DRIVER, GALEN A.

INVENTORYING FOR COMMUNITY RESOURCE DEVELOPMENT PROGRAMS

by

Galen A. Driver

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PREFACE

Communities are changing rapidly. Individuals are becoming more aware of this change. Governments, Universities and all Institutions are also becoming more involved in the process of change. We hear more and more about planning for orderly growth.

In this paper we will be concerned with how communities inventory their resources as a basis for their community plans. We will study existing sources of information concerning inventorying for community development. Our objective is to develop a list of items which should be considered when a community prepares a list of items to inventory.

After making 50 requests for materials on "Inventorying Community Resources", it became increasingly evident that there was a need for a comprehensive list of items to inventory for Community Resource Development. The replies received clarified the problem that the author originally had planned.

I would like to thank Dr. Mason Miller for his continued support and guidance during my master's study program at this university. I would also like to acknowledge the contributions of my graduate committee: Dr. Milton Steinmueller, Dr. William Kimball and Dr. Robert Anderson.

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CHAPTER I

What Is Community Resource Development

Community Resource Development has a different meaning to different people. To some it means a forestry project, planting trees. To others it is group meetings, discussing problems of the community. To others it means nothing.

To Gordon L. Lippitt community resource development "must be primarily concerned with the development of motivated, educated, trained, and informed citizens." (12:103) He sees C.R.D.'s duty to develop people, to make better citizens.

A more formal and all inclusive definition reads like this, "it is a process of social action in which the people of a community organize themselves for planning and action; define their common and individual needs and problems; make group and individual plans to meet their needs and solve their problems; execute these plans with a maximum of reliance upon community resources; and supplement these resources, when necessary with services and materials from governmental and non-governmental agencies outside the community." (10:2)

If we look up standard definitions for these three basic terms they read like this:

<u>Community</u>: a group of people living together and having interests, work, etc. in common.

Resource: something that lies ready for use or can be drawn upon for aid; supply of something to take care of need.

Development: a step or stage in growth, advancement, etc. (14:6)

"Community resource development is centrally concerned with growth and advancement." (12:6) Then there are a host of authors who say that community resource development means increased employment opportunities, increased income per capita and improved social opportunities. To me it means people working together with the resources they have control of for the good of themselves and the community.

E. C. Weitzell, Director of Division of Resource Development and Public Affairs, Federal Extension Service, U.S.D.A., used these words when talking about resource development.

"From an educational standpoint, resource development is the process of providing motivation, educational guidance, and organizational and technical assistance to group action through citizen committees and organizations. In other words, it is the beginning of economic change through enlightened group action. The aim is to reach people that need assistance most, to involve them in projects for their own economic good, and to generate additional income for those who need it most." (12:10)

Renne talked about progress as implying moving forward, development, advance toward perfection or to a higher state. Apparently there was a goal, planned or informally agreed upon. Not all change constitutes progress. We say progress is change in the right direction. But what is the right direction? Is it any change that brings us closer to our goals or desires? Then what are our goals? (12:23)

Community goals may be difficult to establish. Not every person wants the same things in a community. We are all different. Belser outlined some of the considerations necessary to come up with some community goals. First there must be an assessment of the problems confronting the community. These problems must be brought together and studied as associated factors. As a bundle of problems they make up a comprehensive assessment of the needs of the community. It is essential that they be approached in a comprehensive way so that their solutions may mutually complement one another. It is a well-known condition that consensus on both ideas for actions and methods of achievement is most difficult to attain. (12:123) It isn't always easy to establish community goals. It will take time. It will be an important step in the community resource development program.

A community resource development program can be involved in any number of ways. It deals with all types of resources. The program is broad, it can include a small project such as a study group on town taxation or a large watershed project which affects several counties and several thousand acres and costs millions of dollars. But whatever program is involved, there are only three kinds of community resources to work with:

"<u>Natural</u> - the land, water, climate, minerals, etc.

<u>Human</u> - the people and their attitudes, skills and talents.

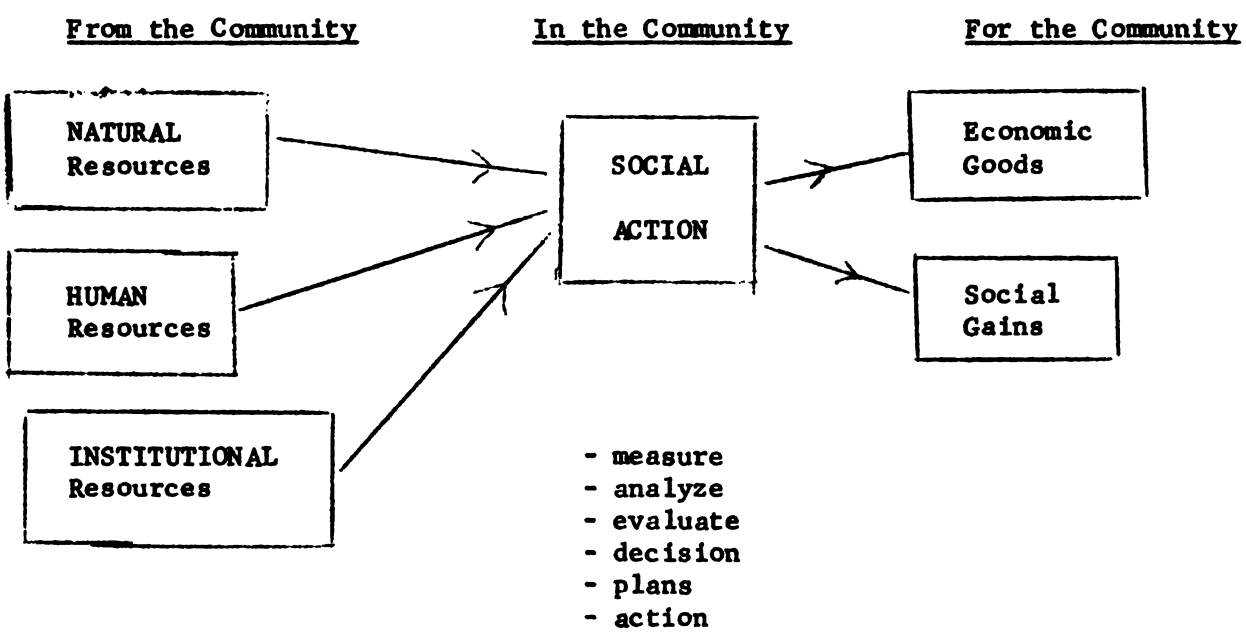
<u>Institutional</u> - the schools, churches, markets, government groups, and other organizations and services which fill community needs." (12:15)

For three such simple words, one is amazed how complex and involved community development can be. But when we stop to think of the range and scope of such a program we are not surprised. "Community and area resource

development is unique in that it makes an effort to consider all inter-related factors of society and economics. It recognizes the interdependence of farm and non-farm, rural and urban people. It calls upon the special skills and services of many people and agencies to help solve the problems of imbalance wherever they are found." (33:1)

Community resource development is a dynamic process. It involves people, things and change.

C.R.D. MODEL



CHAPTER II

Why C.R.D. is Needed

Times have rapidly changed. Community development ideas have been working since the first settlers came to the land. But the scene is more complex now. In the early days "open space abounded. So did jobs. There was no need to stabilize employment or to balance the development of existing communities. We were busy selling and settling undeveloped land, and we had plenty to work with.

"Today the situation has changed. Many cities and villages have outgrown their original boundaries, -- scores of new residential areas have taken over large areas of once productive farmland.

"Recently we've also grown concerned about forest redevelopment, lake and stream pollution, and flood protection. In many counties we've begun planning our beauty spots, our recreation centers, our parks and our neighborhood playgrounds. Today many communities are applying careful thought and care to the design of new residential and recreation areas, school systems, industrial parks, and transportation and communications systems.

"People are moving into once quiet farming towns and using expressways or the new interstate highways to drive to work in the city some 20, 30, or 40 miles away. These non-farm country people require roads, police and fire protection, and school facilities. Sewage disposal and safe water supply problems complicate an already crucial situation. These needs

usually are urgent before the community starts to take in the tax money to finance new construction." (1:2)

Urban expansion, with its increasing demands for recreational, industrial, and residential purposes, calls for a review of land use and consideration of county planning and zoning if natural resources are to be properly used and conserved. Such developments as highways, lakes, airports, etc., may drastically change the physical base of the community and create problems of economic and social adjustment to the new situation. (37:6)

The problem is how to provide all the opportunities to all the people. Everyone wants economic prosperity, but in pockets of the country there is little opportunity to earn a decent living. "The United States is extending technical and economic aid to undeveloped countries abroad, seeking to help them achieve economic growth. If we can teach others to achieve growth, we should be able to stimulate it within our own depressed industries and depressed areas. We need, therefore, to examine the process of economic growth - the forces that promote it, and those that hinder it - so that we may revitalize industries and areas of retarded growth at home." (38:4)

Economic development just doesn't happen unless there are technological advances. These cause changes in the labor force; and frequently cause a problem in rural sectors in that labor does not shift out of the agricultural sector of the economy fast enough to equalize marginal real returns to farm and non-farm workers of comparable type and grade. Consequently, our rapid economic growth has resulted in agriculture being chronically "overmanned" or put in different terms, much labor in

agriculture is "underemployed." (12:31) If this shift was fast enough, the excess labor moving out of agriculture could have obtained work elsewhere and increased the social returns to the economy.

In President Johnson's message to Congress on Area and Regional Economic development on March 25, 1965, he stated, "a growing nation cannot afford to waste those resources, human and natural which are now too often neglected and unused in distressed areas. We cannot afford the loss of buying power and of national growth which flow from widespread poverty. Above all, we cannot afford to shut out large numbers of our fellow-citizens from the fulfillment of hope which is shared by the rest. For that would be the denial of the promise of America itself." (16:1)

In Carpenter's publication on Rural Areas Development, he refers to two basic problems in Mississippi--unemployment and underemployment. They no doubt are problems in other areas as well. Unemployment and underemployment are the reasons for the median family income in Mississippi being only 48% of the national average.

The Governmental program of Rural Areas Development is a response to these needs to speed up growth of economic opportunities, to provide new jobs and to use fully the human, natural and economic resources of Mississippi.

R.A.D. in Mississippi is a total resources development program. R.A.D. stands for Rural Areas Development, which implies development only in rural areas. This is not true. It includes cities, towns and communities, as well as rural areas. (9:1) In many areas lack of employment is an urgent need. The shift of the labor market has left many persons in physical areas without work and without attitudes, skills and ambitions to

move.

There are some basic reasons why this unemployment exists. Sauer (34:1) points out that it is due to changes in technology, mechanization, and automation, and population increases. With these comes pressure for the use of natural resources and problems as well as beneficial effects on the economy. These problems are both social and economic.

With all these changes taking place in the rural communities, such as school consolidation, health and social changes, shifts in population and with more and more rural people as part-time workers in industry, Smith (29:1) indicates that community development work is becoming increasingly important to the people of Georgia.

In Copp's book "Our Changing Rural Society", he discusses American education in this way: education is increasingly mass education. Steadily growing numbers and proportions of the eligible population are receiving formal instruction. In 1960, enrollment in elementary and secondary schools approached 45 million and enrollment in higher education almost 4 million. A high school education is coming to be thought of as a democratic right; a college degree, once a rare privilege of a small elite, is on the way to being regarded as essential and taken for granted by a high proportion of the population. Two-thirds of all youth of graduating age now graduate from high school; in 1940, only one-half graduated. Of youth aged 18-22 more than one-third are attending college. (14:12) This increase in interest in education places a heavy demand on educational facilities and professional staff.

Education has only been one phase of the change. The changing economic conditions of recent decades have required shifts in the structures

of local communities. This has happened throughout the United States. Perhaps the hardest hit have been the rural communities established generations ago to serve agriculture. Due to their limited resource bases and small population numbers, many of these communities have found development to be extremely difficult in recent years. (5:1) In real life the future prospects for some communities is not bright. Businesses are moving out of some small centres and the population and activity is on the decline. The community structure is forced to adjust to a lesser type of activity under these conditions.

This presents problems. As farm population declines and modern transportation adds to mobility, community and institutional adjustments lag. Hundreds of villages--formerly farm communities centers--are fighting for survival. The rural community, largely dependent upon farm income, is affected directly by changes in agriculture. In the transition zone, where basic adjustment in farming is still incomplete, community improvement requires realistic forward planning. As the economic farm unit is increasingly important to the farm operator, so modern conditions call for an economic community unit. (2:3)

Community development programs are needed in different places for different reasons. "In Kansas Area Development is not a cure-all. It is simply a self-help program whereby the people, through their own initiative, can systematically analyze their resources and plan a course of action for future development. The ultimate objective of such an effort is to make the community and area a better place to live." (25:2)

There are some definite needs to be satisfied by C.R.D. and there are some basic reasons why there is increased interest in Community

Resource Development. Kimball summarized these needs and reasons for increased interest at the First National Workshop for Community Resource Development in July, 1965 at MSU as:

"1. Social and economic revolutions which require community adjustments. Agricultural mechanization, mining automation, and industrial relocation are among the chief factors. When a community exists, but no longer has central functions it formerly had, people look for a way to solve their problems. To be very specific, when there are fewer and fewer opportunities for agricultural employment in an area, people start looking for other work possibilities.

"2. Population increases and resultant pressures. The competition for relatively fixed resources such as land and water bring considerable demands for resource development efforts. When an automobile used parts lot is established next door to $25,000 homes or when a new factory disposes of wastes in a river which was also a popular fishing area, people suddenly become eager resource developers.

"3. Greater interdependence of people and communities. When one political subdivision purchases land in another for waste disposal purposes, the two communities suddenly are involved in joint efforts such as never before existed.

"4. Higher educational levels and increased citizen desires. Throughout the world people increasingly want to work on the solutions to their own destiny. They want to exercise this knowledge.

"5. Outgrowths of earlier successful community development efforts. Early successful development efforts like Land Use Planning, Program Projection, Rural Development, "Community bootstrap programs", Rural Area

Development, and others have established a threshold for these current programs. Seeing what efforts like these have meant to others makes people ready to try them.

"6. Increased assistance - educational, organizational, technical, and financial - from educational units, organizations, consultants, and government. Educational units have geared up to provide community development assistance. Higher educational institutions have been especially involved. Extension work in community development is now commonplace." (12 1-2)

CHAPTER III

Need for C.R.D. in Canada

"Canada has more than 2,000 million acres of land and less than 20 million people. We have more water than any nation on earth. We have a belt of forest 3,000 miles long and averaging close to 400 miles wide." (8:9) Yet with all this land, forest and water problems still exist. And many people are concerned, including the Federal government. They are concerned for the following reasons:

"1. Canada's economic growth rate has been slowing down. We face large and complex agricultural problems, and chronic unemployment in industry.

"2. In many areas there is conflict over how resources should be used. For example, should certain land be used for farming and ranching or should it be used as forest land? Or can it be used for both grazing and timber production? Should a given river be dammed for power production, or should it be left alone to produce fish? Or can it do both? Is the need for pure water great enough that we must demand a reduction of pollution from industrial waste and municipal sewage - and pay for it? Can, or should, land in agriculture areas be expected to support wildlife as well as domestic crops and livestock?

"3. Canadians generally believe that we have a moral obligation

to develop our resources for the betterment of our citizens, for the security of future generations and as far as possible - for the benefit of the world as a whole. We can't do this satisfactorily unless we make plans and carry them out.

"4. Most problems of resource use cannot be solved without action by a municipal, provincial or federal government. Some problems cannot be solved except by joint action by two or all these levels of government. Too often, responsibility has not been accepted by any level of government. Definitions of responsibility are needed.

"5. There appeared to be reason for questioning whether our administration is good enough to do the job we require." (8:9)

There has been rapid changes taking place in rural communities. There has been a rapid change in technology in agricultural production. New machines and methods can produce products faster, more economical and fewer people are required to produce food for the nation. In 1931, 32% of Canada's population was required to produce food. In 1965, it is slightly less than 10% of the population and this figure is decreasing every year. With all these changes the farmer's income has not increased in proportion to other professions. There is much rural poverty in Canada.

Another very important part of the rural population are the "non-farm rural families." The number of persons in this classification outnumber the farm families substantially in almost every province. The annual family income in Canada in 1963 was $5,449. Just over one half this amount, $3,000 was considered the minimum acceptable income for non-farm families.

Any family with less than this income was considered a low income family. There are 294,349 such families in Canada. They represent 43% of all rural Canadian families not living on farms. (35:2)

Wages and incomes are only one measure of poverty. There are others. Education is one such measurement and its lack certainly is one of the major if not the major cause of many rural problems. We considered that the earning power of a man or woman of working age with no more than four years of formal schooling to be drastically curtailed. (Some sociologists would use the term "functional illiteracy" in this case.) There are 1,017,869 such men and women in Canada. They represent 9% of all Canadians of working age. In rural areas, there are 656,566 people of school age (five years) and over, not attending school, who have grade four or less. They represent 20% of all Canadians in this category. (35:3)

These statistics point out the income and education problems. The "rural poor" are scattered across the country. In the publication "The Sixties" they attempted to indicate where the "rural poor" lived. (7:4) Actually they are hidden in remote places in all provinces. They are found in areas where the land is good. Some are trapped on small homesteads which are no longer large enough to make a living. Some have looked and found part or full time employment of the farm others have not been as fortunate. We see similar problems in Canada to those experienced in the United States. There was a need for a program to encourage economic growth and to eliminate the wastage of human and natural resources.

CHAPTER IV

A.R.D.A. - An Act to Meet Rural Problems

Help was needed and the Federal and Provincial governments came to the rescue. "The Agricultural Rehabilitation and Development Act was passed in June 1961, to provide a means of developing natinnal, provincial and local programs to meet the pressing need for action on a broad front - action to developagriculture and local industry, and to help rural people toward greater opportunities and satisfactions." (6:3)

All of A.R.D.A.'s primary objectives fall within the general area of conservation, comprehensive resource development, and community development. The possible projects under this program fall into four broad categories:

1. Projects for alternate land use.
2. Projects for soil and water conservation.
3. Rural development projects - assistance to rural communities to develop and diversify their resources and to create income and employment opportunities.
4. A wide range of research projects, particularly social and economic research, to uncover avenues to improving conditions in rural areas. (6:4)

These were the broad general objectives as proposed by the Federal government. By October, 1962 all provinces had signed this General Agreement and this new program got underway. With this program the governments

hoped to help improve the living conditions of many thousands of rural people.

In the publication, Problems, Possibilities and Progress by the Canada Department of Agriculture, they discuss A.R.D.A. as a people's program. It will work best if local people are interested enough to take an active part. It will be the local people who get the ball rolling. They will form the necessary committees which take ideas to the governmental bodies. If the governmental bodies approve their program then the local citizens with help can carry the plan to completion. The local people of a community can study and discuss their problems, and discover opportunities. To be effective, local participation must be well informed and well organized. To help local people "the federal and provincial governments, at the request of the community may provide specialists in land and water use, community development, farm management, management of other resources, training and retraining of people, and so on depending upon the make-up of the community and the resources it contains.

"Community groups will be thinking and planning in new ways, with rather complex objectives in mind, so suitable extension programs and leadership training programs will be necessary." (6:10)

This Federal-Provincial plan will assist in projects in the following way:

"1. Problem areas may be selected for intensive study and development. A.R.D.A. will assist the province in the preparation of research studies and investigations in land use, alternative uses for resources, training facilities, etc. It can go even further, with provincial approval, to provide financial assistance for

new parks, reforestration, the development of local industry, etc.

"2. A.R.D.A. can assist in the preparation of research studies of the same type for any area of the province that needs attention. Such research does not require provincial approval, but to proceed with projects does.

"3. With provincial approval, A.R.D.A. can assist projects by providing money, resource persons, research workers, etc." (36:3-4)

This program has made a good start it has worked in many areas. A. T. Davidson (Deputy Minister in charge of this program) said on December 4, 1964, "The A.R.D.A. program under the general agreement began to get really underway only in January 1963. Since that time, more than 680 individual projects have been initiated, at a total cost of close to 60 million dollars shared about evenly between federal and provincial governments. Major projects and programs of alternate land use and soil and water conservation have been undertaken." (15:4)

Since this program began projects have been suggested by local people, organizations and governments. These projects are evaluated and a decision is made as to which projects should be carried out. Some Provinces showed more interest and have approved considerably more projects than others.

This Community Resource Development program is greatly needed in Canada. It is relatively new and many of the persons for whom the plan is intended do not even know it exists. The people who are concerned and interested in this plan in Canada have some obstaclès to overcome. They

have to realize that both human and financial resources to help them are limited. Some of the professional help promised in the original legislation has been difficult to find. Few, if any, had any experience in this work. However, this problem is being resolved as more qualified persons are available. As time passes and experience is gained, this program has a huge potential. It can be a most valuable tool to encourage economic and social opportunities in Canada.

CHAPTER V

Careful Planning and Inventorying Necessary for C.R.D.

Professor Lippitt recently said "in an era of ever enlarging and more complex social units called communities, the problem of effective utilization of human resources for community action or improvement is a major concern. Today's communities have been exposed to many changes with which they have had to grapple - population explosion, increased industrialization, rapid family mobility, urban and suburban population trends, racial tension, higher cost of living, overcrowded schools, increased public service demands, transportation crises, and many others. To meet these changes, more and more emphasis is being placed on the need for community planning." (12:102)

If we are to strive towards the goals of community resource development we must possess the belief that man has the capacity to alter his environment and to plan his future. We must believe that through conscious planning these goals can be obtained. (37:6) Some planning goals were listed (1:10) as follows:

1. Prevent waste in land use.
2. Reserve best land for agriculture.
3. Direct new residential growth.
4. Create new wealth in the development of land and balanced industry.
5. Preserve lands for wildlife.

6. Outline flood plain boundaries.

7. Preserve and develop basic recreation lands and water resources.

8. Strive to keep the community clean and beautiful.

The idea of planning entered into our society largely through land use planning in cities as a part of the engineering problems presented by city growth. The desire of urban property owners to protect their investments from adverse land uses of their neighbors and the outcry of reformers against urban blight led to the development of city land planning, subdivision controls and zoning of land uses. As physical land use planning became more sophisticated, it led to economic planning, to studies of population and gradually to the concept that it was possible to develop plans for social improvements. (12:78)

Good planning is good business for those who pay taxes. It means maintenance of values. For those who develop the land, it means more money; and for those who lend money, a safer and better investment; above all, for the average citizen, a better world to live in. (31:1) Not all communities have the opportunity for economic expansion and development. But these communities should be aware of this fact and plan their future accordingly (11:1), by doing this they can adjust to the new pattern of living in an orderly fashion.

Ludcke pointed out that planning is a task for everyone. It requires coordination and "know how". It calls for citizen concern and citizen pride in the program. You as an individual must take part in this planning activity. Whenever you are too selfishly looking out for your own interests, you have only one person working for you - yourself. When you help a dozen

people with their problems, you have a dozen people working for you. So it is with cooperation and enthusiasm. How do you do it? How do you get the job done? Ludcke suggests three methods:

1. Try to generate an esprit de corps in the community.
2. Create a desire, like a football coach who creates a desire within his team.
3. Keep at it through cooperation.

The team of planners should represent a cross-section of disciplines such as land use planners, economists, educators, natural resource people, public health experts, agronomists, engineers, architects, urban and rural sociologists, and others. However, few communities will have these resources available; therefore, in most cases a cross section of the local people can adequately make up a planning group. They can ask resource people for assistance when they need it. (34:1)

"A basic approach to building the kind of citizen participation a program needs is three pronged. It must be planned to inform and to involve the following:

a. The community as a whole.
b. Special interest groups, enlisting their assistance in solving particular problems.
c. Residents of areas to be directly affected by various program activities." (17:330)

Planning is a process, many persons need to be involved. And many geographical areas need to be included in the plan, each small area becomes an important part of the whole community. The planning process can provide the means by which cities, towns, villages and counties can build upon

experience in working together. We need to promote more cooperation among all these units of government, and nowhere is this more important than in the broad areas of resource planning. Problems overshadow all political boundaries, such as police, sewer, fire, parks, water and many other requirements. (1:3)

A plan includes the preparation of a development program. It likely consists of the "as is" or present situation. Then the alternatives for future growth are considered, goals become important and ways to achieve these goals are carefully laid out. This process must not be allowed to break down in the planning stage. The plan is not an end product, it is a starting point. I personally know communities which spent a lot of resources on a plan. But the plan was shelved, not implemented, and it was money and efforts wasted. As a result of schemes like this people are discouraged instead of encouraged to carry out community development plans.

We cannot overemphasize the need for facts on which to base a plan. When we seriously consider community planning facts will be essential. Frequently facts bring out constructive discussion, whereas opinions add nothing to the topic and frequently result in disagreement.

Schweitzer summarized the planning process as: local committees, representing all groups and areas of the county, operating through problem-oriented subcommittees and utilizing as much technical and professional assistance as possible, follow six major steps:

1. Inventory all resources (physical and human) of the area.
2. Analyze the social and economic factors affecting the areas growth.
3. Appraise the potential development of the area.

4. Establish goals and priorities after considering alternatives.
5. Put plans into operation at whatever level is most appropriate.
6. Keep the public informed at all times about resources, problems, plans and progress. (37:8)

Because of the importance an inventory plays in the planning stages of a Community Resource Development plan, the remaining part of this paper will deal entirely with the "inventory of resources." We feel that an inventory is essential to a successful plan. This inventory may vary in many ways. In some communities it may not be practical or feasible to conduct a complete inventory. Maybe only one aspect of the community needs to be considered, in this case only one phase needs to be measured. Some inventories will need to be in depth; others to a lesser extent. The inventory will depend on the problem, the area and the people.

Most references agreed that once the people are organized one of the first steps is to get down to the task of inventorying. Some specific references emphasizing the importance of an inventory are as follows:

Knox and Crom said "To encourage growth and development in your area, then, you must inventory your resources." (25:3)

Community Resource Development Guides from North Dakota state, "failure to collect and interpret all the facts could result in the failure of the community to take advantage of opportunities for economic growth." (11:3)

Carpenter stated, "the first thing your RAD organization must do is determine the present situation in the county. It can do this by

inventorying the county's resources." (9:3)

Professor Pleva said "Prepare as complete a survey and plan as your resources permit." (46:521)

Urban said "One way to determine what projects are needed in a community is to make a study of the existing resources now available." (45:2)

And the U.S.D.A. publication on Area Resource Developments reads "inventory the resources of the area, since most economic activity is based upon them. Compile recent data plus data on earlier periods to establish changes and trends." (3:11)

There is agreement as to the value of the inventory. There are three basic ways that an inventory can be prepared:

1. Local people can arrange themselves in committes and subcommittees and do the task.
2. A consultant or professional group can be hired to do the complete inventory and plan.
3. A joint effort by local people relying on professional advice as needed.

There are many variations of these kinds of studies and quite different plans and inventories result. In Michigan many of the Overall Economic Development Plans were made by local citizens, while others were completed entirely by consultants.

In Canada where the "Planning" idea is a few years younger than in the U.S., we see that almost every inventory and plan is completed by a consultant. I have personally reviewed several reports and plans and have yet to find one or to hear of one attempted by a local group. At this time we can point out some of the pros and cons to either method.

Pros:

- hiring a consultant makes the task easy for the local people.
- they may feel a professional is more competent.
- the professional will finish the plan.
- the inventory and plan should be unbiased.
- the plan should be objective.

Cons:

- once the consultant is hired the local lose control. over the plan for the present.
- few local people will be involved
- few local people will be aware of how the plan is progressing
- there will be no one to update the plan in the future
- consultant fees are high
- consultant may produce a plan unsuitable for the community
- consultant firms frequently fall down when asked to justify their plan for a community

When we consider the two sides to the story, we are left with the opinion that a combination of local people plus professional help would produce the best inventory and plan for a given community.

CHAPTER VI

The Study Procedures

The problem was to determine what items should be inventoried as a base for a Community Resource Development plan. The objective was to establish a comprehensive guideline for inventorying, including subject matter areas and the items to be considered in each area.

Several different sets of guidelines were known to exist. It was agreed that a summary of a content analysis of several should provide a basis for one comprehensive guideline to inventorying. Dr. Kimball wrote to Extension Leaders in Community Resource Development in 50 states asking them to share with us any materials they had on Inventorying Community Resources. (Appendix A)

Replies were received from workers in twenty-five states. From these 25 replies several did not supply any guidelines, others sent materials which were not directly related to the topic of our interest. Only eleven guidelines were selected as being relevant for our study, (Appendix B) they contained lists of specific items to inventory for C.R.D.

To these eleven guidelines were added nine from the files in the Resource Development office. These twenty publications all were closely related as to their content and purpose. Out of these 25 replies ten requested copies of the guideline which results from this study.

Twenty guidelines were studied and analyzed as to content, and the results were summarized. These guidelines were provided by:

Federal Extension Service, U.S.D.A.	1
U.S. Department of Commerce	1
North Carolina State	1
Illinois College	1
Louisiana State	1
University of Kentucky	1
Virginia Polytechnical Institute	1
University of Wisconsin	2
Auburn University	2
Kansas State	2
North Dakota	2
South Dakota	5
Total	20

Many of the individual guides were not intended to be comprehensive, some considered only specific aspects of community development such as industry, recreation and education, etc. Others were intended to completely cover all aspects of community development. There is no perfect score for any item, because one item may have 12 references is not an indication necessarily of its value. It merely says that out of these 20 references it was referred to 12 times.

References were used only when the guide clearly indicated the need to inventory a specific item in a specific manner. In any content analysis it is difficult to categorize items because of the different terminology used. This was a very real problem and in some cases in our checklist items appear which are very similar but because of the different wording they were not lumped together.

CHAPTER VII

Guideline for Inventorying Community Resources
(a summary of a content analysis of 20 guides)

To focus attention upon the key sources of income and employment in a community, one of the first steps in the inventory process could be to complete the chart below.

When this is completed it will provide a guide as to which aspects of employment you may want to concentrate. If only limited resources are available a community may only be able to concentrate on the major items of importance or deal with them in order of importance.

Comparative Employment and Incomes
Ref. Nos. 44, 1, 3, 32, 26, 25, 41, 24, 30, 42, 40

Type of Employment	No. employed	% of Total Employment	Yearly Payroll
Agriculture all workers			
Forestry			
Manufacturing			
Service Industry - Pubi & Private			
Commercial - Retail & Wholesale			
Professional & Managerial			
Clerical			
Public Administration			
Transportation & Communication			
All others, list by type of employment if no. is significant:			

When this chart is completed it will provide information which should emphasize the key employment sources for the community. This will help allocate the resources available for the inventory.

A - General Description of Area (44, 4, 1, 3, 32, 26, 25, 24, 30, 13, 27, 40, 43, 18, 21)

Location - (4, 26, 25, 24, 30, 40, 18)
Topographic Features - (4, 32, 26, 25, 24, 27, 40)

Climate - (4, 26, 25, 24, 27, 40, 21)
Soil Characteristics - (3, 32, 24, 27, 40, 21)

Boundaries - (4, 26, 25, 40, 18)
Land Use Patterns - (25, 43)

Land Capability - (24, 21)
Natural Plant Cover - (27)

Location in respect to major cities - (30, 18)
Size of towns in community - (25, 24)

Land values - (32)
Map showing highways, railroads, airports, lakes and rivers - (18)
Map showing state and federal property - (4)
Map showing zoning areas - (18)
City map - (18)

Community pride - (13, 27)

Zoning ordinances - (44, 3, 24, 30, 27, 40, 43, 18)
Subdivision regulations - (44, 3, 40, 43)
Building codes (44, 3, 40, 43)

Insurance ratings of your community - (30)

B - Human Resources - (4, 1, 3, 32, 26, 25, 41, 24, 30, 13, 27, 40, 43, 18, 20, 22, 19)

Population:
Total Population - (26, 25, 24, 40, 43, 18, 20, 19)
Population trends by age group 5 yr. intervals - (3, 41, 30, 13, 42, 18, 20, 22, 19)

Population change by age and sex 1940-50-60 - (4, 1, 3, 32, 41, 42, 18)
Proportion of population below 20 yrs. - (4, 1, 3, 32, 42)
Proportion of population above 65 yrs. - (4, 1, 3, 32, 42)

For 1940-50-1960
Urban Population No. ____% of total ____ - (41, 24, 30)
Rural Population No. ____% of total ____ - (41, 24, 30)
Rural Nonfarm No. ____% of total ____ - (41, 24, 30)
Rural Farm No. ____% of total ____ - (41, 23, 35)

Population density - (25)
Migration in or out - (3, 25, 41, 30, 40, 43)

Average age - (4, 3, 32, 25, 24, 42)

Dependencies Ratios - 1940-50 - 1960
(a) $\frac{\text{0-14 yrs.}}{\text{15-65 yrs.}}$ - (41, 40)

(b) $\frac{\text{over 65}}{\text{15-65}}$ - (41, 40)

(c) $\frac{\text{(0-14) + (65 and over)}}{\text{15-65}}$ - (41,40)

Average education - (4, 3, 32, 25, 27, 42, 43)
Median education - (24, 27, 43)

Incomes:
Average Level of Income - (32, 26, 25, 41, 24, 42, 40, 43)
(Incomes by occupation)
(Compared to State & Nation) (24, 30, 42)
Income per capita - (30)
Median family income - (30, 40)
Distribution of income - (40)
No. of family members working - (32)
No. families less than $3,000 per year - (30)
No. families less than $1,000 per year - (30)

Family and Utility Characteristics:
No. of persons per family - (13)
No. of households - 1940, 1950, 1960 - (41, 30)
% of households occupied - (30)

No. of rooms per house - (13)
% of dwellings built since 1940 - (30, 13)
% of dwellings with hot water - (30, 13)
% of dwellings with private bath - (30, 13)
% of dwellings with inside toilets - (30, 13)

% of homes with electricity - (13)
% of homes with refrigerators - (13)
% of homes with TV - (27, 13)
% of homes with freezer - (13)
% of homes with washer - (13)
% of homes with radios - (27)
% of homes with running water - cold only - (13)
% of homes using spring water - (13)
% of homes with dug wells - (13)
% of homes using community water supply - (13)
% of homes water tested pure within 1 yr. (13)

% of homes brick or stone - (13)
% of homes frame painted - (13)
% of homes frame unpainted - (13)
% of homes with cistern - (13)

Fuel for cooking - (13)
% of homes outdoor toilet - (13)
% of homes with telephones - (27, 13)
% of homes receiving daily paper - (13)
% of homes receiving weekly paper - (27, 13)

Social Characteristics:
What are some characteristics of the low income families - (24)
What are major problems in human resource development - (24)
How can incomes be improved - (24)
Are incomes considered adequate - (24)
Are homes well maintained and attractive - (30)
Is population relatively stable - (43)
What family groups neighbor together - (13)
Is there adequate adult leadership - (25, 27, 43)

C - Natural Resources - (44, 4, 1, 3, 32, 26, 24, 30, 27, 42, 40, 43, 18, 20)

Land Use patterns - (4, 3, 32, 26, 42, 43)
Future land use development - (44, 3)
What are the natural water resources - (43)
Watershed development - (44, 24, 43)

Development of Streams, Rivers and Lakes - (44, 1, 3, 26, 20)

Scenic development - (44, 1, 3, 20)

Wildlife Preservation - (44, 1, 3, 27)

Multiple Use of Lands - (44, 3, 27, 43)

Soil and Water Conservation - (43)

Forest Plantings - (39)
Care of plantings - (44, 27)
Forest preservation - (44)
Lands in forests - (public - 24)
(private - 24)
(commercial - 24)

Protection and Development of resources in business and recreation areas - (44)
Development along highways - (44)
Development in public places - (44)

Protection for flood plains - (44)

Use and public access to natural resources - (44, 43)

What raw materials are available for manufacturing - (30, 42, 40)
Location of all known minerals - (24)

What metallic minerals are present - (3, 30, 27, 43, 18, 44, 4, 32, 26, 24)
Accessibility - (4, 26)
What non-metallic minerals are found - (30, 18)
What is the quality of each available mineral - (30, 18)
Are mining operations presently underway - (3, 30)
What minerals have previously been mined - (3, 30)

What are the possibilities for re-opening - (30)
Mining reserves - (26)
Trends in mining - (24)
Development costs, if any - (26)

D - Agriculture and Forestry - (44, 4, 1, 3, 32, 26, 25, 41, 24, 30, 13, 27, 42, 40, 43, 18, 21)

Size and number of farms - (25, 41, 30, 13, 43)
Size and number of farms 1940-1950-1960 - (24, 21)
Major reason for change in numbers - (21)
Will this continue - (21)
Types of farms - (3, 32, 25, 24, 13)

Economic classification of farms and compare to state and nation - (3, 41, 24, 42)
How many units are too small to be economical - (43, 21)
Value of investment land, buildings, equioment and stock - (3, 41, 24, 30, 42)

Value of farm sales by commodity and purchased inputs - (3, 30, 42, 18)

Ownership - (26)
Tenure system - (32)

Financial assistance (credit) - (32, 30, 44)

Soil fertility - (43, 44)
Drainage - (43, 44)
Irrigation - (43, 44, 24, 26)

Markets for agricultural products - (25, 42, 40)

Cost sharing projects with gov't - (44)

Number of farm operations - (41)
Full time operators - (41)
Part time operators - (41)
Farm managers - (41)
Tenants - (41, 30)
Working of the farm more than 100 days - (41, 30)
Total farm operators working off farm - (41)

Average age of farm operator, trends 1940-50-60 - (30)

Farm water supply - (24)

Dairying:
No. of units - (44, 43)
Size of units - (44, 41, 43)
Production total milk - (44, 13, 43)
Housing - (44, 43)
Management - (44, 43, 21)
Quality of livestock - (43, 21)
Adequate records kept - (43)

D - Agriculture and Forestry (oont'd)
Livestock health - (44, 43)
Competition - (44)
Grading of dairy products - (44, 43)
Market organization - (44, 3, 26, 43, 21)
Market efficienty - (44, 3, 26)
Market regulations (44, 3, 26)
Total sales dairy produce - (41)
Trends in dairying - (1, 43)
% of total farms with dairy cows - (41)
Major production problem - (43)

All other livestock and poultry including furbearing animals, check these items for each enterprise e.g., beef, hogs, poultry, etc.
No. of units - (44, 43, 21)
Size of units - (44, 41, 13, 43)
Production total - (44, 13, 43, 21)
Housing - (44, 43)
Management - (44, 43, 21)
Health - (44, 43)
Competition - (44)
Grading of produce - (44, 43)
Market organizatinn - (44, 3, 26, 43, 21)
Market efficiency - (44, 3, 26)
Market regulations - (44, 3, 26)
% of farms reporting the specific product - (41)
Total sales of product - (41)
Quality of livestock or poultry - (43, 21)
Major production problems - (21)
Trends of numbers sold 1940-50-60 - (24)
Price trends 1940-50-60 - (24)
Are adequate records kept - (43)

Field and Cash Crops, check these items for each crop:
No. of acres - (21, 41, 30, 40)
% of total cropland - (21, 41)
Ave. yield, 3 year average - (21, 41, 32)
Ave. total production - (41, 21, 44, 43)
Ave. total value - (21, 41, 24)
Estimated potential production - (21)
Potential increase in value - (21)
Acres of land for all other uses - (21, 41, 30, 40)
Acreages 1940-50-60 - (24)
Price trends 1940-50-60 - (24)
Yield per acre - (44, 13, 43)
Quality of crop - (44, 43)
Markets - (44, 24, 43)
Adequate market information - (43)

D - Agriculture and Forestry (cont'd)
Grading of produce - (44)
Storing - (44, 43)
Assemblying - (44, 43)
Bargaining - (44)

All other agricultural production consider items such as:
Production - (44)
Handling - (44)
Grading - (44)
Wholesale - (44)
Retail - (44)

No. of farm tractors - (13)
No. of garden tractors - (13)
Horse power only - (13)
No. farm power - (13)
Specialized equipment - (13)

Lands in forests:
a. public - (24, 30, 27, 43, 1)
b. private - (24, 30, 27, 43, 1)
c. commercial -(24, 30, 27, 43, 1)

Board feet by species (trends for 10 yrs.) - (24, 30, 27, 43)
Acres by species - (3, 26, 24)
Quality - (3, 26, 24)

Growth rates - (24)
Total sales and income - (24)

Management - (43)
Are cut over areas reforested - (43)
Assembling - (44)
Grading - (44, 43)
Processing - (44, 43)
Wholesale - (44, 24, 43)
Retail - (44, 24, 43)

Are diversified wood using industries present - (43)
Numbers of - Volume and Potential of:
sawmills - (24)
pulpmills - (24)
veneer mills - (24)
treatment plants - (24)

Incomes from:
Sawed timber - (30)
Pulpwood - (30)
Xmas trees - (30)
All other - (30)

E - Industrial and Commercial Enterprises - (44, 4, 32, 26, 25, 24, 30, 42, 40, 43, 18)

No. of Industrial Establishments - (44, 4, 26, 25)
No. of Commercial Establishments - (32, 24)

Potential for expansion - (44, 4, 40, 43)
Basis for new industry - (26)
Needed research - (43)
Problems Facing Industry - (43)

Problems Facing Commercial - (43)

Status of Current Business:
Competition - (44)
Management - (44)
Appearance - (44, 43)
Competitive - (44)
Mergers - (44)
Sales - (44)
Potential - (44)

Unutilized production capacity - (42)
Trends in industrial and commercial growth - (24)
Map showing location of industry in community - (18)

Wholesale - volume $_____ (4)
trends $_____ (24)

Retail - volume $_____ (24, 30, 42)
trends $_____ (24)

What was the value added by manufacture in 1940-50 and '60 _____ (30)

# of shopping centers in community _____ (18)

Buildings
Type - (4, 26, 24, 30, 42, 43)
Size - (4, 26, 24, 30)
Condition - (4, 26)

Building adaptability to different industries _____ (4, 26)
Estimate cost to remodel _____ (4, 26)
New Sites - (4, 24, 43, 18)
Topography - (4, 26, 18)
Drainage - (4, 26, 18)
Depth to bedrock - (4, 26)
Access to all utilities - (43)

Industrial parks - (24, 43)

Who owns the buildings - (26, 24)
Terms available - (26, 24)
Tax assessed value and rate - (26)

F - Tourism - (44, 4, 1, 3, 32, 26, 24, 30, 13, 27, 42, 40, 43, 18, 20)

Recreation and relaxation facilities - (44, 4, 1, 3, 32, 26, 13, 27, 42, 40, 43, 18, 20)
Adequacy of facilities - (44, 3, 26, 40, 43)
Improvements needed - (4, 26, 43)
Cost of improvements - (26)
Existing Motel and Hotel facilities - (26, 24, 30, 18)
% of occupancy - (26)
# of persons accommodated max. - (18)
Available facilities for conferences - (30)
Available restaurant facilities - (30)
Scenic attractions - (30, 27, 42)
Geographical attractions - (24, 20)
Historical attractions - (24, 30, 20)
Other attractions - (44, 26, 24, 30, 27, 20)

Water based recreational attractions - (24)

Public recreational facilities types and volume of business - (24)
Private recreational facilities types and volume of business - (24)

Past tourist volume - (26)

Type and extent of development for tourists - (24, 40)
Opportunities for improving and expanding - (40, 43)
Types of recreation most suited to area - (43)

Where do the tourists come from? - (26)
What is being done to attract tourists? - (44)

What is the potential to attract tourists? - (43)
Are the services adequate? - (44)

Map showing recreational facilities - (4, 1, 3, 26)
Map showing access roads and railroads - (26)

No. of farm families presently hosting paying hunters - (44, 20)
How many farm families are interested in hosting vacationers - (44, 20)
Does anyone advertise that individuals will host hunters - (44, 20)

Does your community have:
- Campsites - (26, 30, 20, 1)
- Swimming - (44, 26, 30, 20, 1)

- Trailers (camping) - (30)
- Picnic grounds - (30, 20)

- Baseball - (30, 20)
- Basketball - (20)
- Fishing - (44, 1, 3, 30, 43, 20)
- Stocking - (44, 43)

F - <u>Tourism</u> (cont'd)

Hunting - (30, 43, 20)
Boating - (44, 1, 26, 30)
Water sports - (20)
Country Club - (30)

Rifle range - (20)
Riding stable - (20)

Ski lift - (26, 20)
Cabins - (26)

Barbeque pits - (20)

Is the area attractive and clean - (44, 43, 18)
Do the people in the tourist business cooperate with each other - (44)

What is the image left with the tourist - (44)
Is anyone concerned about lengthening the tourist season - (44)

G - Manpower and Employment - (44, 4, 3, 32, 26, 25, 41, 24, 30, 27, 40, 43, 18)

Total manpower supply - (44, 26, 41, 24, 27, 40, 43)
Employment by industry and occupation - (4, 3, 32, 26, 24, 30, 40)
Age and no. of labor force 14-65 in 10 year groups - (41, 43)

Employment potential of unemployed and underemployed - (4, 3, 32, 26, 25, 41, 24, 40, 27, 42, 43, 30)

Characteristics of this labor - (4, 3, 32, 26, 41, 24, 30, 43)
% unemployed - (43)

Total number employed - male - female - (44, 26, 41, 24, 27, 40, 43)
Compare to state and nation by % of pop'l. - (24)

Characteristics of employment - (44, 3, 25, 18)
Vocational skills on job experience - (3, 32, 26, 25, 24, 27, 43, 18)

Training needs - (44, 32, 25, 24, 27, 40, 43)
Retraining needs - (44, 4, 26, 25, 24, 27, 40, 43)
When trained are jobs available? - (24)

Nature and extent of seasonal work - (26, 25, 24)
Potential employment based on fuller uses of resources - (26, 25, 30, 40)

Testing and placement services - (44, 43)
Employment or job counseling - (44, 43)

Career information - (44, 43)
Attitudes of workers - (25, 27, 40)

Non Worker
Worker Ratio - (41)

Wage rates for various industries - (24)

How many workers are:
skilled - (30)
semi-skilled - (30)
unskilled - (30)

How many high school graduates in labor force? - (30)
How many college graduates in labor force? - (30)
How many vocational school graduates in labor force? - (30)

Location of employment:
- in the county no. - (30)
- outside the county no. - (30, 40, 43)
Reasonable commuting distance - miles - (30, 43)

G - Manpower and Employment (cont'd)

No. of people self-employed - (30)

Major conditions affecting employment and income - (25)

No. unemployed because of disability - (24)

Are labor unions organized in your community - (30)
If so what % of workers are union members - (30)
Has there been a history of strikes - (30)

What labor laws affect industry - (43)

Off farm work:
- how many have off-farm work now - (13)
- is this work readily available - (13)

What is the occupational outlook - (27)

Are young people aware of employment opportunities and the potential income - (43)

% of 10-19 year olds remaining 10 years later - (40)
Potential labor force 10-19 years - (40)

How do community facilities compare to others? - (43)
Is there adequate housing? - (43)

H - Community Facilities, Services and Institutions - (44, 4, 1, 3, 32, 26, 25, 24, 30, 13, 27, 42, 40, 43, 18, 19)

Education:
No. of primary, secondary and vocational schools - (44, 4, 1, 3, 32, 26, 25, 24, 30, 27, 42, 40, 43, 18)

No. of nursing schools and kindergartens - (43)
No. of colleges - (1, 3, 32, 26, 24, 27, 42, 40, 18)

Facilities of all schools - (44, 24, 27, 42, 40, 43, 18, 19)

Services available at schools and colleges - (44, 24, 27, 42, 40, 43, 18, 19)

Adequacy of present educ. facilities - (44, 32, 24, 27, 42, 40, 43, 18, 19)

Potential use of facilities - (44)

New educ. facilities needed - (27, 24)

Indicate location of educ. facilities - (13)

Types of educ. offered at all levels - (24, 43, 18)

Enrollment in kindergarten - (1, 30, 13, 18, 19)
Student population by grades - (24)
Total # of children 5-19 yrs. in community for 1940-1950 & 1960 - (19)

All schools maximum capacity - (18)

School attendance - (13)
Are high school dropouts a problem - (43, 19)
Is the curriculum modern - (19)
Quality of instruction - (32, 24, 19)
Adequate teaching staff available - (24, 43)
Number of teachers by academic degrees - (24)
Pupil-Teacher ratio by grades - (24)
Record of graduates - (32)
No. of graduating each year - (24, 30)
What percent graduate from high school - (30, 43, 19)

What percent of grads. go to college, jr. college, or vocational school - (30, 43, 19)

Does your county offer any adult training opportunities - (30, 13, 40, 43)

H - Community Facilities, Services and Institutions (cont'd)

Are courses available in:
- consumer education - (44)
- nutrition and health - (44, 32, 43, 27)
- landscaping home surroundings - (44, 1, 43)
- home financing - (43)
- use of credit - (44, 43)
- child development - (44, 43)
- home management - (27)
- child development - (27)
- household equipment - (27)
- clothing - (27)

List nearest Junior College - (30)
List nearest University - (30)
List nearest Industrial Educ. Center - (30)

Expenditure for educ. per pupil compared to state and national figures - (24)

Salaries to teachers - (19)
Are they adequate - (19)

How do college fees compare with others - (43)
Are there adequate finances for educ. - (32, 24)

Day care center for children - (43)
Public health services - (44, 30, 13, 42, 40, 43)

Number of persons on welfare - (24, 40, 18)

Total and average amounts received - (24, 40, 18)

Medical Services:
No. of doctors - (24, 30, 13, 40, 43, 18)
Adequacy - (18)

No. of nurses - (40)

No. of dentists - (30, 18)
Adequacy - (18)

No. of hospitals - (44, 4, 26, 24, 30, 13, 42, 40, 43, 18)
Adequacy of hospitals - (18)
No. of clinics - (44, 24, 30, 13, 42, 40, 43)

No. of nursing homes - (44, 30, 13, 40, 43)

No. of homes for aged - (44, 30, 13, 42, 40)

No. of beds in each facility - (30, 18)

H - Community Facilities, Services and Institutions (cont'd)

Location of hospitals - (30)

Welfare facilities - (44, 3, 24, 30, 13, 42, 40)
Delinquency - (44, 43)
Family guidance - (43)
Ambulance Service - (30)

Water Supply:
For the present - (44, 4, 1, 3, 32, 26, 25, 24, 30, 27, 42, 40, 43, 18)
For the future - (44, 4, 1, 3, 32, 26, 25, 24, 30, 27, 42, 40, 43, 18)

Water Rates - (43)

Sanitation, garbage and waste disposal:
Sanitation (sewage) - (44, 4, 1, 26, 30, 13, 40, 18)
Sewage disposal system approved by State Sanitary Commission - (30)

Does sewage include a treatment plant - (30, 18)
What is max. daily flowage - (30, 43, 18)
Are facilities available to treat industrial waste - (30, 43, 18)

Transportation:
Transportation and communication - (44, 4, 1, 25, 24, 27, 40, 43)

Highways - (44, 4, 1, 3, 32, 26, 24, 30, 13, 27, 40, 43)
Secondary Roads - (44, 4, 1, 3, 32, 26, 24, 30, 13, 40, 43)

Streets - (44, 1, 43, 18)

Traffic counts on roads - (30)

Power Service and Facilities - (44, 26, 25, 43, 24, 30, 27, 42, 40, 43, 18)
Power Rates - (30, 43)

Transportation services - (25, 24, 43)
Air Service and Facilities - (44, 3, 26, 24, 30, 27, 43)
Bus Service - (44, 26, 24, 27, 43)
Rail Service - (44, 4, 3, 26, 24, 30, 27, 43)
Trucking Service - (24, 30, 27)
Trucking rates - (30)

Schedule of train, bus and airlines - (18)

Water transportation - (4, 3, 26, 24, 30)

Availability of coal - (30)
fuel oil - (30)
gas - (24, 30, 18)

H - Community Facilities, Services and Institutions (cont'd)

Churches:
No. of churches - (44, 1, 32, 43, 13)

Church membership compared to population - (43)

Trend in church membership - (22)
Should this trend continue - (22)
How many persons in the area are "unchurched" or "dechurched" - (22)

Has the dollar income of churches changed - (22)
Does the community have a local ministers association - (22)

What are the practical limits that people will travel to attend church regularly - (22)

No. of full time ministers - (22)
Public worship and religious training every Sunday - (13, 24)
Religious education for all age groups including adults - (13, 22)
Adequate programs for pastoral visitation and counseling - (22)
Adequate buildings for worship, educ. and service - (22)
Adequate local financing - (22)

Organizations:
What civic service and church groups are present - (44, 30, 13, 27, 43)
What is the purpose of each - (30)

What % of community population participate in 1 or more - (30)
Names of individuals holding offices - (13)
List of names of individuals belonging to organized groups - (13)

Youth Activities:
Inventory of activities - (27, 40)
Needs - (27)
Additional facilities and activities needed - (27, 40)

Is there youth counselling - (40)
Are there supervised youth centres - (43)

Is there a supervised recreation program for children in the summer - (43)

Public Services:
Police protection - (43, 18, 44)
Civil defense - (44)
Mail service - (13)
Parks - (44, 1, 26, 27, 18, 20)
Adequacy of parks - (18, 20)
Public areas for golf - (44, 30, 43, 20)
Public areas for tennis - (44, 30, 43, 20)

H - Community Facilities, Services and Institutions (cont'd)

Public playground - (1, 26, 43, 18, 20)
Public swimming - (44, 43, 20)

Skating - (44, 20)
Bowling - (44, 30, 20)

Library - (26, 27, 43)
Gymnasium - (43, 20)
Curling - (44)

Theatres - (44, 30)
Art Gallery - (44)
Dramatics - (43)
Concerts - (43)

Facilities for social dancing - (43, 20)

Football field - (20)
Track - (20)

Roller skating - (20)
Billards - (20)

Public Buildings:
Community Center - (43, 18)
Fire Station - (30, 43, 18, 44)
Shelter - (20)
Card room - (20)
Sr. Citizen room - (20, 44)
General community room - (20)
Warming house for skating - (20)
Place for teenage parties - (20)
Municipal buildings - (26)

Crime record over past 10 years - (30)
What are most frequent causes of arrest - (30)

Government:
Local structure - (3, 25, 24, 27, 42, 40)
Local attitude toward gov't - (3, 40)
Needed changes in gov't - (27)
Financial position of government unit - (32, 40)

State and Federal Government:
No. of employees - (3, 41, 42)
Payroll - (3, 32, 41, 42)
No. of technical personnel - (3)
No. in other services - (3, 32, 30, 13)

H - Community Facilities, Services and Institutions (cont'd)

Total assessed property valuation - (30, 40, 43, 18, 19)
Assessment - sale ratio in county - (18)
True value of property - (18, 19)

Total property taxes paid in county - (18, 19)

Average property taxes per person in the county - (18)
Total school taxes paid in the county - (18)
Townships taxes - (18)

City and incorporated town taxes - (18)
Other taxes - (18)

Property tax cost of education per pupil 1950-1960 - (19)
Compared to state and nation - (19)

Finance:
What commercial banks serve you - (30, 42, 18)
Assets - (25, 30)
Bank deposits - (32, 42, 3, 24)
Types of lending facilities available - (24)

Are there state and federal credit agencies - (30)

Capability to finance local economic development - (3, 32)
Are the capital needs of the community being met - (18)
Loan rates - (30)

What other savings and loan associations serve you - (30, 42)
What are their assets - (30, 42)
Loan rates - (30)

% of local financing in agriculture - (24, 3)
- in agr. related industries - (24)
- in non-agr. firms - (24)

What are the rates and conditions for:
- agriculture - (30)
- industrial development - (30)
- other purposes - (30)

What is total bonded debt of community - (30)

What is the attitude of people to credit - (13)

Estimate how many families are using:
real estate credit - (13)
farm operation credit - (13)
no credit - (13)

CHAPTER VIII

Further Considerations of Inventory List

It is obvious that a complete list cannot be made. The items to inventory will vary with every community and situation. However, it is important to suggest a number of areas to be considered by the people organizing the survey.

One question that was seldom mentioned was the number of years to survey to indicate trends. In a few instances data for the years 1940, 1950 and 1960 were mentioned. Apparently this period of time is thought to be sufficient by some people. Once again this time period will depend on the situation. It was also pointed out in some reports that the county should be compared to the two, three or four neighboring counties. Other reports suggested comparing the county data to the data for the State and National figures. A note of warning would seem in order - when such comparisons are made, one should be aware of the situations which exist within the counties used for comparison. Some counties are comparable, while others are not. Comparisons and trends are important but must be carefully carried out. They are valuable if used properly but a hindrance if misused.

The guidelines differed greatly in their presentation. They were obviously prepared for different people and to be used different ways. Now that this paper has summarized the items to consider, one is confronted with the question of how to present this fact finding questionnaire for

the best use of those who would use it.

It should again be pointed out that the number of times an item was referenced is not necessarily an indication of its importance in the inventory. The importance of any specific item will vary with the immediate situation. The important thing is that the item is suggested. It is left to those concerned to put a value on each item.

It would be useful to put a "catch all" phrase at the end of each subject matter section. This would bring to the attention of those concerned that there may be other pertinent information that they should be gathered. A phase such as "and list any other related items which will help you plan for future needs," would be useful.

One area which is not well covered in our inventory is that of attitudes of the people. If community resource development is for the people and everyone agrees that it is, then we should try and find out what their attitudes are; such as towards C.R.D. programs, tourists, newcomers, planned change, change agents and other factors which will be important for the basis of a community program. It will also be important to find out what local groups are likely to support a C.R.D. program.

With our completed inventory list in hand we studied three of the better O.E.D.P. for counties in Michigan. The plans for Hillsdale, Ogemaw and Presque Isle were used. Our purpose in doing this was to see what areas had been studied in these plans that our guidelines would not have suggested. The following items were picked out as being different and important and did not appear in our inventory list in Chapter 7.

General Description of Area:

Map of the area showing townships - (29)

Total area in acres - (29)

General brief history of the area - (29)

Human Resources:

Ethnic characteristic of the population - (23)

Compare population with 4 adjacent counties - (28)

Compare rural - non-farm and rural farm population with 3 adjacent counties - (28)

Education median years compare to 2 adjacent counties (28)

Employed and underemployed compare with 3 adjacent counties - (28)

Employment by major industries compare with 3 adjacent counties - (28)

Incomes compare with 3 adjacent counties - (28)

Are there homes for sale? - (23)

How many - (23)

What conditions are they in? - (23)

Natural Resources:

Land acres classified by capability groups e.g. I, II, III, etc. - (28)

Consider existing water pollution problems - (23)

Industrial and Commercial Enterprises:

Any recent closures of Industrial or Commercial enterprises - (29)

Is there adequate parking downtown - (23)

Community Facilities, Services and Institutions:

Special educational services - (23)

No. of persons enrolled in evening courses - (23)

Program for the deaf - (23)

Educ. program for physically and mentally handicapped - (29)

Are these programs adequate - (23)

Inventory of County Property (land) - (23)

Inventory of City Property - (23)

Inventory of all other public property - (23)

Buildings to house public works, county courthouse and jail - (29)

Housing for juvenile delinquents other than the jail - (28)

Are the street lights adequate - (29)

Is there a convalescent home - (29)

Compare the tax rates with other counties - (23)

List revenue and expenditures for the local government
for last year - (28)

CHAPTER IX

Organizing and Completing A Community Inventory

In the two previous chapters we have listed many items as possible units for measurement in an inventory. In this chapter we will list the steps necessary to use and complete such an inventory. We will assume that a "change agent" is entering a situation at the county level and initiating a C.R.D. program and carrying it through to the completion of the comprehensive inventory as suggested in this paper.

We will use the "case study" technique. A county will be used as an example and with this county in mind, a guide to inventory this specific county (later named Brimstone County) will be developed. This list of items will be drawn from the comprehensive list in Chapter 7 and the additional items in Chapter 8.

Eight separate steps are suggested to complete this project. A suggested overall time is fourteen months. The steps will be considered and the recommended items to discuss in each step will be summarized as follows:

ORGANIZING AND COMPLETING A COMMUNITY INVENTORY

		Time
	Change Agent	
Step 1.	Identify Community Groups	1 month
Step 2.	Contact Relevant Groups (those likely to be interested)	1 month
		time lag 1 month
Step 3.	Hold a Meeting of Organizational Representatives	
Step 4.	Meetings to complete the "Benchmark Survey"	3 months
Step 5.	General CRD Meetings "orientation to program"	1 month
Step 6.	Sub-committees formed to work with each Subject Matter Area (establish goals)	1 month
Step 7.	Decide what to Inventory - Carry out the Inventory - Make up Inventory Report	4 months
Step 8.	The Inventory Report	2 months

STEP I. Identify Community Groups: (time - 1 month)

It will be important to involve community leaders and existing community groups in the program from the start. However it will generally not be necessary to involve every group--only the ones most likely to be interested in a C.R.D. program. In selecting the groups some criteria will be necessary such as:

(a) Consider asking groups which could help in the survey. Such as those having possible volunteers to help with mailing or interviewing or those with meeting place facilities.

(b) If the survey will cover a wide range of interests be sure to contact a group from each part of the population to be studied.

(c) Publicity will be necessary at various stages; therefore the press, radio and TV groups should be involved from the start.

(d) It will also be important to contact the groups that one suspects will need to act on the results of the survey. They should be involved from the beginning.

(e) In this step all groups should be considered and those which may be interested in any phase of a C.R.D. program will be contacted in Step II.

STEP II. Contact Relevant Groups: (time - 1 month)

The purpose of this is to contact key persons in interested organizations and to explain the proposed inventory and solicit their support. At this stage it is desirable for everyone to have an open mind and to understand that the survey has not been finalized by any means. What we need is a commitment from each relevant group to have a person - or persons attend a meeting to discuss the idea, the timing and the overall desirability of the survey. After contacting these leaders a month or even more of a time lag will be necessary to allow them to contact their groups.

STEP III. Hold a Meeting of Organizational Representatives:

This meeting will be very important to the success of the inventory. Fifteen or twenty persons should make a good group of representatives from the community. Those attending need to appreciate and understand the purposes of the survey and how it will be carried out. They will also want to know their expected roles in the program and how the whole program is planned. There will be many questions which will be answered by other group members and by the change agent. Following this discussion period and depending upon the general consensus, the total group could be asked to commit themselves to the inventory. In some cases people will require time to contact their group before they can commit their group. Before any commitment can be made those involved must understand <u>the purpose</u>, <u>the means</u> and the extent of their responsibility in the program.

STEP IV. Meetings to Complete the "Benchmark Survey: (3 months)

This fourth step will take some time to complete. The same people will be involved as in Step III. The task is to get "A Big Picture" of the county. To hage an overall look, a stock taking exercise but generalized to quite an extent.

Situation: Brimstone County

The case study used to illustrate the use of the guideline developed within this paper is based on a county known by the author. This is not the real county name nor will the situation be exactly as exists in that county at this time. However, this county is a good example to use. Many of the things we hear about in C.R.D. work have happened in Brimstone County. Historically it was a farming community. It was also blessed with a beautiful lake, steep hills and scenic countryside. The urban influence was felt as the lake properties were developed, then the expressway cut through the county. Suddenly Brimstone County was a 1½ hour drive from a metropolitan area of 1 3/4 million persons. The hills were being rapidly developed by private enterprise for ski resorts. The farms suddenly were being purchased for summer and winter homes for city folks. Vacant farms were unfenced and not always attractive to the passerby.

In the Benchmark Survey the group should look at and discuss items such as:

1. (a) What about educational facilities for now and the future?

   (b) What should the employment opportunities be, what are they now?

(c) Do we want vacant farms and what should we do about them?

(d) Are too many of our resort properties owned by outsiders, or how many outsiders do we want?

(e) Do we want to control land use?

(f) How can we use the new expressway to help our community?

(g) Is the income satisfactory?

This group must establish at least a few goals which they could aim for in their C.R.D. program.

2. Overall major county problems.

(a) Is it low income?

(b) Are the youth leaving?

(c) Is it water pollution?

(d) Are vacant farms a problem?

(e) Is the influx of resort people and vacationers bad?

(f) Are the farms too small?

(g) Is the educational level of the people a problem?

(h) Is there enough opportunity for employment?

3. What are the attitudes of the people?

(a) towards change

(b) towards new residents

(c) towards tradition

(d) what do they value most?

(e) do they like what's happening?

4. Look to the community and discuss the potential persons for leadership roles for this inventory process. Who are they? How busy are they? Are they likely to help?

5. Look outside the county, how do you stack up with other counties? Is your county similar to others? Do you have similar problems? What do you have that other counties haven't? (In Brimstone its tourist attractions other nearby counties have for less.)

6. What special skills do the people possess? Can these skills be utilized more fully? Do you lack skilled persons to work in Brimstone County?

7. Complete the following table to point out how people are presently employed in Brimstone County.

Chart I. Comparative Employment and Incomes

Type of Employment	No. employed	% of Total Employment	Yearly Payroll
Agriculture all workers			
Forestry			
Manufacturing			
Service Industry - Pub. & Private			
Commercial - Retail & Wholesale			
Professional & Managerial			
Clerical			
Public Administration			
Transportation & Communication			
All others, list by type of employment if no. is significant:			

When these discussions have been completed and the information recorded, this committee now should have a broad appreciation of the problem. We can now think in terms of directing the inventory.

STEP V. General CRD Meeting - orientation to program:

This would be the first open meeting to the public. We could hope to have 50-75 persons present (the core group is still our original 15-20). At this meeting we would hope to tell the people about CRD and the proposed county inventory, how it would be a valuable assessment of the community's situation. It may take a few general meetings to familiarize the people with the program and to answer their questions and to be sure that you have a group from all sections of the population that will be required to help with the inventory.

STEP VI. Sub-committees formed:

Eight sub-committees will be formed. One to consider the items in each of the subject matter areas suggested in the guideline. One of the first taske of the sub-committees is to give some considerations to the task ahead. The groups will vary in size depending upon the subject matter areas as some areas require a more extensive inventory.

STEP VII. What to Inventory in Brimstone County:

Each committee takes a copy of the guideline to their subject matter area. Then with their existing knowledge of the situation they select the items which they think are pertinent to their situation.

Committee A - General Description of Area:

Situation:

Brimstone County has level farm lands, hilly forests, a pleasant lake and beautiful scenery. To describe the area in one sense is to locate where it is geographically. Agriculture has always been important and there is continued concern for land use. Zoning regulations have been talked about but nothing done. The following items are selected as the important ones to collect data on for this study.

General Brief History of the Area

Location
Topographic Features

Climate
Soil Characteristics

Boundaries
Land Use Patterns

Land Capability
Natural Plant Cover

Location in respect to major cities
Size of towns in community
Total area in acres

Land values
Map showing highways, railroads, airports, lakes and rivers
Map showing zoning areas
City map
Map of the area showing townships

Community pride

Zoning ordinances
Subdivision regulations
Building codes

Insurance ratings of your community

Committee B - Human Resources:

Situation:

We will be concerned here (in Brimstone County) with the urban influx of population. What really has happened to our farm population? There will be concern for education and some statistics on education will be helpful in planning at a later date. The income of the families is important. The farm income traditionally has been low compared with non-farm. Many of the homes in the county are old, electricity is now available to practically everyone, but how many have used this for more than lighting? It will be important to find out about the number of radios, TV and newspapers that the county has and receives. These channels are important to the C.R.D. program. This committee's list would look like this:

Population:

years of age		0-5	6-10	11-15	16-20	at 5 yr. intervals	65 & over	Total
	1940							
Male	1950							
	1960							
	1940							
Female	1950							
	1960							

Average Age of pop. 1940-
1950-
1960-

Migration in or out -

For 1940 - 50 - 1960

Urban Population	No. _____	% of total _____
Rural Population	No. _____	% of total _____
Rural Nonfarm	No. _____	% of total _____
Rural Farm	No. _____	% of total _____

Average education -
Median education -

Incomes:

Average Level of Income -
(Incomes by occupation)
(Compared to Province)
Income per capita -
Median family income -
Distribution of income -
No. of family members working -
No. families less than $3,000 per year -
No. families less than $1,000 per year -

*Compare population with 4 adjacent counties -

*Compare rural - non-farm and rural farm population with 3 adjacent counties -

*Education median years compare to 2 adjacent counties -

*Employed and underemployed compare with 3 adjacent counties -

*Employment by major industries compare with 3 adjacent counties -

*Incomes compare with 3 adjacent counties -

Are there homes for sale? -

How many -

What conditions are they in? -

*Do not be folled by comparison figures. Every county is different. Use them to make the committee ask themselves why they are different, and if being different make a difference!

No. of persons per family -
No. of households - 1940, 1950, 1960 -
% of households occupied -
No. of rooms per house -
% of dwellings built since 1940 -
% of dwellings with hot water -
% of dwellings with private bath -
% of dwellings with inside toilets -

% of homes with electricity -
% of homes with TV -
% of homes with radios -
% of homes with running water - cold only -
% of homes using community water supply -
% of homes water tested pure within 1 yr. -
% of homes outdoor toilet -
% of homes with telephones -
% of homes receiving daily paper -
% of homes receiving weekly paper -

Social Characteristics:

What are some characteristics of the low income families -
What are major problems in human resource development -
How can incomes be improved -
Are incomes considered adequate -
Are homes well maintained and attractive -
Is population relatively stable -
What family groups neighbor together -
Is there adequate adult leadership -

Committee C - Natural Resources:

Situation:

The future for this county seems to depend on the development of the tourist trade. They are therefore concerned about the natural resources which can be developed to meet this demand. The ski slopes, the lakes, the scenic small mountains and the forest all contribute to the economy of this county. This group is interested in what and how the resources will be used.

Study Land Use patterns -
Future land use development -
What are the natural water resources -
Watershed development -

Development of Streams, Rivers and Lakes -

Scenic Development -

Wildlife Preservation -

Multiple Use of Lands -

Soil and Water Conservation -

Forest Plantings -
Care of plantings -
Forest preservation -
Lands in forests - (public - _____ acres)
(private - _____ acres)
(commercial - _____ acres)

Protection and development of resources in business and recreation areas -
Development along highways -
Development in public places -

Use and public access to natural resources -

What raw materials are available for manufacturing -
Location of all known minerals -

What metallic minerals are present -
Accessibility -
What is the quality of each available mineral -
Are mining operations presently underway -
What minerals have previously been mined -

What are the possibilities for re-opening -
Mining reserves -
Trends in mining -
Development costs, if any -

Land acres classified by capability groups e.g. I, II, III, etc. -

Consider existing water pollution problems -

Industrial and Commercial Enterprises -

Any recent closures of Industrial or Commercial enterprises -

Is there adequate parking downtown -

Committee D - Agriculture and Forestry:

Situation:

Farming used to be the number one occupation, but now this is quickly changing. Many urban people are buying the farms for winter and summer homes. The land is idle. There is talk of more cash cropping in the county, but so far nothing has happened. Forestry and agriculture are valuable to this county. Therefore the items to inventory and consider are many and are as follows:

Size and number of farms 1940 - 1950 - 1960 -
Major reason for change in numbers -
Will this continue -
Types of farms -

Economic classification of farms and compare to province -
How many units are too small to be economical -
Value of investment land, buildings, equipment and stock, average per farm -

Value of farm sales by commodity and purchased inputs -

Ownership -
Tenure system -

Financial assistance (credit) -

Soil fertility -
Drainage -
Irrigation -

Markets for agricultural products -

Cost sharing projects with gov't -

Number of farm operations -
Full time operators -
Part time operators -
Farm managers -
Tenants -
Working of the farm more than 100 days -
Total farm operators working off farm -

Average age of farm operator, trends 1940-50-60 -

Farm water supply -

Dairying:

No. of units -
Size of units -
Production total milk -
Housing -
Management -
Quality of livestock -
Adequate records kept -

Agriculture and Forestry:

Livestock health -
Competition -
Grading of dairy products -
Market organization -
Market efficiency -
Market regulations -
Total sales dairy produce -
Trends in dairying -
% of total farms with dairy cows -
Major production problem -

All other livestock and poultry including furbearing animals, check these items for each enterprise e.g., beef, hogs, poultry, etc. -
No. of units -
Size of units -
Production total -
Housing -
Management -
Health -
Competition -
Grading of produce -
Market organization -
Market efficiency -
Market regulations -
% of farms reporting the specific product -
Total sales of product -
Quality of livestock or poultry -
Major production problems -
Trends of numbers sold 1940-50-60 -
Price trends 1940-50-60 -
Are adequate records kept -

Field and Cash Crops, check these items for each crop:
No. of acres -
% of total cropland -
Ave. yield, 3 year average -
Ave. total production -
Ave. total value -
Estimated potential production -

Potential increase in value -
Acres of land for all other uses -
Acreages 1940-50-60 -
Price trends 1940-50-60 -
Yield per acre -
Quality of crop -
Markets -
Adequate market information -
    Grading of produce -
    Storing -

Lands in forests:
    a. public -
    b. private -
    c. commercial -

Board feet by species (trends for 10 yrs.) -
Acres by species -
Quality -

Growth rates -
Total sales and income -

Management -
Are cut over areas reforested -
Assembling -
Grading -
Processing -
Wholesale -
Retail -

Are diversified wood using industries present -
    Numbers of - Volume and Potential of:
    sawmills -
    pulpmills -
    veneer mills -
    treatment plants -

Incomes from:
    sawed timber -
    pulpwood -
    Xmas trees -
    All other -

Committee E - Industrial and Commercial Enterprises:

Situation:

This county has some light industry and several commercial establishments. In the proposed survey it would be advisable to look outside this county as men are travelling to jobs outside the county. List the places of employment which are attracting some of Brimstone's working force. These establishments will need to be considered in the plan.

No. of Industrial Establishments -
No. of Commercial Establishments -
Locations -

Potential for expansion -
Basis for new industry -
Needed research -
Problems Facing Industry -

Problems Facing Commercial -

Status of Current Business:
Competition -
Management -
Appearance -
Competitive -
Mergers -
Sales -
Potential -

Unutilized production capacity -
Trends in industrial and commercial growth -
Map showing location of industry in community -

Wholesale - volume $_____
trends _____

Retail - volume $_____
trends _____

What was the value added by manufacture in 1940-50 and '60 _____

Buildings for Industry -
Type -
Size -
Condition -

Building adaptability to different industries _____
Estimate cost to remodel _____
New Sites -
Topography -
Drainage -
Depth to bedrock -
Access to all utilities -

Who owns the buildings -
Terms available -
Tax assessed value and rate -

Committee F - Tourism:

Situation:

The lake and improved transportation services bring more and more tourists each year. This potential for Brimstone County is not known. New ski resorts open up each winter and are filled by the opening day. This committee has quite a task and will need to consider many items as they collect data and information on the existing and possible future tourist business of the county.

Recreation and relaxation facilities - list them -

Adequacy of facilities -
Improvements needed -
Cost of improvements -
Existing motel and hotel facilities -
% of occupancy -
# of persons accommodated max. -
Available facilities for conferences -
Available restaurant facilities -
Scenic attractions -
Geographical attractions -
Historical attractions -
Other attractions -

Water based recreational attractions -

Public recreational facilities types and volume of business-
Private recreational facilities types and volume of business -

Past tourist volume -

Type and extent of development for tourists -
Opportunities for improving and expanding -
Types of recreation most suited to area -

Where do the tourists come from? -
What is being done to attract tourists? -

What is the potential to attract tourists? -
Are the services adequate? -

Map showing recreational facilities -
Map showing access roads and railroads -

No. of farm families presently hosting paying hunters -
How many farm families are interested in hosting vacationers -
Does anyone advertise that individuals will host hunters -

Does your community have:

Campsites -
Swimming -

Trailers (camping) -
Picnic grounds -

Baseball -
Basketball -

Fishing -
Stocking -
Hunting -
Boating -
Water sports -
Country Club -

Rifle range -
Riding stable -

Ski lift - list -
Cabins -

Barbeque pits -

Is the area attractive and clean -
Do the people in the tourist business cooperate with each other -

What is the image left with the tourist -
Is anyone concerned about lengthening the tourist season -

Committee G - Manpower and Employment:

Situation:

The people do not like to see the young people leave in search of jobs. The alternate is to have jobs locally for them. To project, information is required concerning the kinds of employment existing, what is the present labor force like? They will need to know how many people are working, and at what tasks. What skills are necessary, and is retraining necessary? They will want to consider such items as:

Employment by Industry and Occupation

	1940	1950	1960
Agriculture			
Forestry			
Manufacturing			
Construction			
Service Industry			
Professional and Managerial			
All Others			

Age and no. of labor force 14-65 in 10 year groups -

Employment potential of unemployed and underemployed -

Characteristics of this labor -
% unemployed -

Total number employed - male - female -
Compare to province and nation by % of pop. -

Vocational skills or job experience -

Training needs -
Retraining needs -
When trained are jobs available -

Nature and extent of seasonal work -
Potential employment based on fuller uses of resources -

Testing and placement services -
Employment or job counseling -

Career Information -
Attitudes of workers -

Non Worker
Worker ratio -

Wage rates for various industries -

How many high school graduates in labor force -
How many college graduates in labor force -
How many vocational school graduates in labor force -

Location of employment:
- in the county no. -
- outside the county no. -

Reasonable commuting distance - miles

No. of people self-employed -

Major conditions affecting employment and income -

No. unemployed because of disability -

Are labor unions organized in your community -
If so what % of workers are union members -
Has there been a history of strikes -

What labor laws affect industry -

Off farm work:
- how many have off-farm work now -
- is this work readily available -

What is the occupational outlook -

Are young people aware of employment opportunities and the potential income -

% of 10-19 year olds remaining 10 years later -
Potential labor force 10-19 years -

How do community facilities compare to others? -
Is there adequate housing? -

Committee H - Community Facilities, Services and Institutions:

Situation:

Most communities are concerned with their educational instructions and facilities. This county is no exception. They do not have colleges nearby. The high school represents a focal point for the community.

Because not only of the permanent population but also the tourist segment, they are concerned with medical services and facilities. This seasonal population change makes aheavy demand on all the services within this community. It is therefore important to consider what the present facilities are and consider what they could be. The list is long but the items are essential for planning.

Education:

No. of primary, secondary and vocational schools -

No. of nursing schools and kindergartens -

Facilities and Services available at schools -

Adequacy of present educ. facilities -

Potential use of facilities -

New educational facilities needed -

Indicate location of educational facilities -

Types of education offered at all levels -

Enrollment in kindergarten -
Student population by grades -
Total # of children 5-19 years in community for 1940-1950 & 1960 -

All schools maximum capacity -

School attendance -
Are high school dropouts a problem -
Is the curriculum modern -
Quality of instruction -
Adequate teaching staff available -
Number of teachers by academic degrees -
Pupil-Teacher ratio by grades -
Record of graduates -
No. graduating each year -
What percent graduate from high school -

What percent of grads. go to college, vocational school -

Does your county offer any adult training opportunities -

Are courses available in:
- consumer education -
- nutrition and health -
- landscaping home surroundings -
- home management -
- child development -
- clothing -

Special educational services -

No. of persons enrolled in evening courses -

Program for the deaf -

Educational program for physically and mentally handicapped -

Are these programs adequate -

List nearest Colleges -
List nearest University -
List nearest Industrial Educ. Center -

Expenditure for education per pupil compared to Province and national figures -

Salaries to teachers -
Compare to other scales -

How do college fees compare with others -
Are there adequate finances for education -

Day care center for children -
Public health services -

Number of persons on welfare -

Total and average amounts received -

Medical Services:

No. of doctors -

No. of people per doctor -

No. of nurses -

No. of dentists -

No. of people per dentist -

No. of hospitals -
Adequacy of hospitals -
No. of clinics -

No. of nursing homes -

No. of homes for aged -

No. of beds in each facility -

Location of hospitals -

Welfare facilities -
Delinquency -
Family guidance -
Ambulance Service -

Water Supply:

For the present -
For the future -

Water Rates -

Sanitation, garbage and waste disposal -
Sanitation (sewage) -

Transportation:

Highways -
Secondary Roads -

Streets -

Traffic counts on roads -

Power Service and Facilities -
Power rates -

Transportation:

Bus service -
Rail service -
Trucking service -
Trucking rates -

Schedule of train, bus and airlines -

Availability of coal -
fuel oil -
gas -

Organizations:

What civic service and church groups are present -
What is the purpose of each -

What % of community population participate in 1 or more -
Names of individuals holding offices -
List of names of individuals belonging to organized groups -

Youth Activities:

Inventory of activities -
Needs -
Additional facilities and activities needed -

Is there youth counselling -
Are there supervised youth centres -

Is there a supervised recreation program for children in the summer -

Public Services:

Police protection -
Mail service -
Parks -
Adequacy -
Public areas for golf -
Public areas for tennis -

Public playground -
Public swimming -

Skating -
Bowling -

Library -
Gymnasium -
Curling -

Theatres -
Art Gallery -
Dramatics -
Concerts -

Social dancing -

Football field -
Track -

Roller skating -
Billards -

Public Buildings:

Community Center -
Fire Station -
Shelter -
Card room -
Sr. Citizen Room -
General community room -
Warming house for skating -
Place for teenage parties -
Municipal buildings -

Crime record over past 10 years -
What are most frequent causes of arrest -

Government:

Local structure -
Local attitude toward gov't.-
Needed changes in gov't -
Financial position of governmental unit -

No. of employees -
Payroll -

Total assessed property valuation -
True value of property -

Total property taxes paid in county -

Total school taxes paid in the county -
Townships taxes -

City and incorporated town taxes -
Other taxes -

Property tax cost of education per pupil 1950-1960 -

Finance:

What commercial banks serve you -
Bank deposits -
Types of lending facilities available -

Capability to finance local economic development -
Are the capital needs of the community being met -
Loan rates -

% of local financing in agriculture -
- in agr. related industries -
- in non-agr. firms -

What are the rates and conditions for:
- agriculture -
- industrial development -
- other purposes -

What is total bonded debt of community -

What is the attitude of people to credit -

Estimate how many families are using:
real estate credit -
farm operation credit -
no credit -

STEP VIII. The Inventory Report

Once all the committees have completed their individual reports then the overall inventory report can be assembled. The groups have worked somewhat separately at inventorying, now all these reports should be edited and put together in a systematic fashion. Representatives of each committee might agree to do this important job of assembling, sorting, illustrating and editing the county report.

The methods used to record this inventory should depend on the audience. Who will use this report? Should it be in one complete publica''on or should each committee publish separate phamplets

for easier use by their group. The editors should keep in mind what they hope this report to do. The final inventory report should be presented in the clearest and best possible form for the intended users.

This report is only the beginning. It has been a lot of work but important information has been gathered and now must be put to use. It is now important to set the wheels in motion to analyze this information and to try and figure out what implications can be drawn from the survey. An action plan should be started immediately. Many people in the community have heard about C.R.D., they are curious about the results of the survey. It's an opportune time to push forward -- with plans based on facts for the social and economic good of the community.

CHAPTER X

Summary and Conclusions

Summary:

1. Community Resource Development is a dynamic process, it is concerned with growth and advancement, and with people using existing resources for improving themselves and their fellow men.

2. C.R.D. is necessary because of social and economic changes that require adjustments. Technological, and mechanical developments, urban sprawl and rural depopulation are some of the factors causing an increased interest on the part of many citizens to try and plan for some of these changes.

3. In Canada the problems of economic and social change are paralelling those in the United States. Governments at all levels are supporting plans for comprehensive resource development.

4. The basis for successful Community Resource Development will be the plan. Many persons will be involved, cities, towns, villages and counties will need to work together with governments at all levels to arrive at a satisfactory approach to future growth. One of the first steps in the planning process is to establish the base, the present situation, this can be

done by inventorying the natural and human resources of the community.

5. Twenty different guidelines for inventorying were analyzed. The content analysis of each one was summarized. This summary is a comprehensive list of items to consider when the resources of a community are being inventoried.

6. As a check on the usefulness of the guideline developed, three reports were reviewed to see if they covered items which our guideline had not suggested. The items not suggested by our guideline were then listed.

Conclusions:

1. Rapid economic and social changes in the United States and Canada will increase the interest in Community Resource Development programs in the future. As successful programs are completed this will increase the interest and more programs will be undertaken. An accurate comprehensive inventory of resources will be a base for a successful program.

2. Community groups will need assistance in program planning. Many different materials were reviewed during the preparation of this paper. There are materials available; however, one must be careful in selecting these. Some are of more value than others, and planning groups should collect and review as many different materials as possible before making a final decision as to the best type of program for any given situation.

3. The summarized content analysis of twenty guidelines, from ten states and two federal departments provide a good basic list of items to inventory for C.R.D. planning. However, this list of items should not be considered as complete. The items to inventory will vary with every community. This completed summary is intended to be a basic guide. In some communities many of these items will not apply, while in other communities items should be added for certain subject matter areas.

4. The inventory list provided in chapter seven is a guide to items to consider. It is not planned or designed to be used as it exists. The arrangement and wording of the "survey type report" will depend on the area to be studied and in some cases the goal to which the survey is directed.

5. The guidelines studied were intended to be "guides", the authors indicated this. They left many items out which apparently are important to others. Maybe there are advantages to leaving much up to those involved. By summarizing 20 guides we have been able to cover the areas left out in one guide by references to other guides which covered that area in more depth. As a result most areas appear to be adequately covered.

6. There is considerable interest in certain areas; namely population, employment, education, tourism, transportation, water and sewage. These areas were continually emphasized in reports that were studied.

7. The proposed guideline was used as a basis to prepare a list of items for a comprehensive "case study" in a county. This guideline was found to be very usable and as a result the author feels that a good inventory list of items for this proposed study was relatively easily developed.

8. Many people indicated their interest, and the need for more specific guidelines for inventorying when they replied to Dr. Kimball's letter requesting information on this topic. Several requested copies of this study. As a result of this study I am convinced there is a need for a basic list of items such as appears in chapter seven. This list should prove to be useful to those who requested a copy. It will be useful to me as I work in Extension and Resource Development in Canada.

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APPENDIX A

COOPERATIVE EXTENSION SERVICE
MICHIGAN STATE UNIVERSITY - East Lansing - Michigan 48823

Department of Resource Development
And U.S. Department of Agriculture Cooperating

April 26, 1966

Dear Friend:

We need your help! Would you be willing to share some of your State Resource Development materials on analysis of Community Resources? Do you have a special guidebook to help citizen groups in inventorying local resources or other general materials which include such information?

A grad student and I are developing a specific guideline for Community Resource analyses. We want to review as many state materials as possible.

Would you please send any materials you would be willing to share on Inventorying Community Resources by May 9th, at theaddress listed below. If you would like a copy of the Guideline which is developed please let us know. Your help will be appreciated.

Sincerely,

W. J. Kimball, Extension Leader
Community Resource Development
Natural Science Building, Room 132
Michigan State University
East Lansing, Michigan 48823

APPENDIX B

Analysis of Replies to Kimball's Letter

Replies Rec'd From	Sent Guidelines	Requested Copies of Our Study
Virginia	Yes	Yes
North Dakota	Yes	Yes
North Carolina	Yes	Yes
Kentucky	Yes	No
Arizona	No	Yes
Illinois	Yes	No
Minnesota	No	No
South Dakota	Yes	No
Mississippi	No	Yes
Louisiana	No	Yes
South Carolina	No	Yes
Pennsylvania	No	Yes
Arkansas	No	Yes
Nevada	No	Yes
Idaho	No	No
Rhode Island	No	No
Texas	No	No
Colorado	No	No
Wyoming	No	No
New Jersey	No	No
California	No	No
Connecticut	No	No
Tennessee	No	No
Iowa	No	No