in the states and the financial and technical assistance which must be provided local governments.

Available from: Superintendent of Documents

13. WELFARE -THE SHAME OF A NATION,  
Interview with Daniel Patrick Moynihan, Advisor to President Nixon--1971

Newsweek 1971  
Volume 77

Discusses present welfare system, its many problems and  
the proposed family assistance plan.

Available from: Newsweek Inc.  
350 Dennison Avenue  
Dayton, Ohio 45401

Price: \$.50

14. COMMUNITY RELATIONS SERVICE  
#2703-0011

The National Advisory Commission on Civil Disorders. 1968

A review on what CRS encompasses.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

Price: \$.70

Types of Organizations Within Communities  
Subject Area XV

Terminal Objectives

After completion of this unit of instruction, the student will be able to identify and discuss the organizations within the community. The student should also be able to plan, organize, and charter an organization if necessary.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Develop a list of existing organizations within the community. (Ref. 3)
2. Define the functions of the different organizations within the community. (Ref. 1)
3. Plan, organize, and charter an organization within the community, if necessary. (Ref. 2)
4. Reactivate non-functional organization. (Ref. 2)

## REFERENCES

1. Such organizations as may exist within the community.

2. A HANDBOOK OF BACKGROUND INFORMATION,

Child, Robert et. al., July 1966

A presentation of historical notes, by-laws, committees, sources of financial aid, and description of meeting procedures.

Available from: Educational Development Research Service  
Washington, D. C.

Price: \$1.44 each

3. YOUTH ORGANIZATIONS OTHER THAN CHURCHES,

Sorenson and Roy, 1963

A listing of major youth organizations, their separate enrollments, and the functions of each.

Available from: Educational Development Research Service,  
Washington, D. C.

Price: \$.80

Rural-Urban Housing  
Subject Area XVI

Terminal Objective

After completion of this unit the student should be able to identify the types of loans available to home builders in rural areas. The student should be able to compare rural housing needs with non-rural areas, also he should be able to explain how to go about getting a loan from Farmers Home Administration or other agencies.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Discuss in a short paragraph how rural housing compares to housing in other parts of the U. S. (Ref. 1)
2. Define self-help housing. (Ref. 2)
3. List three types of housing approved for migrant workers. (Ref. 3)
4. List two methods of financing mobil home parks. (Ref. 4)
5. Name four programs sponsored by the federal government to aid small communities with their housing problems. (Ref. 5)
6. Explain in a short paragraph how one would go about getting a loan for rental housing. (Ref. 6)
7. Define rural as defined by F.H.A. and explain in writing two types of loans available through F. H. A. (Ref. 7)

## REFERENCES

## 1. FINANCING OF RURAL NON-FARM HOUSING IN THE UNITED STATES,

Economic Research Service, USDA - 1970

This report compares selected financing and other aspects of rural non-farm housing with those of housing for the country as a whole.

Available from: United States Department of Agriculture  
Economic Research Service  
Washington, D. C. 20250

## 2. SELF-HELP HOUSING FOR LOW INCOME RURAL FAMILIES,

Farmers Home Administration, USDA  
Pamphlet #990

The self-help housing program is designed to help families who do not have enough income to build a modest house by customary construction methods.

Available from: United States Department of Agriculture  
Farmers Home Administration

## 3. HOUSING FOR MIGRANT AGRICULTURAL WORKERS,

Simons, J. W., et.al.

Produced to aid in attracting better labor through adequate housing.

Available from: Superintendent of Documents  
U.S. Government Printing Office.  
Washington, D. C. 20402

or: ERIC Microfiche Collection - ED #063 056

## 4. MOBIL HOME PARKS FINANCING,

Department of Housing and Urban Development,  
Pamphlet HUD 25F, 1970

Discusses mobil home growth and ways of financing mobil home parks.

Available from: Department of Housing and Urban Development  
Washington, D. C. 20250

## 5. HOUSING PROGRAMS FOR SMALLER COMMUNITIES,

U. S. Department of Housing and Urban Development, 1970  
Pamphlet HUD 51MD

A small town with a housing problem may take advantage of a number of federal programs designed to provide it with information, assistance, grants, and loans.

Available from: U.S. Department of Housing and Urban Development  
Washington, D. C. 20250

## 6. RENTAL HOUSING UNITS,

Farmers Home Administration, USDA - 1971  
Pamphlet #988

This pamphlet explains how one could go about getting a loan to build rental housing in rural areas for low and moderate income persons and persons over 62 years of age.

Available from: U.S. Department of Agriculture  
Farmers Home Administration  
Washington, D. C. 20250

## 7. RURAL HOUSING LOANS,

Farmers Home Administration, USDA - 1965  
Pamphlet #476

Explains rural housing loans made by F.H.A.

Available from: U.S. Department of Agriculture  
Farmers Home Administration  
Washington, D. C. 20250

Maintaining and Improving the Ecology of a Community  
Subject Area XVII

Terminal Objectives

After completion of this unit of instruction, the student should have a basic understanding of what ecology is, and how it can be maintained or improved.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. List the areas of ecology and briefly explain each. (Ref. 1,5)
2. List goals relating to the future role of ecology in America, and present these goals to the class.
3. Present either an oral or written report which lists both sides of the ecology (pro and con). (Ref. 1)
4. Outline action steps which can be taken in preserving and improving the ecology of his community. (Ref. 3)
5. Involve others in the formation of plans to preserve or improve the ecological environment of the community. (Ref. 4)
6. Speak objectively and knowledgeably with others about the needs for ecological measures. (Ref. 2)
7. Name the effects of population growth as it pertains to the preservation of the ecology. (Ref. 6)
8. List the roles of local, state, and national government in ecology. (Ref. 6,9)
9. Implement an ecological improvement plan, or project, in cooperation with parents on their own land.

## REFERENCES

1. ALL AROUND YOU. An Environmental Study Guide.

Bureau of Land Management, 1971  
Stock #2411-0035

A guide for development of interest and awareness of the environmental problems facing us today.

Available from: Superintendent of Documents  
Government Printing Office  
Washington, D. C. 20402

Price: \$1.50

2. A CLASSROOM TEACHING AND RESOURCE GUIDE IN CONSERVATION EDUCATION,

Barnhart, William M., August 1968

A guide for teaching conservation and ecology.

Available from: Educational Development Research Service  
Office of Education  
400 Maryland Avenue, S.W.  
Washington, D. C. 20202

Price: \$12.85

3. BOISE ENVIRONMENTAL EDUCATION PROJECT,

Nunn, Bobbie B., September 1970

A proposal whereby students become actively involved in environmental education, by actually working within the community.

Available from: Education Development Research Service  
Office of Education  
400 Maryland Avenue, S.W.  
Washington, D. C. 20202

Price: \$.65 each

4. FREE AND INEXPENSIVE MATERIALS AVAILABLE FOR TEACHING CONSERVATION EDUCATION: SOIL AND WATER,

Cousins, Genevieve and Smith, Bonnie Mae 1968

A listing of publications or materials that can be used in teaching conservation.

Available from: Educational Development Research Service  
Office of Education  
400 Maryland Avenue, S.W.  
Washington, D. C. 20202

Price: \$3.29

5. THE UNIT OF ECOLOGY,

Darling, Fraser, 1963

A history of ecological development paralleling mans  
development.

Available from: Education Development Research Service  
Office of Education  
400 Maryland Avenue, S.W.  
Washington, D. C. 20202

Price: \$3.29

6. EDUCATION FOR SURVIVAL,

Allen, James E. Jr., 1970

Statement calling for new efforts toward ecological education.

Available from: Educational Development Research Service  
Office of Education  
400 Maryland Avenue, S.W.  
Washington, D. C. 20202

Price: \$.95

7. RANGE ECOLOGY AND MANAGEMENT,

Pacific Northwest Forest and Range Experiment Station, 1969

Available from: Pacific Northwest Forest and Range Experiment  
Range & Wildlife Habitat Laboratory  
La Grange, Oregon

Price: No charge.

8. ECOLOGICAL EFFECTS OF PESTICIDES ON NON-TARGET SPECIES,

Department of Entomology and Limnology, June 1971

Available from: Department of Entomology and Limnology  
Cornell University  
Ithaca, New York

Price: \$2.00

## 9. MANAGING OUR ENVIRONMENT,

U.S.D.A - April 1971

This pamphlet is a report on many of the ways that agricultural research is fighting pollution.

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402

Price: \$.75

## 10. POPULATION, RESOURCES, AND ENVIRONMENT,

1972

Chapter 7 deals with agriculture and it's impact on ecology.

Available from Superintendent of Documents  
Government Printing Office  
Washington, D. C.

Financing Community Development  
Subject Area XVIII

Terminal Objective

After completion of this unit, the student should be able to survey the community for possible sources to finance community development. The student also be able to list and explain loan possibilities and conditions. The student should further be able to list the most promising sources of financing available.

Specific Objectives

After completion of this unit of instruction, the student should be able to:

1. Conduct a survey of the possible sources for financing community development within the community. (Ref. 1,3,4,5,6,7,8,10)
2. List the ways loans may and may not be used. (Ref. 1,3,4,5,6,7,8,10)
3. Discuss the loan limits; terms and rates; security required; and any other pertinent information necessary for the borrower. (Ref. 1, 2,3,4,5,6,7,8,9,10)
4. Choose from a list, the most promising sources of financing for the community. (Ref. 1,3,4,5,6,7,8,10)

## REFERENCES

1. BANKS FOR COOPERATIVES - HOW THEY OPERATE BANKS FOR COOPERATIVES,

Circular 40, April 1973

This publication discusses the availability and eligibility for loans through district Banks for Cooperatives and how they function.

Available from: District Banks for Cooperatives

2. CREDIT - A CAPITAL IDEA,

Production Credit Association

This is a 13 1/2 minute color, fully animated, film on using credit profitably. A modern farmer is transformed into a delightful cartoon character.

Available from: Farm Credit Administration  
Washington, D. C. 20578

or: Local Office of Production Credit Association

3. THE EFFECTS OF TAXES AND PUBLIC FINANCING PROGRAMS ON LOCAL INDUSTRIAL DEVELOPMENT,

Economic Research Service, USDA  
Agriculture Economic Report No. 133, May 1968

This booklet is a survey of literature concerning taxation and public financing programs on local industrial development.

Available from: U.S. Government Printing Office  
U.S. Department of Agriculture  
Washington, D. C. 20250

4. FEDERAL LAND BANKS - HOW THEY OPERATE,

Federal Land Banks  
Circular 35, April 1973

This publication discusses the availability and eligibility for loans through district and local Federal Land Banks and how they operate.

Available from: Federal Land Bank of Wichita  
Wichita, Kansas

or: Local offices

## 5. FINANCING INDUSTRIAL DEVELOPMENT THROUGH STATE AND LOCAL GOVERNMENTS,

Economic Research Service, USDA  
 Issued Dec. 1967; Revised Nov. 1968.

This report provides basic information about some ways states provide financial assistance to new firms. Five programs are discussed as to its advantages and disadvantages.

Available from: Superintendent of Documents  
 U.S. Government Printing Office  
 Washington, D. C. 20540

## 6. FINANCING RURAL HOMES,

Farm Credit Administration

A pamphlet describing the recently approved Farm Credit Act and the short, intermediate, and long-term farm home and non-farm rural home loans.

Available from: Federal Land Bank Associations  
 or: Production Credit Associations  
 or: Farm Credit Administration  
 Washington, D. C. 20578

## 7. LOANS FOR RESOURCE CONSERVATION AND DEVELOPMENT,

Farmers Home Administration, USDA  
 PA-799

A pamphlet describing resource conservation and development loans through the Farmers Home Administration. Loan conditions are discussed.

Available from: Farmers Home Administration  
 Washington, D. C.  
 or: Local Offices

## 8. PRODUCTION CREDIT ASSOCIATIONS - HOW THEY OPERATE,

Production Credit Association  
 Circular 37, April 1973

This publication discusses the availability and eligibility for loans through local Production Credit Associations and how they operate.

Available from: Production Credit Association  
 Local Offices

## 9. THE ROCK AND THE HARD PLACE,

## Farm Credit Service

This is a full color, 23 1/2 minute, film presented as a public service by the banks and local associations of the Farm Credit System. It discusses the American Farmer and his position in today's economy.

Available from: Production Credit Association  
or: Farm Credit Banks  
or: Federal Land Bank Association  
Local Offices

## 10. WATERSHED LOANS

Farmers Home Administration, USDA  
PA-406, Revised Sept. 1971

A pamphlet describing eligibility and other conditions for a watershed loan through local Farmers Home Administration offices.

Available from: Farmers Home Administration  
Local Offices  
or: U. S. Government Printing Office  
Washington, D. C. 20402

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