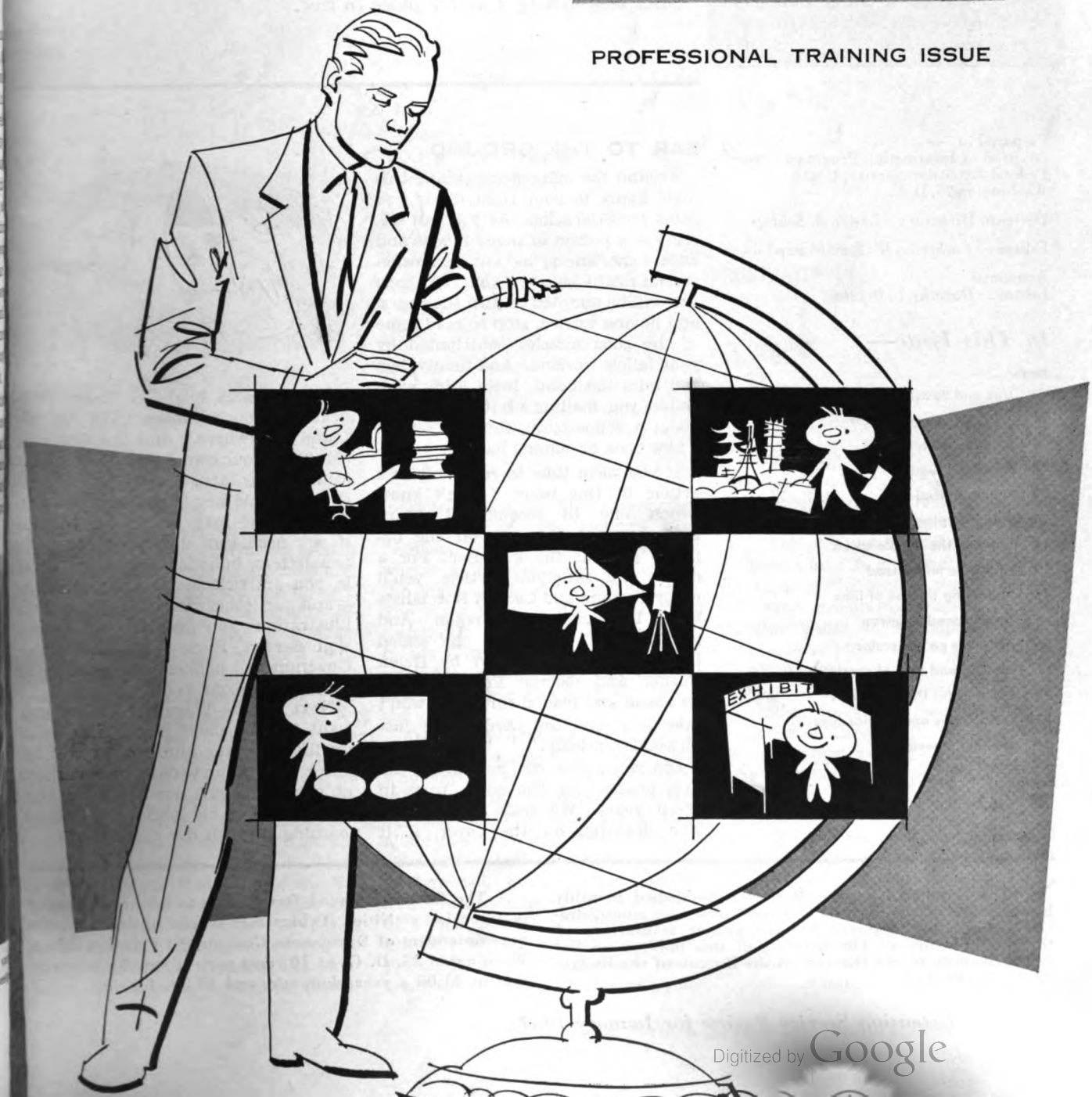
EXTENSION SERVICE Review

JANUARY 1957

PROFESSIONAL TRAINING ISSUE



EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension ogices—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Prepared in
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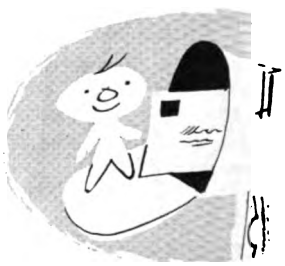
In This Issue—

EAR TO THE GROUND

Around the office we're calling this little figure to your right, Eddy . . . short for Education. As you can see, Eddy is a person of many moods and wide experiences, as any extension person might be, even you. We hope you will be tempted to turn the pages, and having turned, stop to read some of the good articles contributed by your fellow workers. And finally, lest you miss the point, little Eddy symbolizes you, mailing a letter of inquiry about a scholarship, summer school, a new book or coming lecture.

If you have time to read only one article in this issue, I don't know which one to recommend. Mary Louise Collings' article on the opposite page is the keynoter. For a clever and satisfying article, you'll enjoy Feeding and Care of Specialists by E. R. Jackman of Oregon. And you shouldn't miss the one called Do You Need a Tuneup? by Helen Turner and George Enfield. Well, go ahead and read them all—it won't take long and the needles are just pleasantly prickly.

Did you notice our new dress, the first change for the cover page in seven years. We hope you like it. The drawing, on the cover, if it



needed a name, might be titled "Educational opportunities are to be found everywhere." And the first one can be at your own desk. Today Ben Murow, our artist, who is responsible for this new look, made a suggestion that may be useful to you if you need spot drawings for your newsletters, bulletins, or talks. That is, you are welcome to trace, photograph, or otherwise reproduce any illustrations you find in the Extension Service Review—at any time. Government publications are not copyrighted, you know.

Next Month—Warning! Unless you want to read about visual aids, pass up the February number. It will be chock full of up-to-date information on new equipment, new methods, and bright bits of old philosophy about learning through our eyes. CWB

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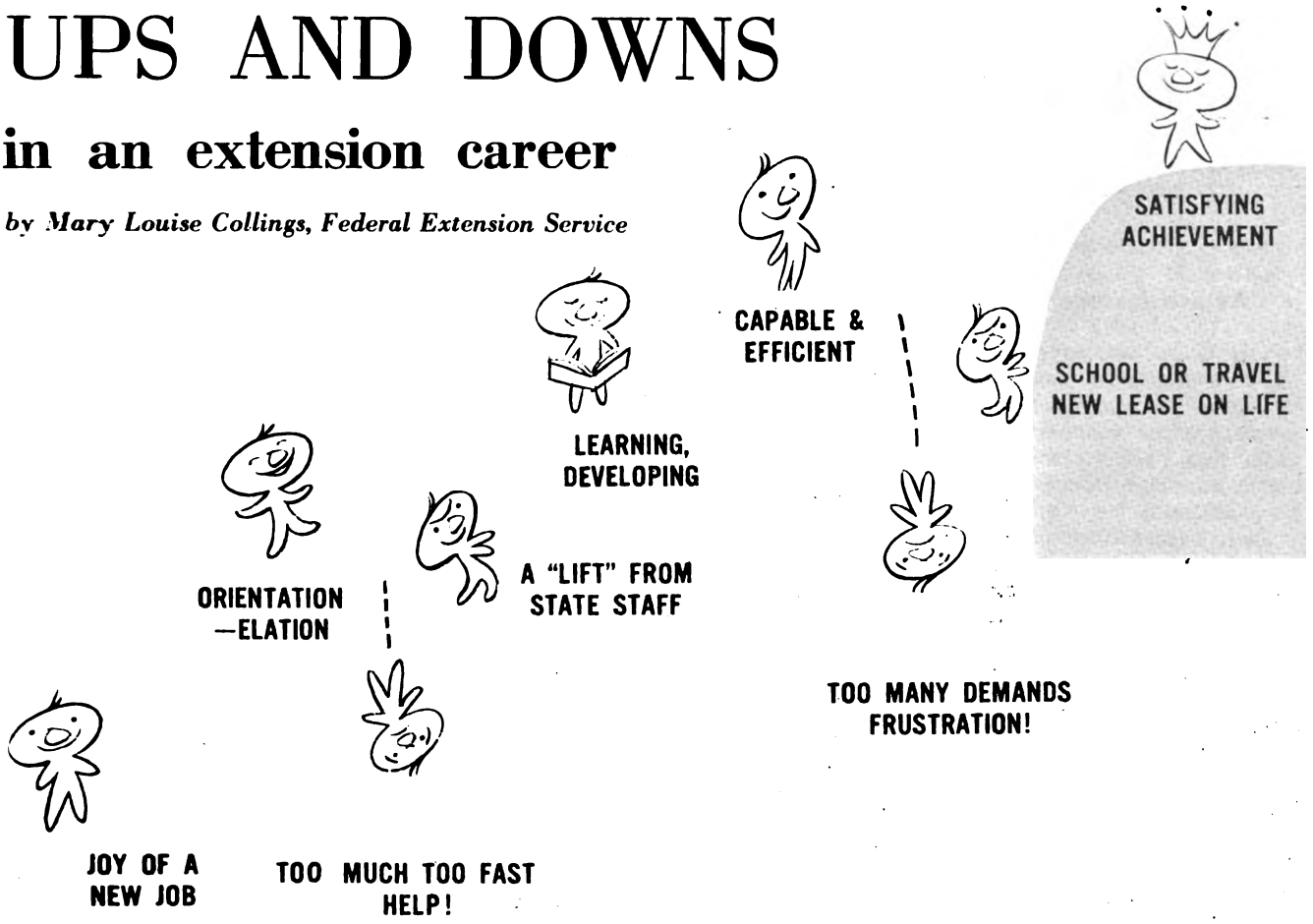
UPS AND DOWNS

in an extension career

by Mary Louise Collings, Federal Extension Service



If everything were perfect in this wonderful world the newly employed extension worker would launch his career with pride and confidence, march resolutely onward and upward to achievement and distinction, retiring at last in a blaze of satisfaction and glory. Some charmed souls actually fit so perfectly into the career they have chosen as to meet only "ups" along the way.

For most of us, however, there are some "downs" in the journey through an extension career—times when we feel insecure, uncertain, inadequate or plain frustrated, harassed, defeated. This is natural, perhaps, but no less undesirable.

The thesis of this issue of the Extension Service Review is that the "downs" in an extension career can be leveled off to a great extent by the proper kind of training and guidance. Our artist has sketched an extension worker on the career road toward success. He pictures what happens to the inner life of the worker as he meets the problems or the challenges of an extension career. She gives us clues to the kinds of assistance which the worker needs in the form of training or personal guidance in order that the road be smoothed under the confident feet of the traveler.

Articles throughout the issue recount experiences of various persons who have lived through the periods of concern, have skirted the pitfalls, and now describe what helped them along the way. How they did it will offer suggestions to others.

They will describe the purposes and contributions of various phases of a well-rounded training program. Starting with the first days of employment and on through major crises of the career, each contributor will recount his or her experiences in one of the following stages:

The well-planned introduction to the county as a means of developing pride in joining the team.

The orientation period at the State office as an opportunity to create a sense of the importance of the job.

Visits from supervisors and specialists to develop security and a sense of direction.

The new workers' conference as an opportunity to demonstrate leadership among one's peers and thus develop confidence.

Well-guided performance on the job which tests one's own abilities in actual situations and results in a sense of achievement.

Guidance in shifting gears from a performer to a trainer-of-performers that must come in an ex-

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THANKS for a good start

As a Summer Trainee

THERE are two programs in Illinois that gave me my start in Extension. Most important of these to me was the summer trainee program when I spent 3 months in training in Randolph County under a top farm adviser.

There I learned use of mass media by writing a column for the newspapers, by writing news stories and by making radio broadcasts. Grasshoppers were a serious problem. I learned methods of control and how to explain them to farmers. By late summer, drought had damaged the corn. We advised farmers to salvage the drought-damaged corn by making it into silage. I learned administration of the 4-H Club program, I met people. Learning by doing cannot be duplicated!

Next in importance to me was my academic training. At the college I took a course in extension methods. Here we learned the tools of extension. We met the specialists; we examined county programs of work; we learned qualities possessed by successful extension workers; county workers discussed extension work with the class; we learned the philosophy of extension. This training added to the in-service training spurred me on into the field of Extension.—*Charles Engelhardt, Assistant Farm Adviser, De Kalb County, Ill.*

Charles Engelhardt

My Extension Course in College

I think the greatest asset to my professional development has been my former 4-H Club work plus my undergraduate course in Extension organization. Having been a 4-H Club member and worked very closely with county extension personnel as a teenager, I can now better understand the problems of both the 4-H young people and the extension workers. Then, too, my connections with the State staff as a State 4-H Council officer gave me a better understanding of how extension work is carried on.

4-H Club work was only a beginning. During my last quarter at the University of Georgia I took a course in Extension organization. Although I found myself in a class with 18 boys, I stayed with it in spite of the kidding and gained a much more thorough understanding of the purposes of extension work.

On June 15 I began work in Washington County as assistant home demonstration agent. I found Washington to be one of the largest counties in Georgia, but I also found it full of very friendly, patient, and understanding people. So I attribute a great portion of my development as an extension worker on the job to the wonderful response from the people countywide.

And last, but certainly not least, is the county extension personnel with whom I work. Since Washington County is a pilot county with major emphasis on farm and home development, I have had the advantage of working with two assistant county agricultural agents, a county agricultural agent, a home demonstration agent, and two clerks. They, too, have been very patient and understanding and have been my guiding light.

I feel that it is an honor to be a small part of the Agricultural Extension Service. I love my work because I love people. And at this point I would like to pay tribute to a former home demonstration agent of Jasper County, who now is married and rearing 4-H Club members of her own. It was under her guidance that I took an active part in 4-H Club work and first caught the bug of enthusiasm and sincere love and appreciation of the Agricultural Extension Service.—*Carolyn Milner, Assistant Home Demonstration Agent, Washington County, Ga.*

Carolyn Milner, Georgia

My People

The first year in any job is difficult, but more so in extension work. Until you have gained experience, it is bewildering to say the least. The people of the county look to you as the final authority on everything in agriculture. A helping hand is indeed welcome during the initiation period.

I had a nodding acquaintance with the Extension Service before I came to Berkshire County, but I soon found that my position as horticulturist dealt with many more and varied tasks than I had anticipated.

I am indebted to the staff and secretaries in our county office. Everyone in all departments took time to answer my many inquiries. The county home demonstration and club agents worked as a team and soon made me feel like part of that team. The chief clerk assisted me with sometimes burdensome, but necessary, paperwork. The trustees advised me in many matters. Our county agent-manager made me feel that I was on my own and yet had his backing.

The University of Massachusetts has been a valuable source of information. There was an orientation meeting for new agents on the campus during which various staff members explained functions, services, and coordination of State and county offices. From time to time subject-matter meetings are held at the University. These meetings supply me with much up-to-date horticultural material..

The State extension staff has not only helped on specific problems, but has supplied a variety of printed information. It was from these specialists that I obtained the latest results of research to pass on to the people of the county.

Without the cooperation and enthusiasm of the people in my county, my work would have been ineffective. Many persons give complete support to all extension work and they have helped me in a hundred ways. It is the people of the county who make my work for the Extension Service such a satisfying experience.—*Richard L. Boyce, Associate Agricultural Agent, Berkshire County, Mass.*

Richard L. Boyce, Massachusetts

Time With the Specialists

A new agent starting a career in Extension needs a well-balanced training program even though he or she may possess all the qualities of a good agent.

As I look back over my 4½ years of Extension, I realize the value of that well-rounded program.

In a special training county for 2 months, I enjoyed the company of three agents who were particularly versed in helping me get the proper start.

This in-service was the most important phase of my preparation for the job. During that time these agents spent many hours patiently helping me with the smallest details of planning programs and writing reports. They were frank in giving opinions and criticizing mine, when necessary.

All this personal attention helped to eliminate stumbling blocks later.

Another good sendoff which I enjoyed as a new agent was meeting the State extension staff and spending time with them in the field. I would like to put particular emphasis on the phrase "in the field."

I had the opportunity to travel over a large part of the State with the specialists I would be working with closely. I feel this type of training provides much necessary and essential background in the line of extension policy and planning.

In summary, I would like to say one of the most important methods of extension teaching works just as well with agents as it does with farmers. Personal contacts, where I was shown how and told why, helped me the most in getting started on my job.—*James K. Ballard, Chelan County Agent, Wash.*

James K. Ballard, Washington

Confidence from Orientation

Capsules of wisdom! Years of experience packed in palatable form for you—the new extension agent! No miracle drug this, rather a practical and painless way of helping you move from the state of the vague to the purposeful.

As a new Extension Service agent in Louisiana I had the opportunity of acquiring this confidence through the special orientation program at Louisiana State University. This program is designed to acquaint one with the background of the organization of which you are now a member. The purposes, objectives, and methods of extension work are fully explained to you in a graphic manner. All this in the short time span of 3 weeks! It would take years of trial and error to accumulate this store of information through field experience alone.

Almost from the beginning hours of the orientation classes you are attending, a feeling of security begins to evolve. The reports you will make as an extension agent are not just red tape but a practical means of measuring progress and an aid in determining direction. You are learning how to make the experience of years a tool that will work for you. Extension work begins to take on a special meaning. You are realizing that you are an important channel through which human lives will be enriched!

The extension program begins to develop for you from its component parts into an integrated and cooperative effort. You do have a contri-

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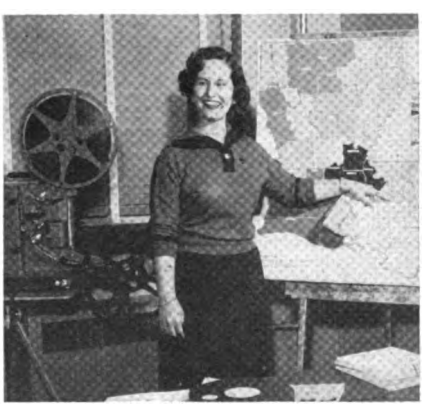

Virginia White, Louisiana

Molding Attitudes

by Mrs. Marie B. Bowen, Delaware County, Ind.

In my role as trainer, I must first help the new agent feel she is a part of the staff in the county in which she trains, and that she is going to make a contribution to the county program while she is there. Indirectly, I hope that making her feel a part of the staff and of importance to the program will help her to see the value of doing the same thing with the women in the county to which she will go.

Some of the attitudes which we want new agents to develop or acquire are not so tangible as their ability to put in a zipper, to judge a piece of carpet, or test a gage on a pressure cooker, but I believe they are far more important to an agent's success. If she learns in her training period that when the people do the planning and make the decisions, they will then take the responsibility for the outcome, she is on the way to becoming an educator in the true extension way.

Have a System

The following method of working, whether it's on a project or the whole program can be useful to the new agent if she learns to use it:

It might be:

1. Set up some goals—what do you want to get done?
2. Analyze the situation, see if the goals remain the same; was it realistic?
3. Identify and recognize the problems.
4. Inventory resources: What abilities have you? Who has them? What limitations have you, that is, time, energy, money?
5. Determine different ways of solving the problems.
6. Choose a method—make a decision.
7. Evaluate.

When an individual or a group can be taught to make a decision, it means simply that they have determined what, why, how, when, and who.

Once new agents get into the habit of working this way, their own tasks become easier and the people with whom they work are taught a process of analysis and planning that is invaluable to them, too. Someone has said "What we require to be taught—is to be our own teacher."

This method of working will preclude a new agent from becoming too positive about the right way or the best way to do things. She may be well informed, she should be. But she is in for trouble if she thinks she knows all the answers.

Use should be made of every possible opportunity for a new agent to observe how well club members can do things if given an opportunity. Club members like to do things that seem important. It is such a good way of showing them you have confidence in them. It helps them develop. A "Don't do it yourself" campaign might be a very good project for home demonstration agents.

One of our first interviews is with a newspaper editor. In a conference, plan with the new agent carefully for this experience. Here is an opportunity to do a good job of public relations if she sees that what she says about herself and her job will help people understand the program. This interview can make friends for the program. She will need to be suitably dressed, for her personal appearance can make her look the part of a professional person.

Perhaps the next experience the new agent should have is to visit a club meeting. Usually I would be giving a lesson at this meeting and could talk it over with her before we go. I would ask her to see if I made it clear, ask her where she thought I might improve it. This would give me an opportunity to improve the lesson and also explain some of the adjustments which are necessary with different groups. We could evaluate this lesson on the return trip from the meeting while it is fresh in our minds.

The new agent should go over the enrollment cards to become familiar with the names of members in the club. It will help to see them written and she can learn the names of the hostess and the officers. This simple technique will help her when she goes into her own county.

In the Wings

The new agent will get a great deal more from the meeting than the lesson if in a personal conference she has been prepared for it. She will see social know-how as well as scientific know-how demonstrated. She may see the local club organization in operation for the first time. Suppose she feels the president does a poor job! Before going to the meeting, I should prepare her for what she might see. She should get some appreciation of how much this president has worked for the club. Twelve times a year she attends and presides at the club meeting, 7 or 8 times she attends council meetings; she probably serves on a county committee, which takes a few more days. All this she does in addition to a big job of homemaking. We sometimes wonder how she manages to get to the meetings at all.

A new agent should be cautioned about always using the good speakers or the leaders who are already train-

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MAKE IT A TEAM

by Victor B. McClure Houtz,
Thayer County Extension Agents, Nebraska

WHEN a young man or woman becomes a trainee in extension work, he or she accepts the challenge of becoming a teacher, a counselor and an educator in all matters affecting rural people and rural life.

When a trainee is assigned to a county, the county extension staff assumes the responsibility of supplying the methods by which he or she can accomplish that goal. But, neither the trainee nor staff members can accomplish their goals alone. It must be done through teamwork.

To what extent the trainee meets his or her goal depends on many things. First, the county staff needs to have a sense of security, an appreciation of each other's work and a feeling of compatability. Secondly, an awareness of these values must be communicated to the trainee. For, without these, a trainee will fall short of acquiring the extension philosophy—demonstrating what Extension is by what Extension does.

Everybody likes to "belong." A trainee must feel he or she belongs. The position of the trainee's desk is an important point to consider in bringing about this feeling of acceptance. Give his desk the same significance as those of the other agents. Above all, it should not be placed in a dismal corner where traffic seldom passes.

Help him to get acquainted. Introduce him to the other county workers, office callers, and friends. It is far better to assume they have never met than overlook the value of helping a newcomer establish and associate names and faces. Some comment as to their families, their work, or their status in the community will be appreciated by the trainee and those to whom he is being introduced.

Very shortly, the trainee will have a feeling of belonging, not only as a functioning part of the county staff, but as an active member of the community.

Mrs. Norma Oliver, office assistant, helps Ted Nelson, trainee, to become familiar with location of materials.

It is important to have a good relationship between the office assistant and the agent in training because many of the routine procedures can be explained by her. Then, there is the problem of report making. Who is better qualified to explain this process than the office assistant? Her guidance in this area will help establish rapport between her and the trainee. It also saves the time of other agents which can be used to greater advantage.

Learn to let go of the reins and give the trainee an opportunity to assume responsibility; train him to be a representative of the Extension Service. It may be done at interagency meetings, training meetings,

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Frequent staff conferences in Thayer County, Nebr., help Clara Houtz, home extension agent, and Victor McClure, agricultural agent, to orient Ted Nelson, new assistant agent.

The two Thayer County extension agents take Ted, their new assistant, with them on home calls to help him become acquainted and learn how to make calls.

field meetings, or in the office.

To give reins to the trainee is not as easy as it sounds, for people do not have confidence in a trainee. They want to talk to the agent whom they know. For that reason, people's confidence in the trainee must be strengthened. To do this, determine as early as possible a trainee's strong points. Capitalize on them by drawing him into conversation during office calls. Also see that he carries part of the program in the areas in which he is most capable. Be certain he has a reason for everything he is asked to do. Before long, people will know the trainee can and does carry his allotted part. Then they will recognize him as an important member of the extension team.

Considerable time must necessarily be spent in the office during the very first part of a training period. After learning office routines, it is important that the trainer agents and the trainee make some farm and home visits together. Home visits with the agricultural and home agents are an essential experience to a trainee. It provides a setting for seeing the family as a unit. It helps him see the complete picture—the home extension and youth programs, and those for the farmer. Soon the trainee will be traveling alone. This is one method of gradually handing over the reins of responsibility.

Stressing again the importance of the first days of the training period, remember, the trainee is new in his work and his surroundings are new to him. Consequently, he must be briefed as to the situation and what people wish to accomplish. This can be done by taking him into your confidence.

Do not forget to give praise and to give compliments when work has been well done. Nothing builds self-confidence, security, and assurance more quickly than does sincere commendation. It spurs one on to greater responsibility.

Trainees do want responsibility and should be given that opportunity early in their training. Assigning them only the chores is not the most desired approach. Better, select together a definite part of the program and allow him to develop it to the fullest of his abilities. The first will provide the incentive to work hard; the second will provide a way in which he will receive pleasure from his own accomplishments.

One cannot say who is confronted with the greatest challenge or who plays the most important role during the period of an extension worker's training—the trainer or the trainee. If he or she is to succeed, it will be due to the united efforts and teamwork of all concerned.

A Good Start

(Continued from page 5)

bution to make—the way is clearer now.

The various ways of dispensing the information you now have and will acquire through training are shown you. No one prescription meets all needs. You are acquainted with methods of personal counseling and you learn the importance of mass media.

You learn how to give action appeal to your circular letters; you get pretty adept at handling the recipe for writing a news story; you find out what goes into an agent's column and the best style to employ. The potentialities of bulletins as lucrative sources of material for radio, TV, circular letters, and demonstrations are pointed out to you. You become acquainted with visual aids and quickly understand that they make things more graphic, more easily understood. You learn what makes TV programs tick.

An orientation program. Capsules of wisdom containing concentrated knowledge to meet the needs of the new Extension Service agent.—*Virginia White, Associate Home Demonstration Agent, Lafayette Parish, La.*

Molding Attitudes

(Continued from page 6)

ed in all jobs of importance. How do we know if there is latent talent unless we provide an opportunity for new people to perform in our programs. How can they ever improve?

When the new agent goes to club meetings on her own, she should visit some good clubs and some poor ones—she will have both kinds in her own county—for she may get a shock when she hears a local leader give a lesson for the first time. If she has been prepared for it, however, she will conclude that education is a slow process, and that there is much to be done. Here again, we must start where the people now are.

And perhaps, seeing a leader or an officer do a poor job occasionally, may help the new agent to see that she is not at her best every day. We hope that most of her days are good days, but a frank admission that none of us is always at our best, helps us to be more tolerant and more understanding.

How can the trainee learn something about her own county? If she learns about the county in which she trains, she would probably learn about her own county in the same way. The annual reports will show the program and its development. The census tables describing the characteristics of the population are required reading for Delaware County trainees. The census report can be found in every library.

A new agent should have an opportunity to write some news stories and script for radio programs and give them herself. This can be developed by first observing, then assisting, before becoming entirely responsible.

My most important job as trainer, I believe, is done in personal conferences.

I believe my role as a trainer is to help the new agent get acquainted with the Extension Service—to help her see the philosophy back of it, and to see that if people are taught to analyze their own needs, use the available facts, and then make decisions, the program will succeed.

Ups and Downs

(Continued from page 3)

panded program requiring maturity and judgment.

A thoughtful program of graduate study as a means of gaining redirection and rededication.

Certainly all of us in Extension want to be instrumental in helping each other to fulfill the old Gaelic Blessing—

"May the roads rise with you
And the wind be always at your back
And may the Lord hold you in the hollow of His hand."

It's a *Very Special* Job

E. M. De Busk, Middlesex County agent, meets with a farm family to help make farm and home development plans.

Chilton Reyburn, Prince Georges agent, advises the Allins on their plans to remodel and landscape their home.

by George C. Herring, Assistant Extension Director, Virginia

Two objectives were established early in getting the farm and home development phase of the extension program underway in Virginia. One was to acquaint personnel throughout the school of agriculture with this activity. A second was to get the thinking and assistance of all who might be helpful, whether they were in extension. research, or resident teaching. To carry out these objectives, numerous meetings and conferences were held, and three committees were appointed to study and develop plans for phases of this undertaking.

The committee on training personnel had the responsibility of determining what should be taught, how and when it should be done, who would do it, and other details of the training program. It also had the responsibility for the preparation of material needed, including a farm and home development manual. The latter included basic information on policy and procedure, subject matter needed in decision making, and forms for the use of workers.

The preparation of the manual was a school of agriculture undertaking. It brought together people in research, teaching, and Extension within subject-matter fields. Much of the material had to be developed across departmental lines. The effect was to create a better understanding among workers in the school of agriculture. After completion of the manual, agents expressed the opinion that the preparation of it was a worthwhile undertaking in itself.

The first school for extension workers on farm and home development was held for a week at the college. Its purpose was to give training in procedure to the specialists and all county workers of the 15 pilot counties. Administrative staff members, extension specialists in farm and home management, and members of the resident teaching staff were the instructors.

After giving those in attendance background information on objectives of this extension activity, principles of farm and home management, and the like, a nearby farm was selected for study. The essential data for both the farm and home had been obtained previously. Because of weather conditions, it was impossible to go to the farm on the day scheduled. However, a map of the farm and plan of the home were available. In addition, the farm owner and his wife were present for one session, which provided an opportunity for answering pertinent questions.

After obtaining all needed information, those attending the school were divided into groups to study different alternatives previously selected. An adviser was assigned to each group, which worked intensively on developing its alternative and in completing a report. The reports of alternatives on the farm and in the home were presented to the entire school and discussion followed. This phase of the training program was then summarized by the teaching staff.

The last session of the school was devoted to methods of getting the

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work underway on the county level. Special committees were assigned to develop techniques which were staged with workers acting the parts of county extension agents or farm people. The school was pronounced by many workers as the best they had ever attended. The key to its success was that all had participated in it.

After completion of the first school, plans were immediately developed to train county workers outside the pilot counties. Six district schools of 3 days' duration were organized in the field for white workers and one at Virginia State College for the Negro agents. The program was essentially the same as the first school but had to be somewhat streamlined because less time was devoted to it. In all cases, basic data for a nearby farm situation were obtained in advance. A visit was already made to the farm.

Following the schools, the specialists assigned for farm and home development worked intensively with agents on their individual problems. In this process the specialists continued to learn more about methods and thereby became of increased value to the agents. After several months of experience, agents in pilot counties and certain specialists were brought together in a district meeting for 1-day sessions to exchange ideas and methods.

One problem encountered early was the rapid turnover in county personnel, particularly in the pilot counties where additional workers had been employed. Even though provision has been made to train new agents through schools similar to those already described, activity in the field of farm and home development is slowed down greatly when experienced workers leave. While all agents, with the exception of recently employed ones, have received some training, there is a need for much more of it.

Under consideration are intensive schools in farm and home management. Another need, in order to reach more people, is to explore further the group methods of teaching. If the farm and home phase of the extension program is to make its greatest contribution, the training of extension personnel will have to be a continuing process.

Have You a 5-YEAR PLAN?

by F. E. Rogers, State Extension Agent, Missouri

PLANNING is one of the best ways to get control of more of our time. Many of us find ourselves trying to "do all things for all people" and not time enough to do any of them well. Maybe this is because we do not have a well-planned specific program recognized and understood by the rural leaders.

Plans for professional improvement —the one thing that would contribute most to helping us become more effective and efficient extension workers—are not made in many cases because "we do not have the time." So if we are to have time for professional improvement the first step is to make a plan—a proposed design for the betterment of our profession.

Obviously, this plan or design must take into account the individual's present situation. For example, we need to ask ourselves such questions as: How much time did I spend last year in improving myself professionally? What improvement would I like to make? Do I want to continue in my present position or would I like to direct my improvement to some other phase of extension work? What kinds of professional improvement are at my disposal? What other professional improvement opportunities are needed?

A professional improvement survey made late in 1955, answered by 94 percent of our Missouri extension workers, showed 37 percent had attended summer schools since they joined the extension staff. And another 54 percent indicated they planned to do so during the next 5 years. More than half of the 400 members reporting said they were interested in improving their skills in conducting meetings, in news writing, in effective speaking, and in the use of visual aids in extension teaching.

Missouri Extension workers have been encouraged, especially during the last 5 years, by the administrative staff to improve themselves professionally. Sabbatic leave with half pay has been given. Special summer study leave has been available. Partial expenses for summer schools have been paid. And courses have been taught out of State.

Six to eight workshops and district training conferences have been held annually on the subjects requested by agents and specialists. These served as refresher courses. Also, books from the university library have been taken to district conferences and checked out by agents.

Accomplishments

Professional improvement accomplishments include the following:

An average of 52 extension people have attended summer schools annually during the past 5 years. In 1956, 37 attended the special summer session at the University of Missouri. And 19 others attended one of the regional summer schools. Thirty-four of these received $50 expense money from extension funds. Ten were awarded other scholarships.

Thirty-five have received master's degrees, and two earned Ph. D. degrees since 1951.

This year, 95 percent of the State and county extension staff members took part in 4-day communication workshops. At the end of the conferences they reported 76 percent of their time was used in communications.

During 1956, 43 percent of the county extension workers read university library books for self-improvement.

Even though many are working to improve themselves professionally,

progress has not been fast enough. Main reason is that each individual does not have a definite written plan for himself—a long-time professional improvement plan. With this in mind, district supervisors last year suggested each agent work out his own 5-year plan for professional improvement. Some now have such plans. During the next 2 years we expect the majority of the staff will develop such plans to fit their individual needs.

Listen to the People Speak

by Anna Jim Erickson, Information Specialist, Washington

STOP . . . look . . . and listen to the people speak!

That, briefly, is what some of us in Washington State have been doing. Our purpose is to visit families in their homes, to listen as they talk about their interests, their problems, their home and farm, their neighborhood. We listen for the words they use and for the precise meaning they give those words.

We think it is a good way to learn a lot about our audience, about the people we are trying to serve, about our own extension program.

Basic extension philosophy holds that no method can replace home visits as a way of getting close to people. If it's true of people we know, it's even truer, of course, of those we don't know.

In the past year I've had the privilege and pleasure of visiting some 30 families in 7 counties. On each visit, I was accompanied by one or more of our county extension agents.

My aim was to get better acquainted with the people who, we hope, are reading the information materials we prepare in the State extension office. I'm on the news desk. We have clippings to show that our stories are printed in many papers, daily and weekly. But are those stories read? And if they are read, are they on the right subjects and laced with the right words to lead the readers into action?

I'm convinced that the only way we can find out the answers to these questions is to go to the people we are writing for.

The visits were prompted by my receipt of a $500 study award for professional improvement from the American Association of Agricultural College Editors and the National Plant Food Institute.

Our procedure, usually, was to flip a coin, pick a road in the county, and turn in at the first strange name on a mailbox.

From then on, we did largely what "came naturally." What came naturally for our host or hostess was to invite us in. If the word "extension" or "county agent" meant anything at all, the visit was likely to have many of the aspects of old home week. The gratitude and delight of our hosts over our taking time out to visit sent us on our way with a warm glow.

If the name didn't strike a familiar chord, we had considerable backgrounding to do. But in the end, the results were usually the same—delight and gratitude for our interest and visit.

Once we made the word "extension" meaningful, questions began to flow freely. Sometimes, of course, they started as soon as we got inside the door. That's when the family knew the name of the agent from her personal newspaper column or radio talks or from phone calls for help to the county extension office.

We told the family who we were and that we had simply stopped in to get acquainted. To our hosts that seemed to be reason enough for coming. We like people, the agents and I. And we showed it by giving our full and smiling attention to our host or hostess. Sometimes both were in on our visits. We opened up areas of conversation by comments on something in the home or something we had seen on the farm or in the yard. We asked few questions. We encouraged the people to talk and we listened. We took no notes. We had no schedule of questions. We listened for words and their emotional content; we looked for facial and bodily expressions that would convey attitudes and emotions concerning the topics discussed. We looked at the home and the farm and considered what we saw in the light of what the people mentioned in the way of interests and problems. We visited each family for an hour and a half at least—often longer because they wouldn't let us get away.

Leave a Calling Card

We left the family a copy of a printed publication list of extension bulletins, and on it the name of the agent, and the address and telephone number of the county extension office.

In later interviews, we used a post-interview checksheet to record what we heard and what we saw. This we filled out after leaving the farm.

The fear of fire lay heavy on the hearts of two mothers. One said: "We always look to see if the house is still here every time we come back from town." She looked dubiously at the small tanks, fire extinguishers, suspended from the ceiling. "We'd be suffocated in our beds, if a fire broke out in the night." The other mother said: "How can you teach children to break a window without actually breaking one? How can they break a window and get through without cutting their bare feet?"

There were questions about weeds and sprays and fabrics and window curtains and canned food and food freezers, garden cultivators, pastures,

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A dream, slow, steady, certain in formulating, has suddenly burst into a live, real thing that almost literally knocks on our doors and strides into our lives. A welcome guest—this new view of an old friend, communications.

To be very, very brief, it all started with a conviction that we can and must improve our methods of communicating with our fellowmen. The 108 persons representing teams from 26 States and territories, who attended the 3 national workshops, are, from all reports, overflowing with enthusiasm and eager to relay to you the same exciting experiences they enjoyed in the 3-week workshops.

The Communications Training Program was prepared and presented by the National Project in Agricultural Communications under policy direction of a special committee of the Extension Committee on Organization and Policy, American Association of Land-Grant Colleges and State Universities.

Footing the bills for these workshops, the State extension services selected their representatives carefully from among the State supervisors, training leaders, editors and specialists.

Returning to home base, these teams have wasted no time in sharing with their co-workers part of the magic they seem to have absorbed in their training. Some States have relayed to county extension workers a substantial piece of communications understanding, appreciation and know-how.

As the following articles indicate, what has been done is only an eye-opener. As Hal Taylor of Wyoming said, "Our participants from Wyoming are developing, as all other State teams are doing, a continuing program for improving communications, which appears to be something that could very well revolutionize Extension in our State."

Oh, to be understood!

Following are comments on the Communications Training Program as it was prepared and presented by the National Project in Agricultural Communications. L. E. Hoffman, chairman of the planning committee, speaks on "The Case for it", and E. B. Winner, Missouri Extension Editor, tells "Some Results of it."

"The Case for It"

by L. E. Hoffman, Associate Director, State Agricultural Extension Service, Indiana

"Did I reach the people concerned? Did they understand?" Those are questions we as extension workers need to constantly ask ourselves. They are particularly important in these changing times. We face constant demands to reach more people, different audiences, to spend research results faster, to concentrate more on the unit approach and still find ways to give more help in marketing, public affairs, and many other problems and programs vital to the present and future welfare of the people we serve.

In all of this, our job is educational. Whether we are county workers, specialists, supervisors or administrators, we are teachers. We must know subject matter. We must also know how to teach. We in Extension have done a good job of keeping up on subject matter. We've been trained in subject matter, and we have kept close contact with research and subject-matter specialists. We surely cannot minimize the importance of subject matter. It is the raw material with which we work. How we prepare it and offer it to our public for their acceptance and use is the test of our teaching ability.

We all know experts in subject matter who are not able to teach. The men who make automobiles might not be able to sell them, and the people who sell them probably couldn't make them.

Most of us in Extension have not had a great deal of training in how to teach. We have learned through experience. Many extension workers have become expert teachers in the special kind of out-of-classroom teaching we have to do.

What we sometimes overlook is that there are two kinds of experiences that can help us be better teachers—our own experiences and those of other people. There is much that all of us, particularly the wealth of younger, newer extension workers, can learn from other people's experiences. Other extension workers, the sociologists, psychologists, communications experts, and others have developed many principles and methods that apply or can be adapted to our problems.

More and more frequently we hear county extension agents, specialists, and supervisors saying, "We don't

have time to get the many jobs done." We have heard and still hear the same thing from farmers and homemakers. We have been very effective in sitting down with farm families and helping them make better use of their time, modernize their methods, fit many complicated facts together, and otherwise increase their efficiency.

We have a right to be proud of the very practical help we have given farm people in modernizing and increasing their efficiency. Isn't it time for us to wonder how much we have done to increase our own efficiency?

To Teach Is To Communicate

Our teaching problem is one of communicating ideas. Those of us who follow worldwide military, political, and other developments almost momentarily know that we have had far-reaching changes in communication facilities, possibilities, and methods in recent years. Such new teaching tools as television, radio, and our vast news reporting network are only the dramatic parts of the communications revolution that has been taking place. Progress in visual communication, in communication research, and in study of audience needs and interests are equally important, too.

All of this has given us added teaching tools and new techniques and a chance to fit them soundly into our teaching plans and increase our teaching efficiency and effectiveness.

The only way to get more done per worker is to increase our efficiency. If we were more efficient we could lessen the number of hours that most of us now work. This would also bring more satisfaction from our jobs.

Balanced Teaching

The efficient worker uses the right tools for each particular job. A good mechanic does not use a screw driver where he needs a wrench. He does not confine himself to just a few tools but uses a whole kit if the job demands it. We have many tools in extension teaching. Do we use the right tools for a particular job, and do we make use of all the tools we have? Many times a worker becomes a specialist in the use of one tool, such as radio or news writing, but fails to select the right combination for getting the job done well. We have put a great deal of emphasis lately on the unit approach in farming and homemaking. Some States have called it Balanced Farming. We might call Extension Work, Balanced Teaching.

Extension has felt the need for further training in good teaching for a long time, and staff members have been encouraged to do graduate work. But very recently, there has developed a widespread interest in better training for good teaching, how to communicate ideas from one person to another. You can't teach if you don't communicate. That is true whether you are using oral, visual, or written methods, or visits, meetings, or mass channels.

Our extension leadership has responded in most States and, with the Association of Land-Grant Colleges and State Universities, has encouraged staff members to take graduate courses, arranged special summer schools on extension teaching methods, workshops, staff conferences, and provided more assistance to agents in news writing, and radio and television teaching methods.

Large numbers of extension workers have participated in and profited from these in-service training or professional improvement efforts. Further possibilities for extension workers to get professional improvement in teaching methods should come from an intensive and more coordinated communication training program now getting underway in many States.

"Some Results of It"

by E. B. Winner, Editor, State Agricultural Extension Service, Missouri

Do you understand how to understand and be understood when you are communicating? Hmmm!- You know this tongue twister really has a lot of meaning in it. In fact, it's worth rereading just to be sure you understand it.

Extension workers in Missouri heard this repeated many times in the 4-day communication workshops held this past fall. And we believe Missouri Extensioners can truly say that they now have a better under-

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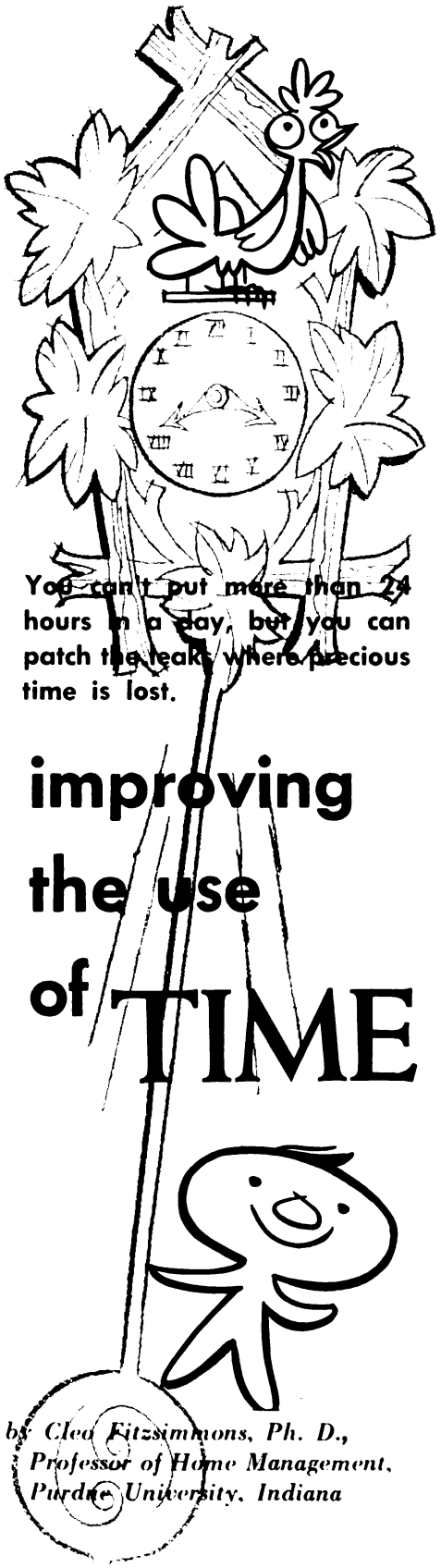
(Left) The I. M. Nonadopter family present a skit to demonstrate a communications problem. They are, left to right, Mary Holtman, NPAC; Mary Louise Collings, USDA; and Burl Winchester, Montana. This was given at the Wyoming workshop. (Right) A panel discussion at the same workshop. (Left to right) Gene Quenomoen, Montana; Archie Harney, Idaho; Waneta Wittler, Nevada; Louis Schilt, Wyoming.



You can't put more than 24 hours in a day, but you can patch the leaks where precious time is lost.

improving the use of TIME

by Cleo Fitzsimmons, Ph. D., Professor of Home Management, Purdue University, Indiana

PROBABLY there is no large group of workers in our economic order for whom the incentive to keep up to date in their work is greater than for those in the Extension Service. The people in rural communities across the United States, who work as local leaders with Extension, bring problems which are part of the fabric of life in a free enterprise economy. Solution of these problems depends at least in part on the best and newest information which can be obtained.

The problems presented are many and varied. To be able to acquire the kind of information needed to meet the demands of the job, extension agents and specialists alike engage in a rigorous in-service type of training. Part of this is self-directed and can consist in reading current reports of activity and research in their fields. Part will consist of special conferences and short courses for extension workers in which problems of immediate importance and longtime plans can be considered in a group. Some workers return to college for a short period of directed study or for the time necessary to obtain an advanced degree.

The devotion of extension people to their work is proved again and again by this preparation for keeping abreast of its demands. The job becomes almost a way of life. Constant sharing of tasks with alert groups of people and feelings of satisfaction from seeing the successful outcome of adopted practices are rewards which make extension efforts worthwhile. But the pressures of satisfying work can become so great that even the most devoted worker must pause at intervals to consider whether or not he has the time he needs for family and friends and self-maintenance.

What Are Your Goals?

To make his efforts count for maximum results, the extension worker must learn two important procedures in time use: To define his goals in living and working and to employ the methods of work simplification. The definition of goals comes first and serves to direct all activity.

Each worker owes it to himself to take time to decide what his goals are. They will determine his choices of activity for himself and for his job. Others may suggest activities from which he will choose, but the final selection will be his. Choice should follow careful, honest self-analysis. Ideally, what he chooses to do will be in agreement with his judgment of how he can make the greatest contribution to the job and of what he feels is most worth having in his life. With experience and the completion of chosen tasks, goals may be changed. But conscious selection, in line with an overall plan when a choice must be made, offers the greatest promise for keeping time use in desirable proportions.

Five suggestions can be given to help in stating goals. Goals may be stated as values sought. Examples would be working for happiness, security, or knowledge. Goals can be stated as types of activity. This might be sending the children to college, reaching a membership of 1,000 in a county extension group, or enrolling 1,200 4-H Club members. Goals can be stated by stages in a family's life cycle or in our judgment of what represents stages of development of an extension program. In the family, goals might relate to the needs of the new family to preschool, grade, high school or college children; or finally to retirement of the parents.

Goals in a county program might begin with 200 members and 25 dependable leaders and proceed from that point perhaps in a series of 3-year goals. Goals can be stated as financial or money outlays. Examples are: Saving $5,000 as a down payment for a house, or accumulating $1,000 as a surplus to help insure the continuation of some extension activity. Finally, goals should help show advancement in reaching the ends sought. Some will be short-time and will be related to what a worker expects to do today and in the immediate foreseeable future, tomorrow and perhaps a month from now—a 4-H leaders' meeting or a visit to a club. Some will be intermediate and may bring together the results of a number of programs as an annual meeting. Some will be longtime—often not determinable in detail when plans are made. but important to provide for in an extension program, as a 5-year achievement day or, in the

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do you need a TUNEUP?

by Helen D. Turner and George H. Enfield, Federal Extension Service

TIRED of it all? Said everything you have to say 20 times over and it seems no one bothers to listen? Think you'll blow your top if just one more person asks for anything? How long have you been in that county—8, 10, 15 years? And do you take pride in the fact that you've never had time to take a real vacation or get away from the county for anything except annual extension conferences, 4-H Club camps, and an occasional trip to a nearby county to judge their 4-H Club fair!

Starting a new job is a little like taking a new car out on the road—the hills are easy to climb—each curve presents a new challenge. You and the car follow the roadmap with ease and assurance. As the car ages, you may need to shift gears to make the top of the hill. Spark plugs need replacing; the pistons don't function properly; the tires are definitely not what they used to be; and it takes more gas to cover the same distance. And so it may be with the job.

When a car slows down, you do one of two things, trade for a new model or have an overhaul job done on the old one.

Perhaps your present dilemma stems from the fact—let's face it—you need to trade for a new model. In other words, change to a new county. A new job, new surroundings, new situations present new challenges, and the road will be faced with renewed assurance of your strength and ability. Also, it is sometimes easier to adapt to changes in methods and techniques in a new environment.

However, before there is a general upset-the-fruit-basket, let's look at the alternatives. If it isn't possible or desirable to change models, how to get better mileage out of the old car must be determined. Take it in for an overhaul. A good mechanic will analyze the situation carefully and list all that is necessary to put the old car in A-1 shape. You can be your own "mechanic" in determining the reasons for your present slump. If you feel the need of an "expert," ask your supervisor to help.

What things are you doing just because you have always done them. Can some be eliminated altogether or at least organized for greater efficiency? You may be carrying on activities or practices necessary to establish yourself as a new agent, but are they still necessary? What are you doing that could be done as well—maybe better—by others—secretary or lay leaders? (Granted you'd have to do some training.) Sometimes a carburetor adjustment is all that is necessary to get more gas mileage out of an old car.

Have you kept up to date? The situation has changed, have you? If it's your old methods that are holding you back, attendance at a regional summer school could grind your valves to cut down on loss of expression and power. To help you see more clearly where you are going, that windshield could be given a good cleaning at a workshop on program projection. Some new visual aids might help your light shine a little higher and you could drive faster.

If the tires are bad, you need something new to run on. Attendance at a regional extension summer school might give just the traction you need. New ideas both from the classroom and contacts with fellow extension workers will send you back to your county with new insight and renewed vigor.

Your problem may call for more extensive repairs. Have you looked into the possibility of a leave for study? It might be for a quarter, semester, or a full year. You may undertake formal study on a college campus with the opportunity to learn new methods and techniques. Or you may find a travel study program would fit your needs—a planned program whereby you study how other extension workers cope with their problems. Any study leave will also give perspective to the problems back home and you may find them nonexistent.

Whichever method of study you choose, you may be able to find financial assistance to carry it through in one of the fellowships and scholarships available to you.

Your analysis may show that there is really nothing wrong with the car or the job—just a tired, sleepy driver. How about changing your "wreckreation" to "re-creation." Plan time for your personal life. Spend some weekends "away from it all." And more important take those 30 days annual leave, if possible, all at one time. Have a real vacation. Even if you don't think you would enjoy it, your family probably would. It may do as much good for you as a set of new spark plugs in the old car.

The slump you are in is normal, but you don't have to stay in it. Pull yourself up and you'll find yourself rising to newer heights.

Oh, To Be Understood

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standing of how to understand, and be understood.

Twelve of these 4-day workshops—10 district ones for county extension workers and 2 for the State staff—were held as the initial step in putting the teachings of the 3-week Michigan workshop into operation. The 4 Missouri representatives attending the Michigan session worked as 2 teams to handle the workshops.

Two procedures—involvement and visualization—did much to bring forth comments from participants such as "a very worthwhile workshop" and "an excellent conference." The Michigan session drove home the idea of involving people to get learning. So—in the Missouri sessions, we kept them involved. Then we played heavy on the visuals—another point so aptly demonstrated at the Michigan workshop. Fowler Young, a seasoned extension worker who has made wide use of visual aids, said the highlight of the conference for him was the demonstration of "how to use visual aids with greater meaning." Another agent, Alfred Byrd, commented, "I appreciated all phases of the workshop but especially the buzz sessions and the opportunities for everyone to participate."

Evaluation questionnaires completed at the close of the workshops show that the instruction and practice session in public speaking was best liked in the 4-day program. Forty percent listed this part of the program as "most helpful." Another down-to-earth phase of the program receiving a great deal of favorable comment was the discussion and demonstration of various group techniques, such as improvement of meetings, conference leadership, panels, case studies, and skits.

Communication efficiency drew lots of healthy discussion. As a result, we now have a better understanding of the need to be more specific in our message, and to select more carefully our channels. Furthermore, we have a new appreciation of the kind of treatment we give our messages, and the importance of aiming for a specific audience.

The section on group action also drew a favorable nod of approval from participants. Here we took up such important subjects as how we act as individuals, how we act in groups, and how we get our ideas into action.

These were the topics that agents selected as being particularly helpful. But 65 percent of the participants added the comment that every part of the 4-day program had been helpful to them.

Obviously, busy extension workers found it a little difficult to take nearly 1 week from their already full schedules. But this we believe: Taking a 4-day look at communications made an impact that we couldn't have hoped for if the same time and material had been broken into 1-day sessions and given over a period of time. This 4 days of thinking together seem to bring about a new understanding and appreciation for the need for good communications.

Activities
ON THE SCALES

by Hazel Leupold, Home Demonstration Agent, Fremont County, Wyo.

In December 1953 I came to Fremont County, Wyo., as the home demonstration agent, and I soon discovered that I had a real time-management problem on my hands. During the next two and one-half years, I worked hard on this problem.

Then in the summer of 1956, I had the opportunity to make an allover job analysis in Mary Louise Collings' class in Extension Evaluation at Colorado Agricultural and Mechanical College. My study was titled "An Analysis of Use of Time."

In making this study, it was necessary to determine the functions which I as a home demonstration agent felt I should be performing in my county. These five broad functions were:

- Developing Working Organizations.
- Developing Program Plans.
- Directing the Home Demonstration Agent's Program.
- Developing Good Public Relations.
- Improving Professionally.

The functions with their subdivisions were listed in the left-hand column. Each activity was then listed in the right-hand column opposite the function it helped to perform. In making this analysis, I found that 15 once-a-year activities, such as seed show and achievement days, come under the function of developing good public relations.

Following this evaluation, the relative importance of each of the activities was analyzed. Each activity was rated as very important, important, or less important. I asked myself three questions of each activity.

- Who else could do it?
- What other procedure for the activity could be followed to decrease time use?
- Should standards for the activity be lowered? The less it contributes to a function the less time it should take.

I concluded my study with a detailed analysis of possible changes in the performance of 20 activities which have brought about more effective use of my time.

The study has been of great value in developing a philosophy of time use and uncovering practical techniques for making better use of my time.

feeding and care of specialists

by E. R. Jackman, Extension Range Management Specialist, Oregon

WHEN the editor of the Review asked me what sort of training had been most helpful to me, I came to with a start. How did I get into this job anyhow and why do they keep me on the payroll? Is it because of any training?

Training, of course, can be accidental or planned; formal or gained in dogfights; on the job or extracurricular. To see whether any kind of training has been helpful, we'd better go at this backwards; see what ammunition a specialist carries, and then check back to see where he bought it. Each extension director would make a different list of desirable ammunition for their specialists. One director's list might look impossible to another, or at least benighted.

But a few things should be common to all lists. For example, ability to communicate. No specialist would be much of a bargain from the shelf if no one ever knew what he was talking about. You know the limerick?

There's a notable family called Stein;
There's Gertrude, there's Ep, and there's Ein.
Gert's poetry's punk
Ep's statues are junk
And nobody understands Ein.

Ein undoubtedly was a marvelous scientist, but he didn't go out into the ginsengs and sell curved space to the cowboys and Indians.

Now *there* is a place where training is possible. We are all born with limited communicability and what little we have is not much better than that possessed by the guy in the next crib. So every extension worker should have excellent training in use of our language. English is marvelous. It has drawn from every other tongue and is rich, fluid, ever-changing, colorful, dramatic, imaginative. There are words for every tint and shade. Why are some English teachers so pedantic? They are selling the most vibrant, most useful material we will ever have, and they might as well be selling mud.

Training in English starts at home, but it can be taught. In college we have courses in composition, journalism, public speaking, radio, debate, drama. short-story writing, scientific writing, and many others. Those in contact with students preparing for Extension can help by encouraging them to take all possible courses in —not English—*use* of English.

What else does the specialist need? Here are a few things: Human warmth, perception, and understanding; imagination to see things as they might be; stature enough to avoid disregard; genuine humility in presence of small successes; subject-matter competence. Of these things, only the latter can be learned in school. One can team up here again with English, because the rapid reader, the person with fine command of English, finds it easier to study and to learn.

He can find the kernel of truth in a few minutes while one less skilled in the language spends hours sifting through straw verbiage.

Would it pay a middle-aged—let's not say that. Let's start again. Would it pay a specialist, not the newest or youngest, to take time off to study English? I don't know. I think it would if he could find a teacher who really teaches the student, not at him. The teacher, of course, if he is very canny, may sugarcoat the knowledge by calling it a course in radio, TV, or news writing. I tend to shy away from the arty things, the courses, say, in Communication or Discourse.

We have extension folks studying at Harvard, Columbia, and other schools. Usually they take courses in administration or sometimes in economics. Attempts to improve one's self always are laudable and usually the training shows in some way and is worthwhile. Horizons are widened, new friends made, and personalities are enriched. Sometimes ability to communicate is increased, sometimes decreased; but rarely do the studies result in more human warmth, more understanding of less gifted persons, more imagination, more humility.

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Without exception, in my experience, every person who has taken additional study has been improved. It always improves his stature, because it gives him more confidence in himself, and other desirable qualities develop. But maybe the study could do more to help him in his job. Maybe he could do better extension work if he paid less attention to more glamorous or important-sounding courses and took all the really good English courses he could find.

I suppose every course in school helps a person in some un-noted way. In my own case, I am aware of help from one high school teacher and three college teachers.

The high school teacher was Susan G. Stokes, a science teacher in Orange, California. I wish I could throw discretion and editorial restraint out the window and recklessly spend 500 words telling about her. She demanded, not good work, but the *best* work each student could give. And she graded that way. One student would get an A for work that, done by a boy with more ability, would not bring a C. Long after school hours I went into her room one day and found her at her desk sobbing. Fumbling, disconcerted, I asked what was wrong and was utterly flabbergasted when she said: "I had such hopes for you, and you are just shirking and doing only a little of what you could do." There was no guile. She was simply heartbroken about it and I was already doing work worth an A in any other course in school. She talked a little then and said passionately, *"Nothing* is good enough. Even the best is not good enough. But to stop before you do the best is a kind of failure." Nothing ever made such an impact on me, and as long as I was in her class she didn't have to cry about me any more. I learned from her that average work should be a reproach. There is a saying "The best doctor and the best lawyer are scarcely good enough." That applies as well to a specialist or a county extension worker.

The college teachers were Professors Gilruth and Welch at Montana State and George Hyslop at Oregon State. Gilruth was very young and taught English with consuming wit and incredible stimulation. Just to be in his class was high adventure. Dr. Welch taught veterinary medicine. I took the course because I had to, but came to regard each lecture as worth paying for. He had a fearful and wonderful imagination and whether we learned anything about animal diseases or not we learned that knowledge doesn't *have* to be dull. George Hyslop taught all classes in a rambling, disorganized way that would have put him at the bottom of the pedagogical scale except that he had a tremendous interest in each boy. A deep, personal interest prompted him always to look up the boy's mother and talk to her about her son, so that the boy could be taught things outside of the book . . . things he needed to know. He really taught that tolerance, kindness, and understanding are essential parts of agronomy.

This issue of the Extension Service Review is steering toward the goal of professional improvement. I have not taken any advanced work, and now I am too near retirement. It would be like taking a course in plowing after all the plowing is done. I was in Extension almost at the start. I have seen it develop from the squirrel-and-grasshopper-killing stage on through merchandise peddling, Farm Bureau, cooperative organizing, farm relief, war rationing, community leader training, and now program projection. But that is just to say that, sparked by Extension, the farmers of America have progressed in my lifetime more than they progressed in the 2000 preceding years.

I am happy to have had a part in it. I have had fun and I wouldn't have traded my job for any job I can think of. But the question asked by the editor, "What training has helped you most" still has me stumped. Maybe it's like saying to a circular saw, "What tooth is most important?" I suppose I've been trained a little by each of the many thousands of farm visits, by each of the several thousands of farm meetings, by each of the many thousands of farmer and rancher friends, and by each of the dozens and dozens of fine friendly folks in extension work.

Listen to the People

(Continued from page 11)

low-cost poultry houses, operation of milk marketing orders and the like.

After every visit, I return to my typewriter with a sound-picture file of vivid memories. I came back loaded with suggestions for news stories to be checked out with the specialists—and with words to help me write them, with faces to keep in mind while I was talking through type. I came back "raring to go," with a fresh outlook, with inspiration that kept my typewriter keys rattling for days.

How about the agents? Ruby Knudson, Clallam County, said "We need this kind of information, too." Carolyn Watson, Clark County, "I'm going to make some visits on my own." Mae Stephenson, Clark County, "I'm going to follow up some of these visits." Esther Call, Stevens County, "These visits have been valuable to me, too. They've turned up requests for two 4-H Clubs, a homemakers' club, and a special interest workshop." Joe Maxwell, Stevens County, "I think we've turned up two good prospects for farm and home planning. And I don't know when I've had so much fun. Hope we can find or make time to do this more often."

I repeat: There are few better ways to get a real insight into the hearts and minds of the people in your State than to pay them a leisurely old-fashioned visit. And if you select people you don't know, you'll also get a pretty objective appraisal of the extension program.

General or Special Training for the Specialist?

Four Views

To be an authority

by George R. Gist, Extension agronomist, Ohio

THE extension specialist who attempts to function as a county agent at large is as out of date as the one-horse shay. Farmers are constantly facing problems whose solutions lie deep in chemistry, mathematics, physics, plant or animal physiology. When the answers to these troublesome problems are not forthcoming from the office of the county agent, farmers turn to other people for their information and guidance.

The primary function of the extension specialist is that of training county extension agents and other rural leaders. The training needed to meet today's problems is training in specific physical and biological sciences, not in broad generalities. The extension specialist can furnish such training only when his own education is highly specific and technical.

An important responsibility of the extension specialist is that of transforming research data into usable recommendations for the farmer and his family. To interpret research, he must have a thorough understanding of research methods and techniques. Such understanding cannot be obtained secondhand.

The good extension specialist is one whose training and experience parallels that of the research worker. How can a specialist interpret data without a thorough familiarity with the language and the meaning of the terms which are the bywords of the researcher?

Few extension workers have adequate time to read and to study while on the job. Few have the opportunity to keep abreast of advances in the basic sciences of chemistry, physics, mathematics, statistics, and the biological sciences while doing full-time extension work.

The judicious use of leaves of absence for study in a specific subject-matter field and related fields is the only way in which many extension specialists can advance professionally in their chosen subject-matter area. A person does not stand still. Science and scientific thinking are advancing. We either progress with it or we quickly fall behind.

To know people

by Howard E. Thomas, Rural sociologist, Cornell University, New York

Suppose we attempt to answer this question of training for specialists by suggesting that it be limited to educational techniques. Such an idea obviates the need for balance between the various divisions of knowledge. For, unless a specialist has something to teach, what is his role in Extension? Therefore, the question really is, how much of each subject-matter field should be included.

The relatively slow rate at which recommended practices are adopted is not due to a lack of technical subject matter. Nor is the rate due to the fact that knowledge is unavailable.

Adoption rates appear to be closely related to the recipient's readiness and to the specialist's skill in communicating the value of adoption. If there is readiness to adopt, the problems are trivial. If expression equals impression—which is an excellent definition of good communication—there is always the disturbing question, Why such limited adoption? If technical knowledge alone is adequate, why does the persistent slow adoption rate continue to plague our planning? Adoption practices cannot be laid to the specialist: he is trained in subject matter. Is it, then, reasonable to expect that more intense training in his division of knowledge will likely resolve our difficulties?

The explanation of adoption rates frequently suggested to me during a recent visit to numerous foreign countries ran something like this: "These people are too stubborn to change." or "They are incapable of changing."

If we accept this idea of stubbornness, how can our extension activities be justified? If, however, we admit that a disregard of the laws of learning and living may be responsible for slow adoption of ideas, how can we continue to ignore the need for more inclusive training for specialists any longer?

A specialist must have something to teach, but he must also recognize that there are laws of living and learning which affect the transmission and acceptance of knowledge. Whatever a specialist's field may be, his training should include a study of the laws of learning and living. It is equally important that a specialist

understand the situational forces operating to prevent or to facilitate learning. His skill in aiding the learner to see value in the acceptance of new knowledge and practices must be as extensive as his grasp of subject matter.

We must always recognize that knowledge is a means to an end; not an end in itself. Training is needed to reduce the gulf between the specialist and the recipient of his research and study. For knowledge is sterile unless what a specialist knows can be taught and learned. Success in teaching and learning can be measured by research techniques.

Regardless of a specialist's academic background, there are definable areas of subject matter important to carrying on his work effectively. These include understanding the processes by which new information is diffused in a culture, and the processes of accepting new practices; how need affects response; how value conflicts and conflicting frames of reference influence programs. These are but a few of the areas which need strengthening. Few of us can point to achievements which equal our preparation or dedication. This ought not to be.

But this isn't all. We must also take into consideration and understand such things as cultural heritage, status systems, conformity pressures, social configuration, peer group, and that subtle influence which some people exert over others. The specialist may not like it, but he will do well to study what research in other fields is suggesting about the fact that people tend to associate in groups and that groups influence people and vice versa. Knowledge of the configuration of any group will help us to understand who influences whom and why a group will or will not change its characteristic way of doing things.

During the past 25 years social scientists through research have contributed a wealth of information concerning human behavior. We have only just begun to appreciate and to utilize this material in our efforts to aid people. The interpretation of an existing body of knowledge should be accepted as a part of extension training for the specialist. Failure to understand and to use research findings is a price which none of us can afford to pay for the luxury of ignorance of what to teach or how to teach it.

To improve one's weaknesses

by Donald J. Bushey, Extension specialist in floriculture, New York

Complete, detailed, and up-to-date technical training is essential to the teaching success of any extension subject-matter specialist. He could not be a good teacher of a technical subject without it. Also, there is no question that if this technical training could be supplemented with a good background in general education and teaching methods the specialist so trained would be able to present his information more effectively than he could without an understanding of good teaching procedure.

It would be presumptuous to present one side of a debate, technical training versus general education for extension specialists, without honest consideration of the value of the other phase. Because there is extreme difference in the abilities of individuals, general conclusions on this subject could go far astray. A widely read individual, one with natural teaching ability, needs less formal training in general education if he has a good technical understanding of his specialized field of endeavor.

If each extension specialist, or any other teacher, could arrive at a true evaluation of his own technical ability and general knowledge of good teaching procedure, he could then plan the additional training program that would best equip him to effectively conduct his teaching assignment. It is obvious that personal characteristics such as a pleasing personality, willingness to work cooperatively with others, and a desire to be of service will greatly reinforce the effectiveness of the teacher.

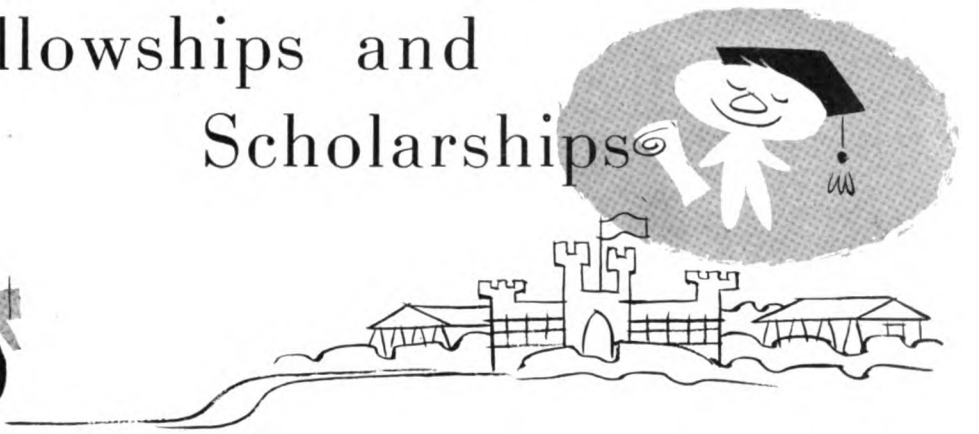
Too often a teacher is employed with emphasis placed on the advanced degrees he has acquired and the numerical height of his scholastic record. Usually this formal schooling has been done with emphasis on technical subjects and therefore is a most important part of a fair evaluation. However, it could lead to an unfortunate choice for the particular job in question if other abilities and characteristics were not explored. If the individual being considered has had experience in teaching, his past record is an indication of his qualifications. If he is a new graduate, without practical experience, a personal interview and a well-designed aptitude test might bring out his true worth better than his scholastic report.

Some who have been brilliant students because of their ability to learn quickly may be less patient as teachers than those who obtained passing grades by hard work. They may also have more difficulty making practical application of what they have learned. The individual being considered might be one who habitually does not speak loud enough to be heard beyond the third or fourth row of seats, one whose enunciation is not clear, or who has some other unfortunate manner of presentation. In any such case the effectiveness of his teaching is reduced to a point where his listeners will begrudge the time and effort spent in coming to get the information they needed.

Any teacher can improve his effectiveness by taking the courses he particularly needs, perhaps in evening school or at summer school. Or he may want only to keep up to date on current research and other new developments. He should not necessarily be required to use his summers taking a formal series of courses leading to an advanced degree. Frequently the time spent becoming proficient in two foreign languages and certain required subjects might better be spent studying subjects that will have direct application to his work. For many individuals, the cost of extra

(*Continued on page 23*)

Fellowships and Scholarships



The National Committee on Boys and Girls Club Work Cooperating with the Federal Extension Service.

Six fellowships of $2,000 each for 10 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service are available for young extension workers. The National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago, Ill., provides the funds. Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Three fellowships are awarded to young men, three to young women from nominations by State directors of extension or State 4-H Club leaders to the Personnel Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications must be received by March 1. Application blanks may be obtained from the State director of extension.

The National Agricultural Extension Center for Advanced Study

About 25 fellowships are to be awarded annually on a competitive basis to degree candidates or special students. For students without other financial support, these amount to $4,000 for the 10-month academic year or $4,800 for the calendar year.

Graduate assistantships involving part-time work are available also in the amount of $130 per month, the work to be done in the center to assist with research or teaching.

The deadline date for filing applications is 6 months prior to the semester in which the student wishes to enter, or March 1 for the fall semester and October 1 for the second semester.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, Federal Extension Service of the U. S. Department of Agriculture, the W. K. Kellogg Foundation, and the University of Wisconsin.

Persons interested in inquiring about the opportunities at the center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, College of Agriculture, University of Wisconsin, Madison 6, Wis.

The Fund for Adult Education Study Grants

The Fund for Adult Education offers grants for academic study, supervised field experience, or combinations of the two leading toward the advancement of persons concerned with the liberal or general education of adults. For the purposes of this program, liberal adult education is distinguished from vocational or technical education. It is concerned with education in world affairs, political affairs, economics, and the humanities broadly defined.

Each applicant proposes the program he desires and indicates whether he wants to work toward a degree. Whatever nature the study takes it should be designed to increase knowledge, improve skills, and develop general competence of the individual as he functions in adult education.

No specific sums are designated for the grants; the applicant is expected to indicate a sum that is appropriate to his or her own study situation.

All activities under a grant must be confined to the continental United States. The period of the grant may be as short as several months or as long as 12 months. It can be on a part-time or a full-time basis.

All inquiries, requests for application forms, and other communications should be addressed to Ronald Shilen, Executive Secretary, Leadership Training Awards, The Fund for Adult Education, 320 Westchester Avenue, White Plains, N. Y.

Charles H. Hood Dairy Foundation

County Agent Summer Course Scholarships: The Foundation awards a limited number of extension summer course scholarships. These scholarships are granted to qualified agricultural extension agents employed in New England. The maximum amount granted an individual is $75 toward a 3-week course and $150 toward a 6-week course.

Fellowships for Graduate Study: This Foundation is interested in the advancement of dairy farming in New England. Because of this interest, a limited number of fellowships in support of graduate study will be awarded. Fellowships are available to graduates of New England colleges whose background, education and experience indicate that further study

will enable them to make a contribution toward improved dairy farming in the area. Study may be undertaken in any recognized university provided the program of courses is related to the production or distribution of milk.

The amount of each fellowship is determined on the basis of the recipient's needs and will not exceed $2,500. Nearly all grants have been under $2,000.

Applications will be received until March 15. Application forms and information are available from Eastman F. Heywood, Executive Secretary, Charles H. Hood Dairy Foundation, 500 Rutherford Avenue, Boston 29, Mass.

Harvard University

The Graduate School of Public Administration at Harvard is offering Conservation Fellowships in the amount of $3,000 each for the academic year 1957-58. The program is designed to provide training in the economic and political aspects of the conservation and development of the renewable natural resources. Applicants should be men who are ready for advanced training and promotion. Completion of the program of 1-year entitles the Fellow to the degree of Master of Public Administration.

Applications are made through the State director of extension to the head of the Personnel Training Branch, Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.. by March 15, 1957.

Pfizer Awards

The Charles A. Pfizer Co. of Brooklyn, N. Y., has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1957 to home demonstration agents, one in each extension region. The awards are $1,500 each. Application forms may be obtained from the State extension director; one application from each State should be approved by the State selection committee and forwarded with a letter of approval to the Federal Extension Service Personnel Training Office by August 1, 1957.

Horace A. Moses Foundation, Inc.

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of $100 each, two scholarships in each of the States and Territories, to qualified professional staff members of the Cooperative Extension Service. Applicants are nominated by their respective State extension directors to a joint scholarship committee from the Cooperative Extension Service and the Foundation.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third time or more to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H or YMW course plus others of his choice.

Applications are made through the State director of extension to the head of the Personnel Training Branch, Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C., by April 1.

Sarah Bradley Tyson Memorial Fellowships

For a number of years the Woman's National Farm and Garden Association has offered annually the Sara Bradley Tyson Memorial Fellowship of $500 for advanced study in agriculture, horticulture, and the "related professions." The term "related professions" is interpreted broadly to include home economics. This year the association is making available two such fellowships.

Applications are made to Mrs. Walter G. Fenton, Chairman, Committee on Applications, 20800 Moxon Drive, Mount Clemens, Mich.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 to each extension region, for county extension agents attending the regional summer school courses in public agricultural policy.

The Foundation will pay two-thirds of the expenses of the agents selected by the directors, not exceeding $100 to any one agent. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 15 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay one-half of the expenses or $100, whichever is smaller, toward the expenses of one supervisor per State up to 15 States enrolled at the 1957 Wisconsin Regional Summer School in the supervisory course.

Applications should be made by May 1 through the State directors of extension to Dr. V. E. Kivlin, Associate Dean of Agriculture and Director of the Regional Extension Summer School at the University of Wisconsin, Madison, Wis.

Farm Foundation Fellowships

This foundation offers eight fellowships for a period of 9 months at $2,000 each. Fellowship aid is available to State extension workers upon recommendation of State directors of extension. Priority is given to extension workers who are, or will be, in the administrative field, but persons with subject-matter responsibilities are not excluded from awards. The fellowships apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, and Wisconsin. Applications are made through State directors of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, Chicago 5, Ill.

National 4-H Club Foundation and Sears-Roebuck Foundation

In 1957, for the sixth year, we will have 50 scholarships available to extension workers for training in human development education as the result of a grant from the Sears-Roebuck Foundation to the National 4-H Club Foundation. The 6-week training program is planned for Cornell University from July 1 to August 10, 1957.

As in the past, scholarship applications will be open to one man or woman extension worker from each State or Territory provided they devote one-third or more time to work with or for youth. Applicant shall not have received one of these scholarships before. Size of scholarships will range from $175 to $225.

Application blanks may be obtained from the State extension director. Approved applications are to be sent by the State director to the Personnel Training Branch, Federal Extension Service, U.S.D.A., Washington 25, D. C., by April 1.

The Specialists

(Continued from page 20)

formal study is prohibitive. His personal advancement, in title or salary, should be based more on his knowledge and interest in his chosen subject, his ambition and willingness to work, and on his teaching ability (with emphasis in that order), than on his degrees and his formal scholastic record.

To cultivate and persuade

by C. D. McGrew, Extension dairy specialist, Ohio

The question of how much generalized extension training an extension specialist needs could be applied to the breadth of training needed for technicians, specialists, and professional people in other fields.

Let's examine the job of the extension specialist. The intent of the Smith-Lever Act and subsequent laws pertaining to Extension implies strongly that extension workers teach so effectively that research findings are put to use. The specialist is primarily an interpreter and translator of research. The extension worker seldom has the captive audience found in the elementary school or college classroom.

Instead of a four-wall and blackboard, regular class, and graded-lesson type of situation, extension teaching is more likely to be in a barnyard or kitchen setting with students of varying ages, experiences, and interests who come to learn of their own free will without compulsion of law or prodding of parents. Extension classes may be held in the morning, afternoon, or evening. Some students may be tired and discouraged, others ager and alert. The teaching situation may be a telephone conversation, a chance encountered on the street corner or at the grocery, at a field day that may be hot or rainy, across the desk. or by radio, press, or TV.

Such varied and often difficult situations require more than ordinarily capable and adaptable teachers with unusual devotion and exceptional training. What kind of training would best fit the extension specialist for this type of teaching?

It is generally agreed that there can be no compromise with understanding of one's subject. It is rather well established that this requires a bachelor of science degree and many institutions have set as a minimum the master of science degree or its equivalent in formal training for specialists. The question then seems to be the essentiality of the doctor of philosophy degree for specialists. Since the research leading to the dissertation occupies much of the time and energy of the candidate for the Ph. D. degree the big question is what type of thesis and research would be most appropriate for one who is now or expects to become an extension specialist. The traditional thesis research should be helpful in analysis, in development of the scientific method, in helping to cultivate a better understanding and appreciation of the nature of research.

Few would argue against the highest standards of pre-service and in-service training for extension workers. Few would object to having all extension specialists acquire their Ph. D. degree, unless something better is available.

In recent years the 3 weeks' regional summer extension schools have met a need for county agents, especially those in supervisory capacities. Many specialists think that the courses are not designed primarily for their benefit.

My own experience after having attended four such sessions is that they can be equally useful to the specialist and the county worker. I should hasten to state that I would not consider the short courses as substitutes for regular, full-time, graduate study.

With the increased size and scope of extension work, serious consideration should be given to a new and special type of graduate study for specialists. If the traditional Ph. D. does not provide the best type of formalized training at this level for extension work, then it would appear that a comparable degree and course of study may be needed with particular regard to training which will be most helpful for accomplishing the tough teaching task in this challenging field.

Time Use

(Continued from page 14)

worker's family, the ultimate purchase of a home which must be planned for a long time.

Look for a Simpler Way

The methods of work simplification have much to offer individuals for self-improvement and for evaluating their effectiveness at their work. Work simplification is the development and use of easier and quicker ways of performing tasks. It is concerned with the identification of the goals and purposes to be achieved in working in addition to the motions that make up an individual job. Well-defined goals and purposes set limits beyond which continued effort is unnecessary.

Plan now for SUMMER SCHOOL--1957

University of Arkansas
Fayetteville
June 24—July 12

Extension Education in Public Affairs (to be announced)
Development of Extension programs, Charles A. Sheffield, Federal Extension Service
Effective Use of Information Media (to be announced)
Principles of Extension Education (to be announced)
Organization and Procedures in 4-H Club Program, Lloyd Rutledge, Federal Extension Service
Use of Groups in Extension Work, Ralph J. Ramsey, Kentucky

Colorado Agricultural and Mechanical College
Fort Collins
June 17—July 5

Principles and Techniques in Extension Education, K. F. Warner, Federal Extension Service.
Organization and Development of Extension Program (to be announced)
Principles in Development of Agricultural Policy, Tyrus R. Timms, Texas
Rural Recreation, Stewart G. Case, Colorado
Public Relations in Extension Education, William L. Nunn, Minnesota
Rural Sociology for Extension Workers (to be announced)
Individual Farm and Home Development, Arthur W. Peterson, Washington, and Mrs. Lila B. Dickerson, Washington
Principles in Development of Youth Programs (to be announced)
Extension Information Service, Lisle L. Longsdorf, Kansas

Cornell University
Ithaca, New York
July 1—July 19

Principles in Development of 4-H Work, Mylo Downey, Federal Extension Service
Farm Family Business Planning, Robert S. Smith, New York
Working with Groups, Gordon Cummings, New York
Program Building in Extension Education, J. Paul Leagans, New York
Evaluation in Extension Work, Fred P. Frutchey, Federal Extension Service
Communications in Extension Work, George H. Axinn, Michigan
Farm Policy Education, Kenneth L. Robinson, New York

Prairie View Agricultural and Mechanical College
Prairie View, Texas
June 10—June 29

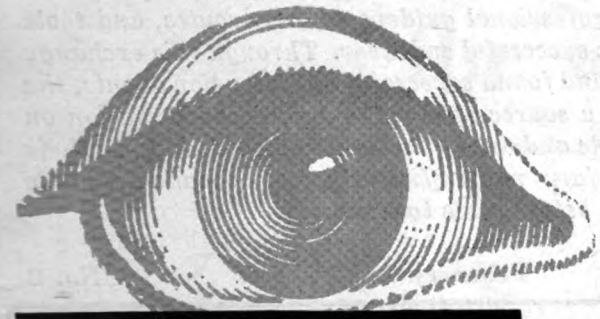
Farm Housing, Stella Mitchell, Alabama, and Earl R. Bell, Oklahoma
4-H Organization and Procedure, Emmie Nelson, National Committee on Boys and Girls Club Work, Chicago
Agricultural Communications, Sherman Briscoe, Office of Information, USDA
Farm and Home Development, Mrs. Eula J. Newman, Texas, and Cecil A. Parker, Texas
Development of Extension Programs, Martin G. Bailey, Maryland
Sociology, Bardin H. Nelson, Texas

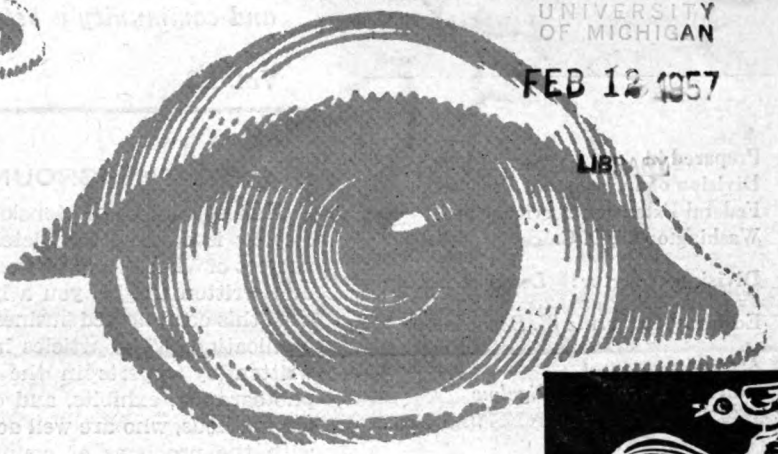
University of Wisconsin
Madison
June 10—June 29

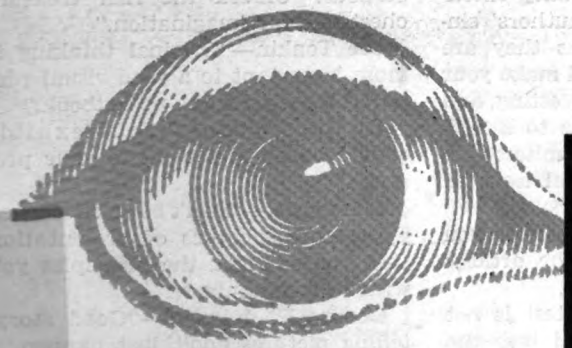
4-H Club Organization and Procedure, T. T. Martin, Missouri
Extension Methods in Public Affairs, J. B. Kohlmeyer, Indiana
Extension Communications, Hadley Read, Illinois
Farm and Home Development, John B. Claar, Federal Extension Service.
Administration of Extension Work at County Level (to be announced)
Development of Extension Programs, Gale VandeBerg, Wisconsin
Evaluation of Extension Work, Laurel Saborsky, Federal Extension Service.
Rural Sociology for Extension Workers (to be announced)
Supervision of Extension Work (to be announced)

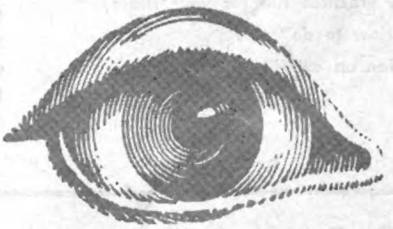
EXTENSION SERVICE Review

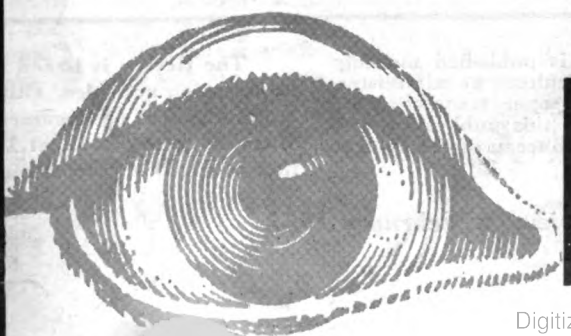
FEBRUARY 1957











EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service ***Review*** *is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.*

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Editor: *Catherine W. Beauchamp*

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In This Issue—

EAR TO THE GROUND

This issue of the Extension Service Review is devoted completely to the subject of Visual Aids. It was planned and written to give you a little help with this complicated business of communications. The articles have been written by experts in the fields of photography, exhibits, and other visual methods, who are well acquainted with the problems of county extension workers. It is the authors' sincere wish that the ideas they are passing along to you shall make your efforts more pleasant, interesting, and effective. Credit also goes to a Federal Extension Service committee who helped to plan this special issue of the Review.

For an appetizer, let me offer you a few choice bits from the articles that follow:

Leonard Rennie—"The test is not how many people crowded into the exhibit, but how many people received the message and acted upon it."

Elmer S. Phillips—"Choose the channels of communication that can make connections with the 'inner circles' to carry the recipients from the stage of awareness to final decisive action."

Duane Rosenkrans, Jr.—"A really effective slide program requires a systematic plan."

Elmo J. White—"Color is one of the most powerful tools used by a designer in making the visual perform a specific function."

John Behrens—"Analyze your public presentation. Beware of the program so simple that it becomes monotonous. Unlock the rich treasure chest of your imagination."

Joe Tonkin—"Original thinking is more important to a good visual presentation than a fat pocketbook."

Duane Nelson—"Your exhibit should be a supplement to your program."

Don Schild—"Don't be so concerned with the mechanics of presentation that you overlook the principles you wish to communicate."

George F. Johnson—"Good storytelling pictures don't just happen."

And now for the main course. May it be palatable, digestible, and fruitful.

NEXT MONTH the Review will bring you more good articles on visual aids, two on marketing, and several on training. In April the emphasis will be on phases of developing leadership. CWB

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 31, 1955).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at $1.00 a year, domestic, and $1.50, foreign.

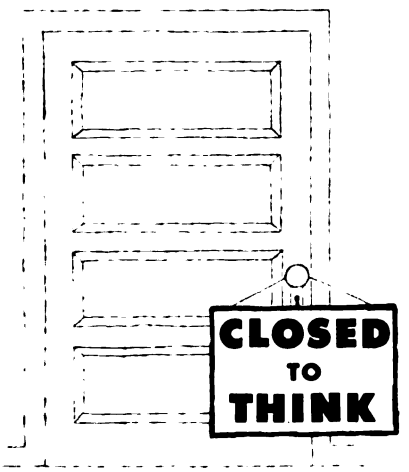
The way to a man's heart
May be through his stomach,
But the best route to his brain
Is through his eyes.

Open the way with VISUALS

by JOHN H. BEHRENS, Visual Aids Specialist, Illinois

THIS is a competitive age! If you as an extension worker are to enjoy success in reaching people, you must be able to meet the competition. The competition of television and athletic programs or the disinclination of people to learn and change their ways are hurdles each of us faces every day.

Now, turn your back on other problems for a few moments and analyze your public presentations. Let's have an honest-to-goodness think session in



which we critically reexamine our process of visual communications.

In the first place, is our message easy to follow? Or, have we succumbed to the flowering quotation and complicated picture? Simplicity is part of good design. We admire the clean flowing lines of a sleek automobile. Remember this when you decide to make that next poster, plan your next fair catalog, or arrange a window display calling attention to National 4-H Club Week.

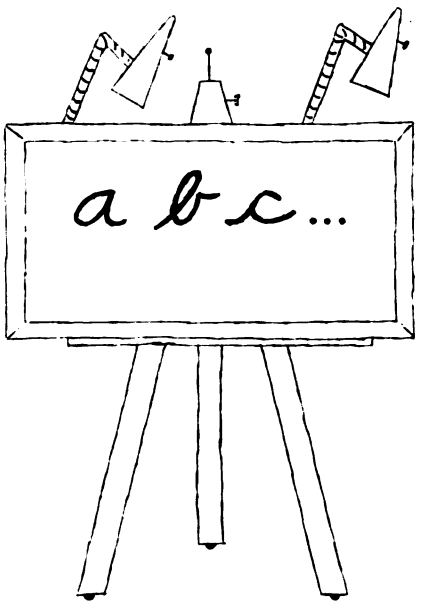
But beware of the program so simple that it becomes monotonous. You can do it with variety. Unlock the rich treasure chest of your imagination. Here there are no limitations.

Take a quick inventory of your public appearances. How many of your meetings, for example, have followed the same pattern? Is this the order: Introduction, talk with a slide set or charts, question period, and then a worthwhile visit on the way to the door, or perhaps a cup of coffee with some earnest seeker. Would your audience appreciate a change in format for their meeting?

For ideas, look at what others are doing. Enjoy television, look at a fair exhibit by a commercial company, study a magazine layout, and subconsciously think what was good that you might adapt to your own use.

We know that visuals are effective. For one thing, to use them, you as a communicator are required to do more definite and concrete planning of your message. As a result, you are better able to control the impact of your message on your audience by presenting it in logical steps and pacing it with variety. You create suspense and maintain interest this way. People are inherently curious and will be subconsciously looking forward to what's coming if you build your talk step by step, and include something new or different.

Now, let's examine our communications visuals with new eyes. Start with the chalkboard. Is the surface in proper shape? Will chalk show? Take a look at your chalk size. I hope you have the big sticks so when you or the specialist write, a nice fat line will appear that is visible in the rear of the room. Is your chalkboard sturdy, not in danger of falling over, and is it well lighted? A couple of inexpensive gooseneck lamps will do wonders to improve legibility of your printed word, and could do double duty later on in a window exhibit.



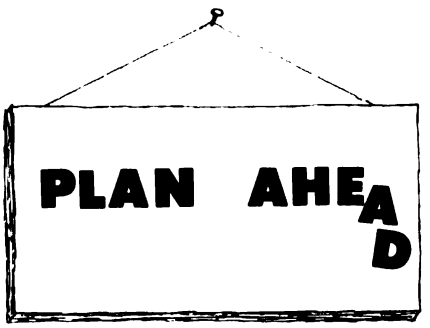
Then, do you have any large newsprint pads or newsprint sheets from your newspaper shop to make quick charts with felt-tip pens or crayon? Use these same sheets or sheets of wrapping paper tacked to the chalkboard with your main points of presentation lettered on in advance and turned over behind the board waiting for the right time to show them.

Do you have a flannelgraph? Is it in good repair? Clean? A soft neutral color that will not clash with colors you wish to use in your presentation? Wool flannel is probably more desirable, but more expensive. Cotton flannel, or suede cloth or any rough-napped material may be used.

(Continued on next page)

Stretch it over a sheet of fiberboard, protect with a frame, and you have a dual-purpose flannel and pinup board. Keep a supply of rubber cement, sandpaper, suede cloth, or flock coated paper with an adhesive back on hand.

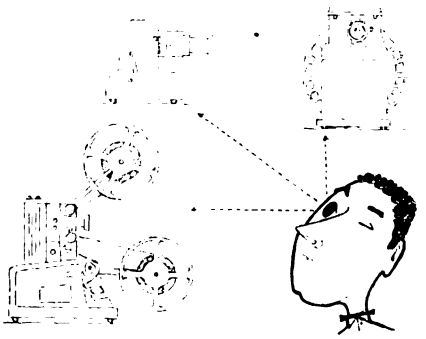
Take a peek at your supply of charts. Are they preserved and stored properly for future or continued use? Is the printing on them large enough and bold enough to read from the back of the meeting rooms? Don't be afraid to cover up parts of your charts with plain paper tacked down with dabs of masking tape, ready to be stripped off when your point is made. Hence, a strip-tease chart. Cellophane or acetate makes an ideal overlay material to write on with a grease pencil, either impromptu or beforehand. Make your own charts with simple, big, and bold letters drawn freehand between lightly penciled guidelines. Don't forget to PLAN AHEAD or you might run out of space.



Keep your graphs simple and with a very minimum of material. Use only one factor on a graph at a time. If you need to show several factors, use several graphs. In place of a bar chart, use dowel rods inserted in blocks as you present facts. In that way, your audience only perceives what your present thought is, and is not racing ahead. Ask your State visual aids specialist for more help along these lines, or buy a good visual aids reference for more help. Study publications, books, and watch really good lecturers and speakers.

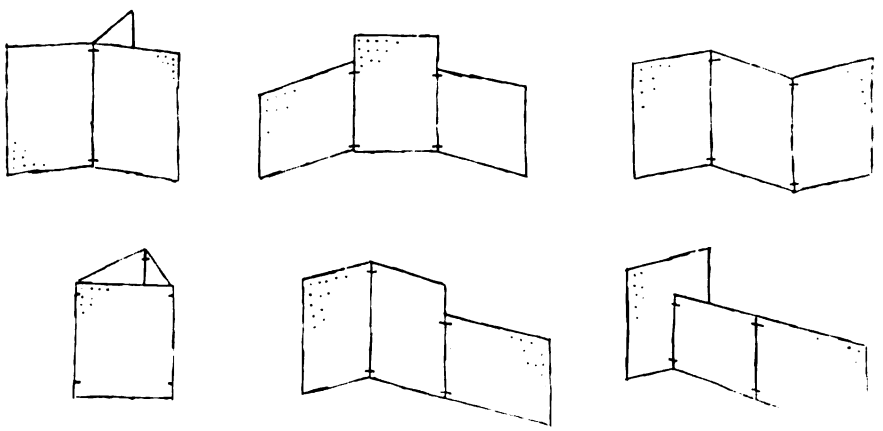
Posters, or parts of commercial posters, can add color and life to your presentation. A new poster in a good location can effectively carry your message. But please—take it down after a short interval. Although it may nicely cover a hole in the plaster, continued repetition will lead to monotony, boredom, and finally disrespect.

Cast a really critical eye on your projection equipment. Are the optical



systems clean? Are the screens in good repair? Are the mechanisms tight and oiled? These things are fine, but . . . more good lessons have been ruined by improper use of slides. Keep your slides series down to a minimum of 20 slides. If you need more, break your pace with charts or the blackboard or the flannelgraph. Twenty slides are fine, 30 are worse, and with 40 you should have stayed home.

Motion pictures???? Handle these with care, and unless used expertly your communications channel may be blocked with unwanted effects. Preview your films, lead up to your film with adequate teaching presentations using other methods, and then follow through with a discussion. Perhaps unfortunately, our first experiences with motion pictures were related with entertainment, and we tend to follow that pattern.



An overhead projector is a superior tool. If your budget will not permit one, perhaps your local school uses one that could be borrowed. These projectors are very versatile and can be used in semidarkened conditions such as you would find in a room with venetian blinds. They have the further advantage that you never have to turn your back on your audience and you can continually expose a new writing surface.

You all know of the advantage of using models or the real object. The strong point of the 4-H tractor maintenance program is that the work is done on the real machine in cooperation with some willing dealer.

And now just a few words about the much-discussed subject of bulletins. Is your display neat, changed frequently, and accessible for study? A constant change of a few bulletins is better by far than exposing your whole hand at once. A small sign will direct someone to ask for one they don't see and might give you that opening wedge for communication you were not able to obtain before.

Do you have some simple type of exhibit set? Three pieces of pegboard 24 by 32 inches and painted a flat pastel color are excellent. In fact, 6 panels can be cut from one sheet of material 4 by 8 feet. Fasten them together in endless combinations with pipe cleaners. They are portable, inexpensive, and effective. Pick some key windows in your county and rotate a simple exhibit on a schedule. You might be opening a new channel of communication.

Specialists in the U. S. Department of Agriculture and your own State extension leaders and specialists are ready to help you with visual aids. The challenge is yours. You are not limited by costs, resources, or equipment, only by your imagination.

A Portent in the Sky

by ELMER S. PHILLIPS,
Visual Aids Specialist, New York

A large portion of the world recently celebrated an event foretold to three wise men centuries ago by a star in the eastern sky, an event that gave rise to a different concept of religious faith. Earlier in 1956 astronomers the world over trained their telescopes on Mars, hoping to probe the mystery of a planet enough like earth to provoke thoughts of life in another part of the universe. Since man's beginnings, the heavens have provided keys to navigation over land or sea, unerringly guiding the traveler to his ultimate destination. Even today when we have so many mechanical instruments of navigation and computation, the heavens may hold a key to an epochal change in the place of visuals in tomorrow's communication picture.

The process of communication may be broken down into four or perhaps five elements, which are embodied in the diagram of Figure 1. There is the communicator (No. 1), a person with accumulated knowledge, part of which he wants to transmit to another person or persons. How effectively he communicates depends on his knowledge of the principles of learning (No. 2), and on his understanding of the different channels or media of communication (No. 3) and of the special qualities and usefulness of each. But he must also understand the people for whom his message is intended (No. 4).

The communicator often takes for granted the change he wants to bring about by his message; he is so familiar with his material that he can readily construct in his imagination all the desirable effects it can produce. But these effects may not follow inevitably from the mere presentation of facts. The desired effect (No. 5) must therefore be considered in light of the communicator's objective: to increase knowledge or things known, to improve skills or things done, or to change attitudes or feelings.

In our extension work we have devoted much time to acquiring a thorough knowledge of our subject matter; this in itself is no mean task, as agriculture and homemaking continue to undergo rapid change. We have given a certain amount of our time to mastering the different channels of communication in order to find ways of reaching more people. As the extension worker's job becomes more and more demanding, he has naturally gravitated toward the use of mass media, in an attempt to reach more people with equal effort. But this has sometimes led to the erroneous assumption that if more people are offered our magic potion, more will necessarily accept and digest it, and more change will be produced in the community.

In the past, then, we have concentrated almost exclusively on the first and third factors of the communication process, instead of seeing the process as a whole. In the new era of communication, we shall spend more time studying the general principles of learning, understanding the person or persons in our audience, and devising methods to evaluate the changes that result from extension effort. In other words, we shall be less concerned with breaking down communication into its component elements and methods than with putting it together into a process by which the communicator relates himself to the recipient and his future thoughts and actions.

I should like to devote the rest of this article, therefore, to the individual recipient of our message. As a visuals man, I searched for a graphic symbol of the individual, to clarify my analysis of how and why a person's concepts and habits may be changed. I, too, turned my eyes toward the skies, and found among the planets one that may serve as such a symbol—the planet Saturn with its seven rings (Figure 2).

Figure 1

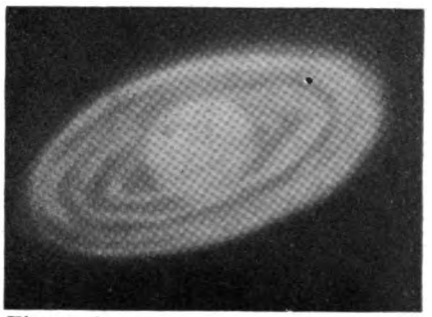


Figure 2

The outer ring may be likened to the senses, to which we must appeal before any meaning is associated with our message; the senses of sight,

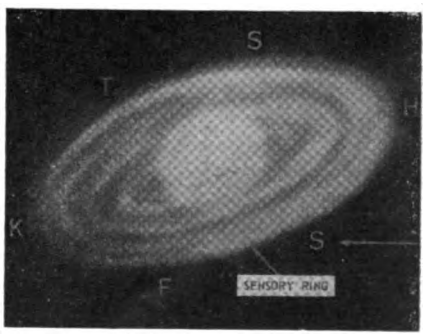


Figure 3

hearing, touch, smell, and taste, and the kinesthetic sense which guides muscular reactions. An arrow from

(*Continued on next page*)

space may represent a single stimulus such as the light rays reflected from a picture in a room (Figure 3). This stimulus will be received by the eye before any interpretation can be made by the recipient.

Few situations in life are as simple as this; but the illustration will serve to remind us that the visual specialist must take into account the physiological limitations of the sense organs. To put it bluntly, material intended to be seen must be visible, a truth violated every day. A simple experiment with cards bearing numerals of varying sizes—quarter-inch numerals, half-inch, three-quarter inch, one inch, increasing by quarter inches to a numeral two inches high—demonstrates the limits of size and distance at which the human eye can distinguish their shapes. Assuming one-half perfect vision, the quarter-inch size can be seen readily at 8 feet, and with increasing difficulty to about 16 feet. Correspondingly larger numerals are required as distances increase.

Color may point up still other physiological limitations. One of my acquaintances who planned to be an agronomist discovered to his consternation that because he was color blind he could not tell brown hay from green hay. He is now majoring in the field of animal husbandry. Additional examples from each of the senses would indicate that the communication specialist's effectivness

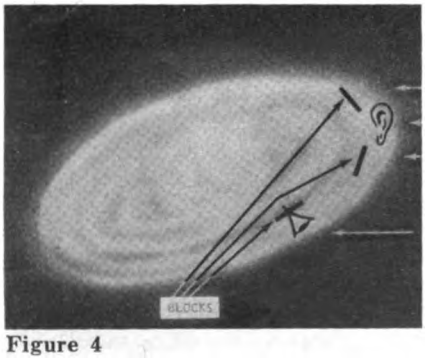


Figure 4

depends very much on his knowing the limitations imposed by the sense organs themselves.

The preceding illustrations have been purposely simplified; but the next step in analyzing how our senses function introduces the complex relation of this "sensory ring" to the "inner rings" of man's past experience, by which he identifies and evaluates the stimuli received by the senses. A personal experience may illustrate a remarkable ability which man possesses. When I was returning recently from Central America, our plane ran into severe air disturbances. About half the passengers were sick as the big plane bounced around like a paper in the breeze.

My sense organs received simultaneously dozens of signals. My ears heard the roar of the motor, the man in the next seat talking to me, the sounds of distress of nearby passengers, and the hurried footsteps of the hostesses ministering to them. My eyes were aware of the motion of the plane in relation to the clouds, of the steady drive of the propellers, of the movements of the hostesses and other passengers, and of the gestures and facial expressions of my seatmate. I felt the sudden bumps and voids as we moved from one turbulence to another.

Yet throughout this complex and confused situation I was able to listen attentively to the man sitting next to me. I was almost oblivious to all the turmoil, and with a little effort carried on a perfectly normal conversation. I have tried to symbolize this experience in Figure 1.

Power of Selection

The second ring of Saturn is a graphic symbol of our ability to choose which stimuli we wish to receive, to focus our attention on them, and to block out others. Its implications for extension teaching are obvious. If we ignore this power of selection, the message we wish to convey may itself be blocked out, as stronger stimuli distract our audience. To reach the "inner man," our message must be stimulating enough so that our audience will block all other impressions except the one we wish to "get through." And so far as possible all the sense stimuli in the teaching situation must contribute to the message rather than distract from it.

The "second ring" of selection is not static, but may be compared to the whirling rings of Saturn; because of its constant activity an impulse may be accepted or rejected in a fraction of an instant. The constant activity of this "second ring" explains also the phenomenon which Nichols calls "islands of listening." The graph in Figure 5 illustrates the pattern of attention for a person listening to a lecture. A chance association with a

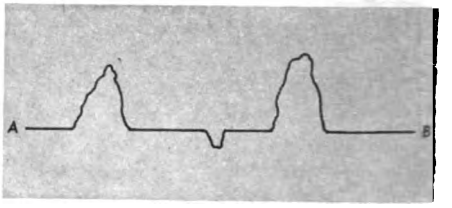


Figure 5

word, the stimulation of another sense organ, or some other factor causes the listener to deviate periodically from the thoughts of the lecturer. The straight horizontal line represents the periods of attentive listening; the mountains and valleys indicate the listener's deviation from the lecture.

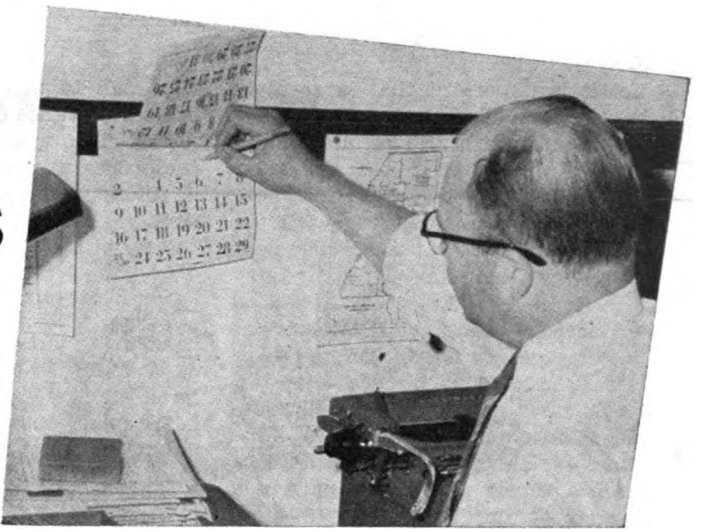
Similar situations may occur with other sense receivers. Each of us has had the experience while we read of discovering to our amazement that although our eyes still move along the page, the words and sentences have suddenly become meaningless. We have to go back and read again. The second ring, which can be either a bridge or a block between sensations and meaning, has blocked off our understanding.

The remaining inner rings symbolize the individual's past experience, his habits, his likes and dislikes; they are storehouses of experiences, information, beliefs, and expectations. To distinguish the various rings as symbolizing different functions is unnecessary. For our purposes the important consideration is that elements in these "inner circles" of past experience, especially the most recent or most vivid impressions, will influence the meaning of the signal received by the outer ring, and may determine whether the "second ring" will accept or block the signal.

To reach the point of decision in any teaching situation, therefore, all elements of human behavior must be considered. Impressions received by the outer ring must connect with the appropriate elements within, so that the individual gets a clear concept of what the message means to him. This then may be converted to action by the individual.

(Continued on page 46)

Home Runs with COLOR SLIDES



by DUANE B. ROSENKRANS, JR., Extension Editor, Mississippi

Above—The author marks on his office calendar a reminder of some seasonal slide making to be done several months ahead.

A highly successful and experienced extension leader told us recently, "Folks will pay a lot more attention to a picture that shows someone they know. We all like to see pictures about our problems and our practices, taken in our county, or even better, in our own community." This is why we urge county extension workers to take good pictures, especially for color slides.

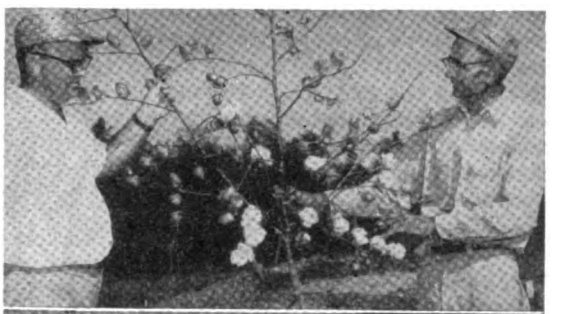
Uses of Slides

Here are some of the many uses Mississippi extension workers make of color slides:

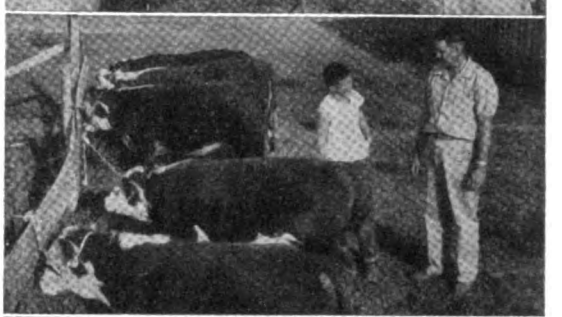
Illustrating subject-matter talks—This varies from general scenes of crops, livestock, and home improvements to extreme closeups of insect pests. Often the slides help to explain a year-round program. The workers sometimes make their charts into 2 by 2-inch slide form, which helps them to make smoother and easier overall presentations.

Encouraging 4-H Club and home demonstration club work.—To interest boys and girls in 4-H Club participation, it is hard to beat slide series on such subjects as last summer's county 4-H camp or a trip that a winner received. The same applies to home demonstration club activities.

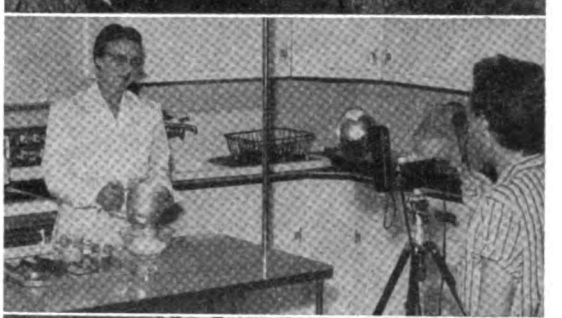
Advancing farm and home development programs. — This approach, which we call the balanced farm and home program in Mississippi, is difficult to explain to a general audience.



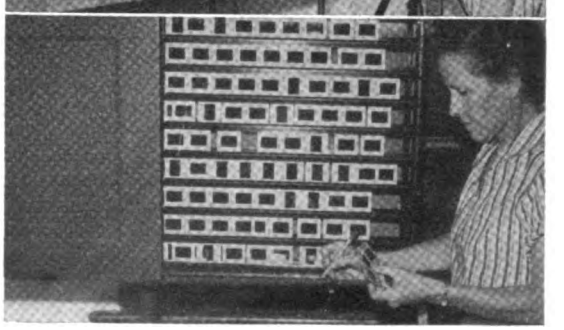
Backgrounds are very important. The sky is one of the best. Shoot from a low angle, having the camera close to the ground.



Standing on a high place, well above the subject, is often a big aid in getting a good agricultural picture.



Getting close enough to the subject is particularly important with slides. Many scenes will be relative close-ups with the subject filling the field of the slide. Become well acquainted with the view finder to avoid cutting out important material.



Slide files are important. For a large number, a system like this will pay for itself in time saved.

Yet it is important that large numbers of both farm and nonfarm people understand it. Slides offer one of the best ways of presenting this effectively. Our principal procedure is to report progress, usually showing the before and after of a given scene. Sometimes the after will show progress for each of five or more years.

Television—Most television stations prefer slides (properly exposed color is satisfactory) to large opaque pictures, since their equipment handles the former much more easily. The slides are almost always used to illustrate a timely practice as part of a farm program. From 6 to 12 slides are usually enough. The extension worker can be present to do the voicing, although it is usually a lot easier to furnish the RFD or staff announcer with script to accompany the slides. Many of our subject-matter slides are doing double duty on television.

Exhibits—Some workers have access to automatic slide projectors of the type intended for exhibit use. In some instances, sound can be synchronized with the showing.

Have A Plan

As with most extension work, a really effective slide program requires a systematic plan. This means making a written list of the scenes to adequately cover a given subject. Do this before taking any pictures.

The list often includes scenes to be made in different seasons of the year, or even in different years. For example, a series on year-round grazing might require that some scenes be shot during each of 6, 8, or more months. Some of our long-range plans for documenting farm and home development call for photographing the same scenes on a given farm at approximately the same time each year for a period of at least 5 years.

Not only is a list of scenes required, but this work needs to be a part of the worker's plan of work, with provision for his being reminded of what is to be done. To be sure that the work will be accomplished as planned, we like to list it for months ahead on our desk calendar or in our date book.

When script will be needed so that other people can present the slides it is well to write at least the first draft in advance of doing the photography. This will help to assure that the scenes are set up to show what is intended and to have good continuity. After the slides are made, the script may be revised as needed.

Equipment Can Be Simple

As with most photography, the nature of the job to be done will determine the equipment needed.

For most subjects, where extreme closeups are not required, a relatively inexpensive 35-millimeter or size 828 camera will do. Many of our county workers like the 828 size because it has only 8 exposures instead of the 20 which tend to tie up both processing and the use of the camera for occasional black-and-white as well as color. Where much black-and-white is also to be done, we suggest two cameras.

For indoor scenes, most of our workers make slides by using the daylight type color film and blue-coated flash bulbs. This permits them to switch easily from indoor to outdoor shots, and also helps when much daylight appears in an indoor scene, such as in a living room with an outdoor scene viewed through a large window.

An exposure meter is not a necessity, but is highly desirable. It will pay for itself in the long run in better pictures and film saved. It seems to us that possibilities in the use of the more highly sensitive films that have become available in recent months make the use of an exposure meter more desirable than in the past.

Another item of equipment, and one that costs little or nothing, is a reflector for concentrating sunlight in the area of the subject. This is particularly desirable for closeup work. The reflector can be a piece of cardboard with tinfoil glued to it, a piece of light-weight composition board painted white, or other simple arrangement.

Taking the Picture

Space does not permit an extensive discussion of photographic methods, and there is much reliable literature on the subject. However, the following highlights may be useful.

(1) Hold the camera very steady when taking the picture. Many people who have difficulty holding the camera steady enough use a tripod. Others cure the trouble by attaching a cable release to the camera. Some use both.

(2) Avoid shadows on or near the subject in most color pictures. Shadow is the worst enemy of this kind of photograph for most farm and home subjects.

(3) Get close enough to the subject to fill up the field of the slide without cutting out anything that matters. Many subjects (such as a herd of cattle) generally look farther away to the camera than to the photographer's eye.

(4) Consider vertical as well as horizontal shots, except for television where all pictures must be horizontal. Also consider the possibilities of having the camera either close to the ground or on an elevation. Many of the best agricultural shots are made from a fairly high elevation.

(5) Backgrounds are very important. A poor background sometimes spoils a good subject. A good background (such as terraces, a herd of cattle, or a woodland) adds a lot to some agricultural scenes. On the other hand, the viewer should scarcely be aware of the background for some scenes, particularly the relative closeups. If in doubt for many outside subjects, use the sky as the background, shooting from near the ground. A general rule for inside subjects is to avoid dark walls, dark drapes, or dark furniture as background in most instances. Large floral designs in wall paper, drapes, or furniture are also distracting.

Filing Slides

This is one of the most time-consuming phases of color slide work. Yet a good filing system is necessary if the best use is to be made of the slides.

Some subject-matter information should be recorded about most slides. In the case of those on farm and home development, at least the date, name of the family and the main practice shown should be recorded. Some workers simply write this on the ready-mount of each original slide. Others number the slides and

(Continued on next page)

(Continued from page 32)

enter the information in a card file with corresponding numbers.

Slides that are to be used much should be mounted between glass. There are several ways to do this. Mounting is done, not only to protect the slide, but to make each slide move through the projector in good focus.

For workers who expect to acquire only a few hundred slides, several types of file boxes are available. Smaller boxes make it easy to mail individual sets of slides. For some subjects, the slides may be filed in the magazines for automatic slide projectors.

For large collections of slides, we prefer a large metal file with pullout frames that each hold 90 or more slides. These files may appear to be a little expensive, but with a large collection they will pay for themselves in time saved.

Showing Slides

Many makes of good projectors are on the market. We like a 750 or 1,000-watt one. All reliable makes appear to have good cooling fan systems. An automatic slide changer is very helpful.

Some workers have made the mistake of buying a medium to high-priced 35 millimeter camera, and then having funds remaining for only a low-wattage projector. When funds are limited, we urge the worker to buy a minimum-priced camera and a projector of adequate wattage.

When showing slides, or any other projected pictures, arrive early and set up the screen and projector. Get the projector in proper focus before the meeting starts.

If an automatic slide changer is not used, be sure that all slides are in the right order and can easily be fed into the projector so that all will be shown right side up. A good advance precaution is to mark a dot in the upper right-hand corner of each slide mount while holding the slide in an inverted position.

It is a good idea to always carry along an extra projector bulb and an extension cord.

SUPERMARKET Visuals

by JOSEPH D. TONKIN, Federal Extension Service

THE cost of a visual aid is no indicator of its success as a teaching tool. Over and over again we have seen the evidence that original thinking is more important to a good visual presentation than a fat pocketbook.

We are constantly trying to keep our audience in a learning situation that is close to reality and still loaded with an element of surprise. To do this visually, keeping the cost factor well in mind, we try to use a familiar item in a different way to make a point. For example, a State specialist not long ago wanted to illustrate to a small audience the various areas of the earth's surface that were devoted to growing certain crops. Did he use a world map, or an expensive chart? No indeed. He used a cantaloup. And with a knife he sliced out one segment and indicated that that fraction of the earth's surface was devoted to raising rice. Then he sliced off another section and told his audience that that section was planted to wheat. Here was a common everyday melon used in an unusual way. It worked, both from the standpoint of interest and impact.

Visual aids can usually be divided into four categories, those that

- Explain
- Emphasize
- Compare
- Attract attention

Visuals that explain are usually referred to as the "direct teachers" —the blackboard, the flannelgraph, models, how-to-do slides, and motion pictures.

Visuals that emphasize include drop cards, some flannelgraphs, newsprint pads, or any device that repeats for the eye something we have said. If you mention chlordane, the insecticide, and then point to the word on a card, you are using the visual to emphasize or give double impact to your message.

Visuals that compare and attract attention are best suited to the use of materials, like the cantaloup, that you can find in your own grocery store, the local "five and ten," or even the back yard or home garden. A loaf of bread, cut into the proper sections as you talk, can illustrate the farmer's return of the wheat dollar better than many expensive drawings. One chunk of bread represents the cost of the seed; another chunk may go to pay for fertilizer; another for milling; still another for baking and delivery. And there will be a small chunk left—the farmer's part. Here again is something used in a different way, a natural bar chart.

The same thing goes for a pie chart. What's wrong with using a real pie?

A citrus specialist in California once told his agricultural economics story with a box of oranges. He showed the group that so many oranges from the box paid for smudging; so many oranges paid for the picking; and so on. You can make a visual of comparison out of anything from a step-ladder to a bottle of milk.

An Oregon consumer specialist had five points she wanted to impress on her audience about the buying of

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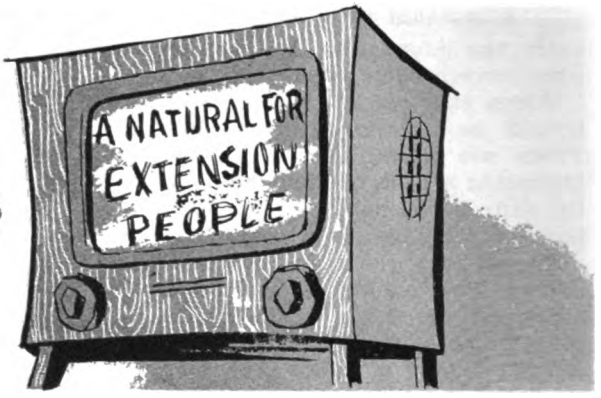
Teaching by Television



by MRS. SHIRLEY MARSH, Assistant Extension Editor, Nebraska

NEVER before have extension agents been blessed with a more valuable tool to reach large numbers of people than they are now with television. Nebraska extension workers have found this medium to be one of the most effective visual teaching tools available to them.

In no other way can an audience see and hear an extension agent so well, get a close look at his illustrative materials, and, at the same time, sit relaxed in a comfortable chair at home. Never before has learning been made so easy.

The television screen is a continuous picture before the viewer, a constant visual with action, sound, sight, immediacy, intimacy, impact, and personality. The skillful combination of these qualities makes for utmost effectiveness in delivering a message.

In planning television shows, agents learn to think in terms of these qualities and are able to visualize the picture they are putting before their audience. Extension agents need imagination, ingenuity, and energy for the job, because television calls for every visual device we know.

The action closeup makes television the most intimate and straightforward medium agents have to work with. The method demonstration, in which agents have long used actual objects, conveys reality to its fullest. The television camera, through its power to enlarge an object, gives this closeup view even more impact.

Nebraska agents are encouraged to plan their television shows to take full advantage of the closeup. A simple rule of thumb has been to plan for about half the program time to be spent on closeups of the materials being presented. They endeavor to keep their demonstration materials simple and their actions deliberate when using them. Action, of course, is one of the important qualities of television, but movements also need to be meaningful.

The agent on television uses techniques similiar to those of the salesperson. One particular item is selected to sell to the customer. Points are presented firmly and confidently. When the item is displayed, it is shown to the viewers long enough for them to see the points mentioned. Movements are deliberate, and all items that will divert the attention of the viewer are eliminated. Thus, the sale of information is more readily made.

Although television is a visual medium, the audio cannot be neglected with sloppy verbal presentations. Thoughts should be organized and mentally connected with the picture the viewer sees on his television screen. Outline notes are excellent helps, but a completely scripted program is unforgivable. Notes can be hidden in the bottom of the demonstration tray, away from the eye of the viewer, pinned or glued to the back of an object being discussed, or written on the back of a poster or chart. These hidden helps give self-confidence and will be at hand to deliver an agent from a verbal dilemma.

Looking at television as a visual in itself, consideration should be given the visual aid devices used in programing. The best visual device is the "real," the "actual." This can be people, animals, plants, places, or objects. If it's impossible to use the real thing, then agents must seek a substitute — models, miniatures, photos, slides, or sketches.

There are times when opinions vary about the importance of the real thing. A Nebraska agronomist informed his program director that he was bringing 1,200 pounds of fertilizer into the studio for his show. The director's skepticism faded when 1,200 pounds of commercial fertilizer were delivered to the studio. In this case, the agronomist felt the viewer would be impressed by seeing the actual size and amounts of the fertilizer needed to maintain soil fertility in the production of 100 bushels of corn. He impressed the viewer with this, the actual amount of soil nutrients that would be removed from the soil in the production of the crop, if the fertilizer were not applied. The 1,200 pounds gave his show much more impact than models or miniatures could have done.

A home extension agent recently presented a television show about the problems caused by hard water in her section of the State. She made her points by using three jars of water. One contained hard water; one had a precipitating conditioner added to the water; and the third was resin conditioned. She added soaps and syndets to each type of water. The amount of suds told the story. The subject was important to the audience, the props were very simple, and the points clearly made.

There are times when it is not only

difficult but impossible to bring the "real" thing into the studio. Slides, movies, and photographs of these things are the easiest substitute to use. The program still maintains a large percentage of its effectiveness. Some programs can be built entirely around these visual devices. When this is done, the monotony should be broken by coming back to the narrator, between every three or four slides or photographs. This can be achieved by segmenting the information being presented. Opening and closing remarks as well as the transition would be live for the viewer.

Nebraska's horticulturist, Wayne Whitney, uses nothing but the real thing in his weekly show, The Flower Box, on the University's educational television station.

Tips on Visuals

In some cases there may be as much as 50 percent loss of picture on slides or photographs by the time it reaches the home set. The border areas of the slide or photograph may or may not be received, so it is important that the subject of interest be centered. When selecting the slides or photos, mentally divide the picture into fourths and, with your eye, crop off the outside one-fourth. The middle area can be considered safe for television transmission.

All visual devices used in television should be simple and effective. Extension agents have little time to work out elaborate ones. To effect simplicity, a sound knowledge of the principles of design is helpful—brevity, balance, clarity, movement, and continuity. The elements of design should also be kept in mind—space, line, texture, color, and values. Most women staff members have run across this basic knowledge of design in other phases of their work. The men have little trouble in learning how these design principles apply to television.

Illustrations for flannelgraph or magnetic board use can often be found in magazines or catalogs. The lines should be simple and uncluttered and contrasting in color. Specific parts of the illustrations can be emphasized by lining them with black crayon or ink.

Lettering problems can be solved by tracing letters from boldfaced headlines in newspapers and filling them in with ink. Simple lettering rulers are readily available. Lettering for television art should have contrast. There should be at least three gradations difference in the television gray scale (a 7-step scale ranging from black to white) between the letters and their background. Lettering should have a ratio of roughly 1 to 15 in relation to the total height of a chart. The width of all lines should be no less than one-eighth inch. This ratio does not include the allowed border area of the chart. Black, gray, or white lettering on gray televises well. They are even more effective if shadowed with black or white.

Home agents, left to right: Charlan Graff, Margaret Crosby, and Esther Chamberlain learn and discuss the importance of gray scale and color, in relation to the visual devices they plan to use in their TV shows.

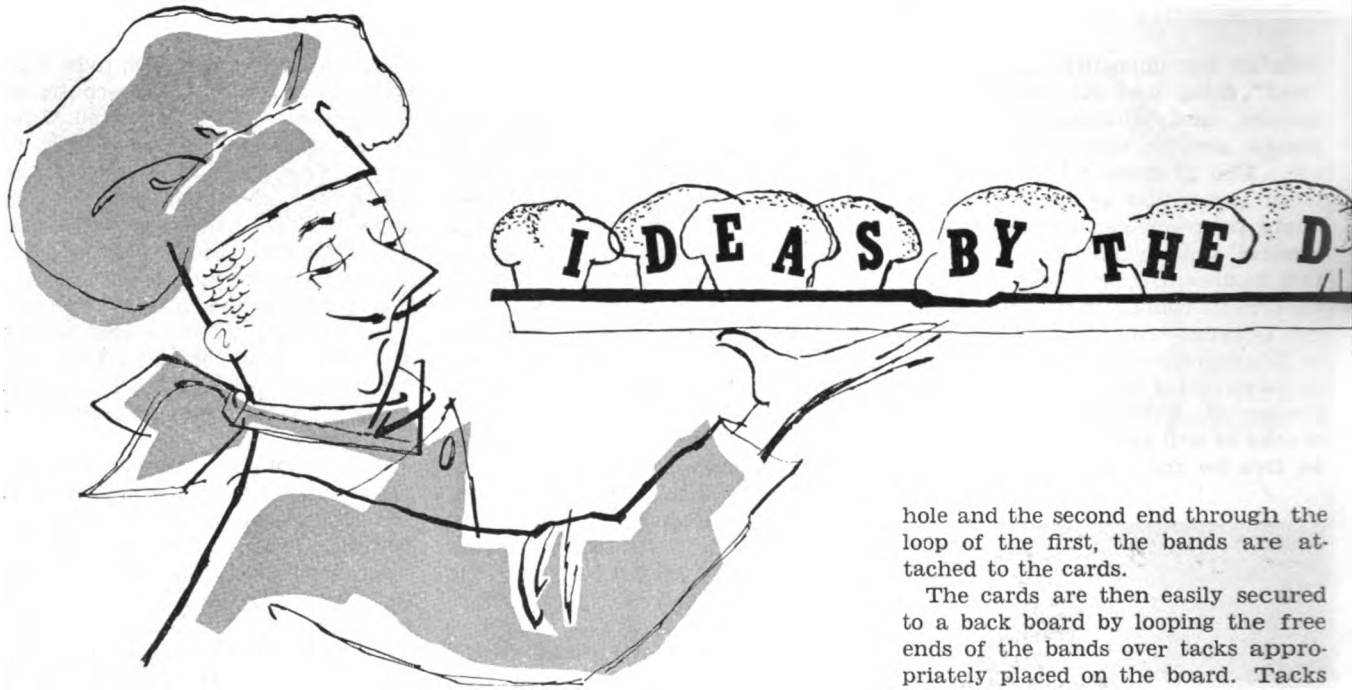
Remember YOU

Don't forget YOU when planning visual devices for television. Extension agents need to think of their own appearance. Clothing and good grooming are extremely important. Simply cut or tailored clothing for both men and women seem to be most attractive. Avoid sharp contrasts. Soft grayed colors televise well. Color of the garments selected depends largely upon the background of the studio set in which the show is staged. If the background is dark, a garment which appears in the lower half of the gray scale should be worn. If the background is light, the converse. Jewelry which is bold in size and color, with broken areas, not dangling or glittering, adds a note of interest to the woman performer's appearance.

When YOU are the visual device, personality and a pleasing manner will be an asset. A smile is priceless. Be serious when the subject demands, but never sullen while being serious. Be informal with the viewers and make them feel at home. Above all, be honest with the viewer. Accidents happen and mistakes are made. These can easily be shared with the viewer. The feeling of warmth between YOU and the camera is important. Until an agent really feels that the camera is a good friend, a show will lack that person-to-person quality.

Every television show needs a good beginning. This can be done by giving each program a theme title and by arousing interest through the use of a leading visual object or "gimmick." The theme gives direction to the program and prevents wandering. It sets up a definite progression of action and information. The closing is important, too. Some agents just fade away. The ending should be planned and timed. It should be visual and not just gab. This is not easy. A summary, showing the finished product, a challenge, a startling statistic, or a statement of what the changed practice can do for the viewer are often used. Above all, the endings should be interesting, pleasant, and attractive.

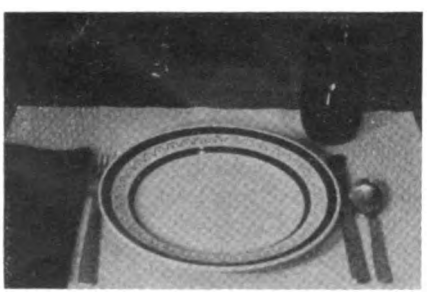
Let there be no illusions. Television requires about as much time as an agent would spend in preparing a good subject-matter demonstration for a meeting. But because he has had the experience, preparation of a television program comes naturally for extension people. Agents in Nebraska who use it to support their overall extension program agree that television is important as a teaching medium.



Using Slides to Supplement a Demonstration

Slides are a very good visual aid when carefully planned to supplement a certain subject.

For example, in November, 1955, I gave a lesson on table settings. Following a meeting with Mrs. Myra Zabel, home furnishing specialist, we planned table settings, using table linen, china, glassware, and silverware.



The result was a set of 32 slides. These were used at leader meetings to supplement the discussion and the leader's ability to use other combinations at the meeting. Following the series of leader meetings, the set was divided and lent to leaders. They reported that the slides were a big help because often they did not have a good assortment of actual dishes.

We have prepared and used slides on braided rugs, flower arrangements, chip carving, and 4-H booths. At present I am preparing a set on upholstering furniture. Photographs will be taken during the upholstery workshops.—**Ada Todnem, Pipestone County Home Agent, Minnesota.**

"Snappy" Visuals

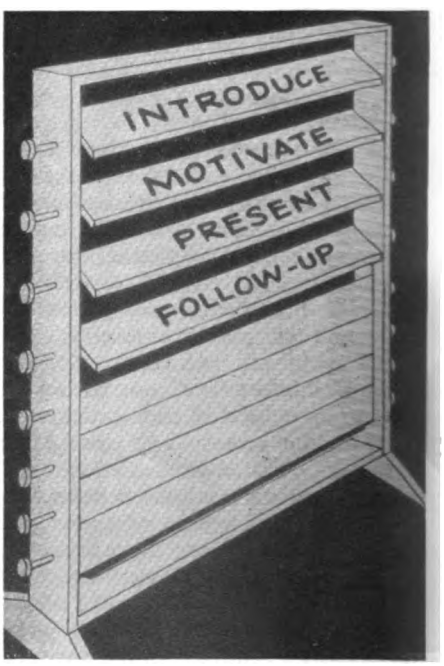
The obvious educational advantage of keeping visuals out of sight until they are required for presentation is basic to many a common visual aid device, such as flannelboards, magnetic boards, and flip charts.

The U. S. Army has made good use of a gadget known as the venetian blind, named because, being made from a series of slats, it does resemble a blind, the slats are turned face forward one at a time revealing, line by line, the desired instructional material. Such a device is especially useful for presenting itemized information or simple outlines of topic development.

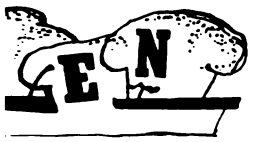
A handy variation of this technique, which does not require an army truck for transportation nor a carpenter shop for construction, can be achieved by the simple application of a paper punch and a few rubber bands.

The punch is used to make a hole at the ends of the narrow cards on which the lines of instructional material are lettered. By passing one end of a rubber band through a punched hole and the second end through the loop of the first, the bands are attached to the cards.

The cards are then easily secured to a back board by looping the free ends of the bands over tacks appropriately placed on the board. Tacks should be so spaced that the bands will stretch taut holding the card firmly without sagging. Thus prepared, the cards may be easily and quickly turned as desired during your presentation.



Golf tees used with a pegboard work even better than the tacks. Of course, if one has pegboard and golf tees handy it is possible to dispense with the rubber bands since the cards may be simply placed on the prearranged tees as on so many shelves.



But the bands do add interest by the magic of their snap, and cards thus secured are in no danger of falling.

If you should prefer the pegboard and golf tees, you'll still have use for that paper punch. It's great for bulletin displays. With a single hole in the upper left corner of each bulletin, it's easier to fasten than the board with the tees. Note how handily you can line them up, each hanging at the same jaunty angle.—**George C. Randall, Visual Aids Specialist, California.**

At the Spring Flower Show

Each year since 1943, the Massachusetts Extension Service has been invited to stage an educational exhibit at the Spring Flower Show of the Massachusetts Horticultural Society which is held in Boston during March. Attendance has averaged 100,000 per year.

The Extension Service believes this to be an excellent opportunity to meet and assist, among others, the urban citizens of the area with their many horticultural problems. Each year the exhibit has featured some one phase of horticulture, with two attendants on duty to explain and answer questions during the 7-day showing.

For the past 4 years, the same basic background has been used, varying it to represent an interior or exterior area, depending on the subject being featured. One year it was house plants; other years it was, for example, broadleaf evergreens, garden roses, and trees for shade.

Silent Teachers

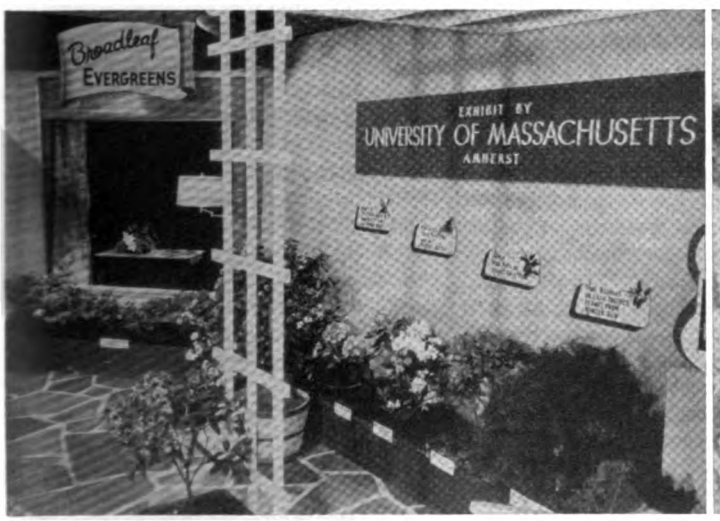
Despite busy workday hours, housewives and mothers employed by a local foods processing plant have found new ways to quickly prepare nutritious meals for their families.

University home advisers of Alameda County solved the problem of getting their information to these very busy people by displaying a series of portable bulletin boards in the lunch area provided for the women cannery workers. Each display of the series presents for 1 week a single aspect of practical meal preparation, such as quick breads and menus for easy, well-balanced meals.

Informative handout materials were offered in racks attached to each display and labeled "Take one." Observers noted that not only were the displays read and studied by these appreciative ladies but that they were actually the center of interest and topic of conversation for the lunch groups. The "take-one" pamphlets of recipes were taken and kept.

Thus, with simple and attractive bulletin displays, the Alameda home advisers served their communities and made hundreds of new friends. By anticipating the need, they got the right information to the right place at a time when it could be most helpful.

The unqualified success of this experimental venture was such that it will be repeated next fall in a program covering several counties and numerous food processing plants. The display panels used will be self-contained, folding pegboard panels which will remain on location throughout the season. The illustrative materials may thus be circulated by themselves from one location to another, minimizing production requirements and shipping expense.—**George C. Randall, Visual Aids Specialist, California.**



Extension's educational exhibit at the Spring Flower Show in Boston, Mass. Attendance has averaged 100,000 persons, many with questions to ask.

For busy employees in Alameda County, Calif., information on meal preparation is taken to them via portable bulletin boards.

Using Color in Visuals

by ELMO J. WHITE, U. S. Department of Agriculture

With the increased emphasis on the use of visuals for disseminating information, color is one of the most powerful tools used by the designer in making the visual perform a specific function.

Color is not limited to any one visual medium but may be employed widely across the board. In the hands of a capable designer it can be invaluable in telling the story. However, used unwisely it can defeat the purpose of the visual; therefore it would be wise to consider certain basic guides in the use of color.

We use color in visual presentation for any one or all of the following reasons: (1) To create impact, (2) to portray realism, (3) to maintain interest, and (4) to compete for attention.

In considering the use of color for any of the above functions, it is necessary to understand certain basic psychological reactions to color. Color may be broken down into two broad categories — colors that create an illusion of movement or vibration and colors which recede or give depth.

All combinations of colors originate from basic primary colors of yellow, red, green, and blue. Used individually any one of these colors might not necessarily be pleasing to the eye. For example, primary yellow is not the warm shade of yellow that we normally associate with the term. It is more on the cold lemon colored side and often is disturbing to the eye. In like manner, primary red is not a red in the sense that we normally associate with rich warm red but is on the cool magenta side.

Primary blue and green are not the warm rich deep shades that we normally associate with blues and greens but are very much on the cold side; but any combination of these colors will produce any color in the spectrum. Frequently a designer will defeat the impact of an otherwise powerful visual presentation by using these basic primary colors in their full value. The trend in the employment of color in visuals is to use the secondary combinations of these colors.

It is well to consider that colors are significant in that they create moods. As an example, through history from man's earliest beginning yellow has been associated with the sun denoting warmth, life, and understanding. Red has also been a symbol of action, conquest, and danger. Blues have always been indicative of tranquillity, space, and mystery. Greens are associated with plant life, nature, and growth. The designer will do well in analyzing the theme of his visual presentation in adapting colors which by their mood association complement the theme of the visual.

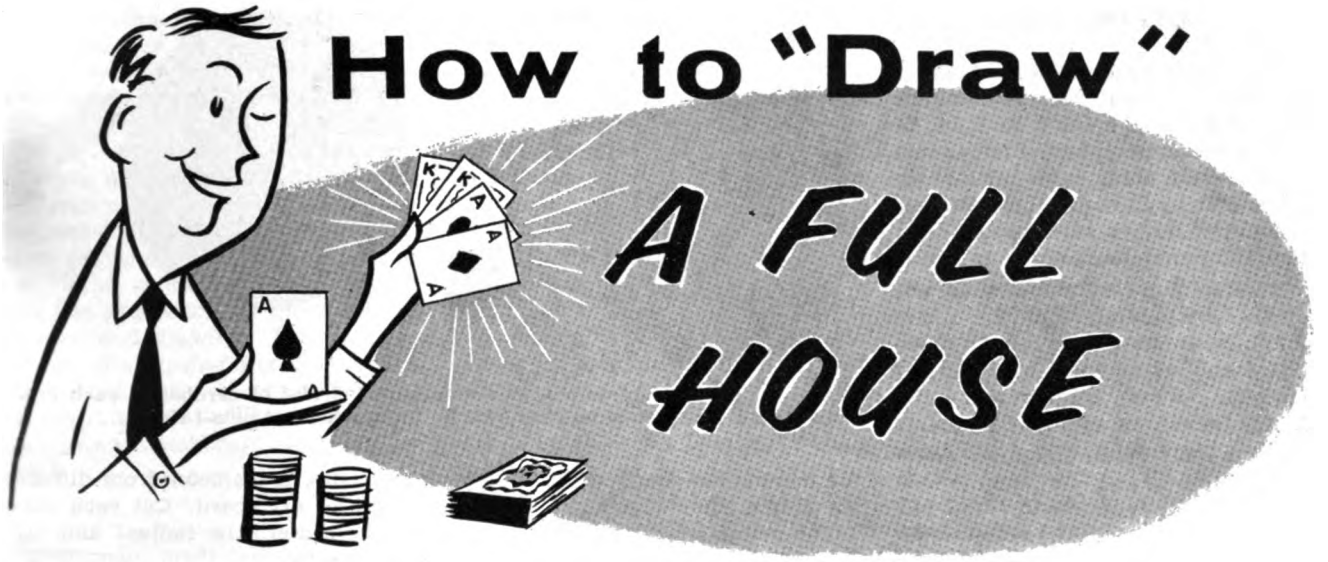
Certain combinations of colors are disturbing to the eye in that used unwisely they create a sense of false motion or vibration. For example, to the eye certain shades of red on a blue background create a vibration and thus decrease readability. In like manner, certain shades of yellow on a green background have the same reaction. The designer should guard against such combinations. In modern visual presentation this is particularly true in the use of color for lettering and message transmittal. Certain colors tend to recede into the background. The designer can capitalize on these colors to create an illusion of depth in the design. The browns, ochers, deep warm greens which we commonly refer to as the earth colors used wisely can be a powerful tool in the hands of the designer in improving the impact of a visual giving depth and accentuating points of interest.

We have discussed some of the basic psychology of color, its reactions to the human eye, and impact on attention. By the mere fact that we are surrounded with color in our everyday existence, we use color in visuals to portray realism. This is particularly true where we want to clarify specific detail. In agriculture the use of color for realism is invaluable in depicting plant growth.

Realism may be portrayed by any one of several media—by the use of color photography of the subject portrayed, or by carefully rendered art work. The determination as to which media is the most practical can only be gaged by the specific function of the visual and the budget allotment for such a visual.

For multiple reproduction color photography would probably be the least costly. For a single presentation having limited use as to time, employment of the actual subject would be effective. This again would be influenced by the nature of the subject and the size. Detailed color renderings prepared by the skilled artist may also be used for multiple presentations, but again the cost element for reproduction should be considered.

With the development of new presentation materials and equipment and by the use of individual ingenuity, the designer has unlimited resources at his command for the employment of colors in visuals. By further application of the principles of color, the designer can prepare the visuals which may have maximum impact and information value.



by DONALD T. SCHILD, Federal Extension Service

A full house at your meetings involves more than chance—it involves the elements that make up an effective presentation.

Your public has become very presentation minded. They have become selective in their television viewing on the basis of how well the show is visualized and are using the same yardstick in evaluating your meetings. It is true that you have a captive audience at your meetings—they can't turn you off or change to another channel—but they can *fail to understand, fail to listen,* and *fail to stay,* or come back!

Visuals make use of sight, and about 82 percent of our impressions are gained through sight, or the eye. We know that words alone result in 62 percent retention at the time a lecture is given and only 20 percent at the end of 3 weeks. You can double the retention by showing your audience the printed word in addition to speaking, but the use of actual objects will increase the retention six times! So, *how* we visualize is important! Many people make the mistake of mechanizing their presentations. They are so concerned with the techniques of visualizing that they overlook the principles they wish to communicate. Consequently, their audience remembers the visuals but fails to get the message. Remember, the term is visual aids—they are an aid to learning and are not meant to stand alone.

An effective presentation demands three steps in preparation:

1. *Determine objective*—what you want your audience to do after the presentation is over.
2. *Outline subject matter*—list only the basic points necessary to accomplish objective.
3. *Visualize each point*—to get the maximum understanding and retention.

Actual Objects

I have yet to see an artist who can draw an ear of corn that looks more realistic than an actual ear of corn —so why go to the time and expense of using artwork when the real thing can be used? Real objects affect all five of the senses (looking, listening, handling, tasting, and smelling). They are also familiar to the audience and therefore don't detract as gadgets often do. They enable you to get action into your presentation and can usually be obtained on short notice. The common crutch for failure to visualize is "I can't draw," "I haven't any money," and "I don't have time." If you will try to illustrate your points with bottles of milk, loaves of bread, or piles of corn, I think you will no longer need to rely on those crutches!

Models

If it is impossible or impractical to use the real object, then consider a model. You are still dealing with three dimensions and will appeal to all five senses as in the case of real objects.

Life-size models can be used when you have difficulty in keeping actual materials. For instance, a piece of steak, representing the amount of protein it contains, would rapidly spoil but a life-size wax or plastic model can be used over and over.

Miniature models are often practical when you are talking about landscaping, building arrangements, and livestock. In those instances, it would be impossible to use the real thing. Don't overlook toys in your local dime store as a source of such models.

Enlarged models are necessary when the real thing is too small for the audience to see details. Enlarged insects, cutaways of machines, and such, are examples.

Animated models, or gadgets, can be helpful if used properly. Use them only to emphasize a point. A good rule to follow with any visual is to never let it interfere with your message. If the audience becomes conscious of your gadgets as such, then your message is lost.

(Continued on next page)

Active Graphics

The active graphic ranks high as an effective visual because it builds your story step by step in front of the audience. It gives the impression that you are doing it specifically for them and has the psychological advantage of leading them by the hand through your message.

The common *chalkboard* is still one of the most effective of the active graphics. We have found that a green board and yellow chalk give the best visibility. That combination also avoids the danger of flare that occurs when a black board and white chalk are used on TV. A homemade chalkboard can be made by painting any smooth surface, such as metal, hardboard, or plywood, with several coats of chalkboard slating available at most paint stores.

Flannelboards have been widely used because they enable those who do not have the ability to draw or write well to use readymade materials. It works on the principle of having a background of flannel or similar napped material which serves as a base for the cutouts. The cutouts can be backed with a variety of materials to make them stick to the flannel. Sandpaper, felt, flannel, commercial flockings and suede papers are possibilities. Don't restrict yourself to paper cutouts on the flannelboard — styrofoam, sponge rubber, napped rubber sheeting, foam plastic, darning yarn, shoe insoles, and even your desk blotter will work.

Magnetboards are rapidly replacing flannelboards because of more positive adhesion of the cutouts, plus the fact that materials can be overlayed to build up your story. The magnetboard must be of ferrous material—light weight alloys like aluminum and magnesium will not work. About a 28-gage sheet metal seems to work satisfactorily. Back the materials to be placed on the magnetboard with small magnets so they will hold when they come in contact with the metal.

A *combination chalkboard-flannelboard-magnetboard* can be made by using a piece of sheet metal that is 36 by 48 inches. Paint one side with two coats of chalkboard slating and cover the reverse side with flannel. Lap the flannel over the edges of the metal and hold in place by framing the metal with do-it-yourself aluminum storm window sash.

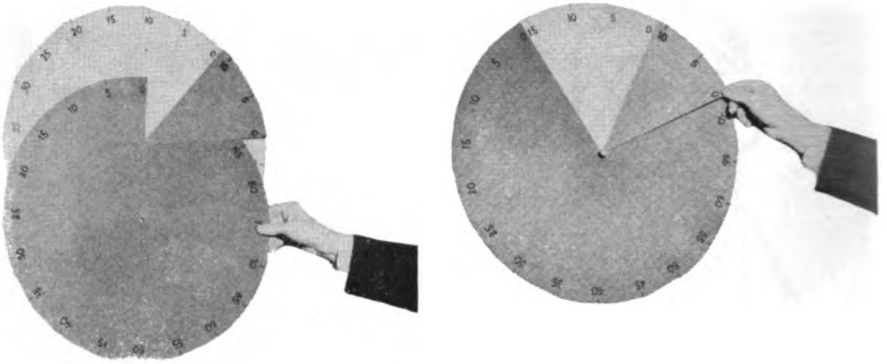


Figure 1. A movable pie chart constructed of circles of cardboard, each cut to the center so they can be interlocked as illustrated.

The *ferriergraph,* patterned after the pop-up comic valentine, enables you to make things pop into view and give the impression of animation. This is done by pulling a tab sandwiched between two layers of cardboard and causing bars on a bar graph, trend lines on a line graph, or various messages to pop into view.

Acetate overlays permit you to supplement original messages by the addition of acetate sheets, one at a time, to add trend lines, changes in outlines, wording, and so forth. Acetates can be purchased that will take common paints and inks, or special paints and inks can be purchased that will work on most acetates.

The *movable pie chart* and the *movable bar chart* are examples of visuals that can give you multiple use. The movable pie chart is made by cutting a series of circles about 18 inches in diameter from different colors of art board. Cut each circle to the center (the radius) and then by interlocking them you have a movable pie chart that can be used to visualize any subject where you are dealing with parts of a whole. If you calibrate the circles counter clockwise, you will be able to tell immediately when you have the desired percentages.

The movable bar chart can be made by taking a piece of tempered masonite and painting it with green chalkboard paint so you can write on it. Cut a series of slots near the top and bottom of the chart. Bands of elastic webbing can form the movable bars by running the elastic through the slots and fastening the ends together on the reverse side of the panel. Dip half of each elastic band in dye or sew two colors together to enable you to raise and lower each bar.

Newsprint pads are becoming quite

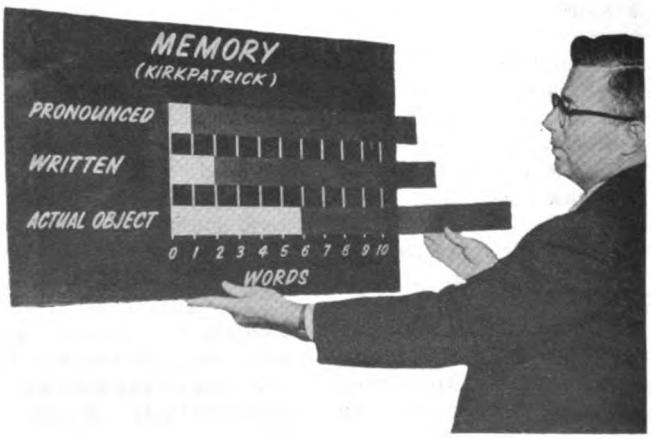


Figure 2. A ferriergraph which uses sliding tabs to produce animation, demonstrated by the author.

popular. They consist of newspaper stock and can be obtained at your local newspaper office. They have two advantages over the chalkboard: first, you don't erase a message to put up another but simply turn the page and use a fresh sheet; and second, you can prearrange material before the meeting. By supplementing artwork previously done or by tracing over light pencil outlines, you can give the impression of being able to do freehand drawing. You can use colored chalks, marking crayons, or felt nibbed pens on newsprint and the visibility will be better than even the green chalkboard and yellow chalk.

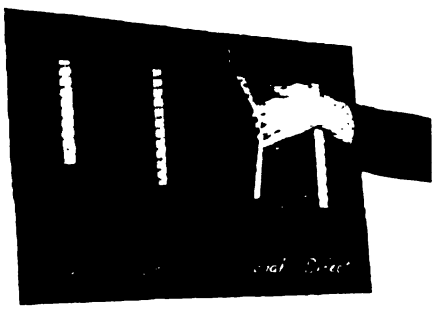


Figure 3. A movable bar chart consisting of elastic loops mounted on a background of tempered masonite.

Projection

Keep in mind that it is advisable to go to some form of projection when you have audiences of 100 or more people. It will be difficult for audiences of that size to see charts, posters, and models unless lighting, seating, color combinations, and other physical conditions are just right. And remember that a visual that cannot be seen is worse than no visual at all!

Usually, you have little control over the room in which you use projection but, insofar as possible, strive for the preferred arrangement—the first row of seats no closer than two and a half times the width of the screen being used, the last row no farther than six times the width, and no one beyond 30 degrees from the line of projection.

Movies provide us with a powerful visual tool because they show what can't be duplicated locally. They condense time and space, slow up time, and incorporate sound and motion to arouse emotions and change attitudes. In the past, we have had to rely largely upon commercially sponsored movies because of the high costs of production. Consequently, they haven't been localized as much as we would like for good teaching. Now, however, many colleges have their own motion picture producing units and good low cost and to-the-point movies are becoming available. Don't use them just as time fillers. To be effective, a movie should be preceded with a buildup and followed with a discussion.

Slides are familiar tools to most of you. One of their big selling points is the fact that you can produce them locally and change the order to fit the situation. They can be used to show step-by-step processes, record events, build up standards by showing outstanding work, identify unfamiliar objects, and the like. Remember that a slide is no better than the use made of it. Be sure that it tells a story and project it so the audience is not conscious of the mechanics of projection. To accomplish this, you need to mount the slides in glass to prevent popping out of focus. Use a projector with *at least* 500 watts illumination and have a remote control or an experienced operator. Many presentations have been ruined because an inexperienced operator got the slides out of order or upside down!

Filmstrips differ from slides in that they have to be shown in a set sequence. This can be an advantage or a disadvantage, depending upon the occasion and subject matter.

Overhead projection probably has more potential than any other visual tool at the present time. It works on the principle of light going through a transparency and then being reflected to a screen in back of the operator. It enables the operator to face his audience and operate the machine. The light source is strong enough to make it possible to use the projector in a lighted room. The operator can build his story before the audience by means of acetate overlays, wax crayons, and colored inks. Costwise, it will run about the same as a good slide projector.

Opaque projection, on the other hand, works on the principle of reflecting light from an opaque surface such as a printed page or a picture. In contrast to the overhead projector, this machine demands a complete blackout of the room unless one of the newer models with an increased illumination is used. It is also more bulky and expensive than the overhead projector. It does, however, enable you to project ready-made materials.

Static Graphics

Static graphics tend to give a "warmed over" impression and for that reason are not as effective as the active graphics. If they are used, *three things should be kept in mind.*

- Keep them *simple*—show only one idea at a time to avoid confusing the viewer.
- *Illustrate* them—so that the subject matter will be remembered.
- Make them *colorful*—so that they attract attention.

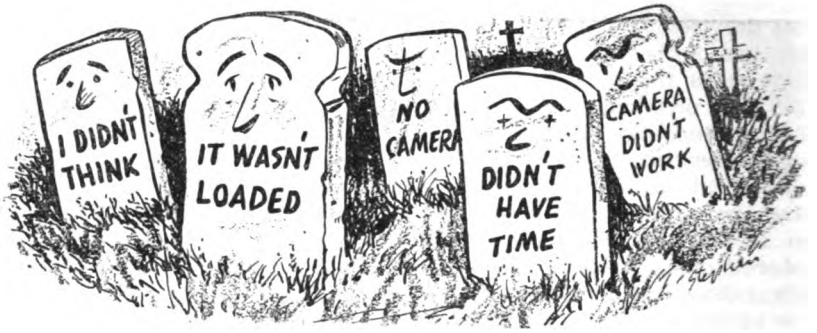
It's Up To You

Certainly you are not going to use *all* forms of visualization in your next presentation! Some of them are more suited to the occasion than others, and your likes and dislikes will influence your choice. If you are concerned with the *effect* of your message rather than just the *exposure,* I think you will admit that some form of visualization is necessary. You can hardly afford to spend your time talking to a group if "half of it goes in one ear and out the other."

Your time is a small factor. Stop and figure up the cumulative time being offered by your audience at your next presentation! It may be frightening because it is not uncommon for the figure to add up to dollars per minute! Unless you take advantage of each minute to use every means to accomplish your purpose, you and the audience both will come out on the short end.

While you are aware of your obligation in terms of time, you might also think back to some of the speeches you, yourself, have sat through. Then the Golden Rule will seem appropriate—"Do unto others as you would have them do unto you."

Don't KILL *Your* Picture Opportunities



by GEORGE F. JOHNSON and MICHAEL R. LYNCH, Visual Aids Specialists, Pennsylvania

MANY extension workers take pictures almost every day to help visualize their stories. More and more each year they use the camera as a serious educational tool. We estimate that in Pennsylvania alone, more than 5,000 black and white negatives and over 10,000 color slides were made last year by county and State extension personnel for press or visual aids. No doubt, similar activity took place in most of the States.

Yet in spite of all this, thousands of other picture opportunities were lost. This was the result of not thinking, not having a camera handy, not having it properly equipped and in good working order, or not taking the little extra time needed to do the camera work. Surely, no one any longer needs convincing that pictures help tell a more interesting and more effective story.

What makes good story-telling pictures? How do they evolve? Where do the ideas come from?

Good story-telling pictures don't just happen. They are planned. Some pictures convey a message; others do not. Often camera work as a forethought rather than as an afterthought makes the difference. Ability to visualize the picture in advance is a prerequisite to good photography. Angle and arrangement are important. The photographer needs to see the picture before it is taken, the way he wants the newspaper reader or audience in the lecture hall to see it later.

The test of a good storytelling photograph is its ability to "talk" to people in a way that they like, understand, and respond to. It must be likable, not in any way distasteful, and easily understood. The quicker the understanding, the greater the value. Also good pictures are convincing. They prompt desired reaction. One such picture, or a sequence of them, becomes a real aid in visual communications.

Effective picture possibilities especially for the newspapers and farm papers include:

1. Closeups of perhaps 2 to 5 persons at an extension meeting, newly elected officers, award winners, or 4-H Club leaders of long service. Recently we saw in print a very effective picture of a county agent congratulating one of his 4-H Club leaders for 40 years of service. This picture story could be repeated in many counties throughout the United States.

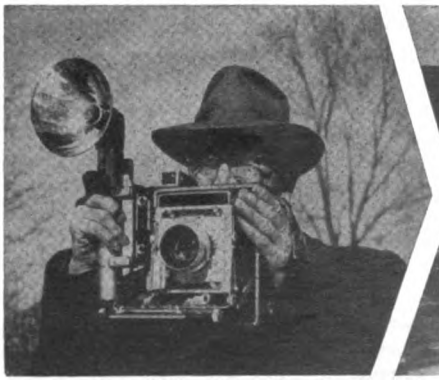
2. Pictures that relate to acute farm problems and show the human reaction to them. One such could relate to disease damage or control measures.

3. Pictures of new things—new crops, new buildings and equipment, new methods for doing things about the farm and home.

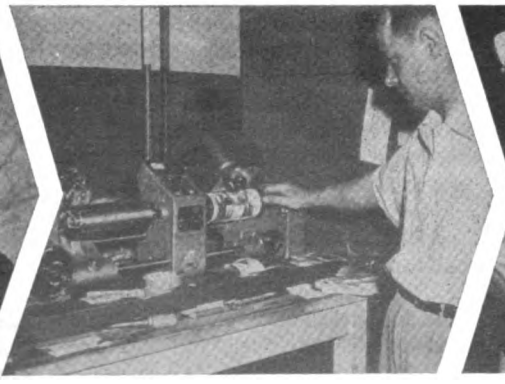
4. Before and after pictures and those of the old and new.

5. Pictures that symbolize progress: These can be closeups of high-quality products, such as apples being picked or potatoes being harvested. For more impact, have a person placed appropriately in each picture to suggest action.

Two rules pay off in press pictures: (1) Strive for pleasing facial expres-



Cameras in the hands of more Extension workers plus . . .



Local engraving equipment in newspaper plants should mean . . .

MORE and BETTER communications of extension information through PICTURES.

sions in pictures of persons; and (2) Keep "open field" pictures simple with compact center of interest. Size and impact of detail are sacrificed in pictures that take in large areas.

These classes of pictures make a hit with newspaper editors: (1) Clear-cut, closeup "action" views with interesting details limited largely to foreground; (2) Human interest shots of persons who can be identified; (3) Timely pictures of important activities for immediate use; (4) Correct size pictures to fit the engraving equipment without alteration.

Pictures likely to be turned down by newspaper editors: (1) Views of loosely grouped, unidentifiable persons; (2) Distant scenes with fuzzy details; (3) Pictures that have lost their timeliness; and (4) Pictures that record lifeless matter with no human appeal.

Television is a growing outlet for good pictures. Pictures that go best on television have the following characteristics: (1) Pictures that can be carried in the dimension of 4 long to 3 high; (2) Pictures printed on a dull-finish paper (glossy prints give reflection problem); (3) Pictures with important details well centered in the message area. Watch out for pictures of persons with heads near top of print or near edges or corners; (4) Pictures that are timely and related to topic under discussion; and (5) How-to-do-it pictures of timely processes which can not be shown "live."

Multiple use of pictures must also be considered. Well-photographed pictures often have several uses. For example, they can be used in the newspaper and later in an exhibit or on television. So file the negatives for additional prints or enlargements if needed. A good file helps later on in building up picture sequences on the old and the new or the before and the after.

Here's a bit of advice from one of the best picture journalists of our day: "If picture-story enthusiasts would spend more time looking at and thinking about the pictures they see in good newspapers and magazines, they'd be much more successful in trying to produce their own picture stories."

Remember, it's not what's in a photographer's hands that counts nearly so much as what's in his head!

To Measure the Success of an Exhibit Use the Results Yardstick—ACTION

by LEONARD C. RENNIE, President, Design and Production, Inc.

An exhibit should be a message—communication. All too often it is a structure, an assemblage of wood, paint, lights, pictures, models tied together by a layout. The layout is usually dignified by the word "design." The end result can end up as a monument to the builder. It should be the carrier of a message.

After a quarter of a century devoted to exhibits intended to tell a governmental or institutional story I have come to a couple of conclusions that are backed by observation of audiences and analysis of results. These may be stated thus:

A well-worked-out story on a rough structure is better communication than a vague story backed by the finest mechanical workmanship.

Good design (organization and visualization of the message) poorly executed is better than bad design beautifully executed.

Of course, the ideal is a well worked out story told through good design backed by fine workmanship.

The test of any exhibit is "how many people received the message?" not "how many people crowded into the exhibit?" Every reader of this magazine can think of devices for pulling a crowd. The problem is to communicate to the crowd those facts and ideas you want to convey. The ultimate yardstick is *action*. Did they do what you wanted them to do? Did they learn what you wanted them to learn?

How does one arrive at a well worked out story?

Here is one way to tackle it. Write yourself a memorandum (with copies for the 'client,' the designer and the caption writer) in which you state as clearly as possible, and in simple phrases which can be lifted for headlines and captions, the purpose and message of the exhibit and the available supporting material. It might go like this:

A. *The exhibit in the Hometown Fair* (date .... .. to .....) will occupy a space 15 feet wide by 10 feet deep. It will be on a corner. The left-hand end, facing into the exhibit, will be open. Space number is 163 in Building B. (Here you go into details about height allowances, lighting conditions, and all matters pertaining to transportation, installation, etc.)

B. *The purpose of this exhibit* is to tell 50,000 dairy farmers that the Nutritional Value of Barn-cured Hay can be increased 30%, and the Net Feeding Cost Cut 42%, through the use of Irradiated Honey in the Air Filter. The only additional equipment needed is a Radio-Active Queen Bee and a Lead-Shielded Honey Extractor.

C. *Available supporting data.*
Farmer Joe Tonkin installed an irradiated honey hay drier in his 60-cow dairy barn and upped the butterfat content 30.76% within eighteen days. (Photo of barn, photo of cows in barn, photo of Mr. Tonkin.)
Equipment is simple, consisting of standard blowers and ducts and the honey-treated filter. (Models, drawings or photos with captions.)
(More of same as above).

D. *Sources of Information*:
Your County Agent can help you work out an installation for your dairy farm.

E. *Desired Action*: Take your copy of the new book "The Irradiated Honey Process on Dairy Farms," and see your County Agent.
Literature supply—500 copies of 4-page Circular and 100 copies of 16-page Farmer's Bulletin. Also 1000 mimeographed re-requests for literature.

Observe that the foregoing does not mention any display panels, or any mechanics. They come later.

But from that brief memo we can extract the makings of the headlines, the basis of the 'art' (photos, models, plans, etc.) the 'action' line, and we know that we must provide space for stacks of pamphlets, for filling in a blank, and for storing for easy access, but out of sight, cartons of literature.

The material in the foregoing imaginary memo breaks down into four major parts.

Paragraph A contains general information, needed by everybody involved in the exhibit. It should be all there, in one spot.

Paragraph B not only presents the line to which the writer and designer must hew, but it contains the "attention value" of the exhibit. You are trying to reach 50,000 dairy farmers, so you play up increased results at lowered costs.

Paragraph C gets down to substantiating the claims in B, and ties the facts to a local example, a man known in the community. This overcomes the old objections "It won't work here," or "their conditions are different," or "It's all right in the big farms but it's not for us little fellows." Actual models, cutaways, schematic drawings help clarify the techniques.

Paragraph E is the action getter. No exhibit can be an end in itself. Further action is desired. Here we suggest the action the visitor must take. He must ask for, take home and read literature containing more details. Or better still he should ask the County Agent to see him to discuss the question.

The next step is to pull out the key statements for headlines, determine the number and size of photos and other items to be displayed, and to make a layout.

Since no one wants to dig for facts, your layout must be an orderly presentation of your message. Do not force words and art into a preconceived pattern of shapes. Make your layout express the order and importance of the components of the message. This is the hardest part of the job. I don't know anyone who will disagree with the theory of this, but I see few exhibits in which it is carried out.

Preconceived notions of layout so often take over and subvert the message for the sake of "balance" or "a nice arrangement" or "an exciting use of free forms." For instance, think of the number of exhibits that are laid out to start in the middle and read in two directions at once. The design 'balances' but the facts run off to right and left.

The average mind has a tough enough job absorbing new facts, accepting new ideas, when they are presented in orderly fashion, with a beginning, an exposition and a conclusion. See that the layout recognizes this and simplifies as much as possible the job of receiving the ideas the exhibit is intended to communicate.

Once you observe these basic steps you are well on the way toward presenting a successful exhibit. But never forget—the ultimate measure of success is action. Did your exhibit accomplish its purpose?

A Practical File for Your Slides

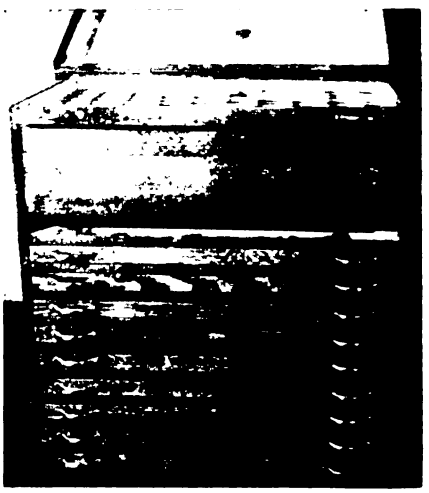
by ELDON MADISON, Extension Visual Aids Specialist, Nebraska

A slide file that could be constructed by anyone handy with tools is being used in the visual aids office at the University of Nebraska. This file is handy, convenient, and flexible. The size could be varied to meet the needs of any extension worker. The one we use is 29 inches high, 29 inches wide, and 16¾ inches deep. It will hold 700 slides in 10 trays. It is made from 1-inch pine throughout.

The most convenient aspect of the file is the possibility of looking at 70 slides at one time. There is a fluorescent light under frosted glass in the top. When the lid is opened the light goes on automatically. Any tray of slides is then placed over the light. This allows us to select the slides wanted without projecting them or looking at them one by one in a hand viewer. In some cases where there is a question on slides that are similar we do project them to make the final selection.

Trays in the file are divided with T-shaped pieces to make room for 7 slides in each of 10 rows. The dividers are nailed into the frame of 1-inch pine. Two handles are put on each tray for convenience in handling.

The light box is painted white inside for better light distribution. There is a divider running from front to back in the middle to support the two pieces of frosted glass (ground glass). (The glass should be available from a photographic supplier or a place selling glass.) Under the glass is a 15-watt white fluorescent tube. Somewhat better lighting would be obtained by using two tubes. The light is controlled by a simple push type on-off switch. When the lid is closed a block depresses the switch and turns off the light. The lid is hinged approximately 2 inches from the back.



A slide file you can make yourself.

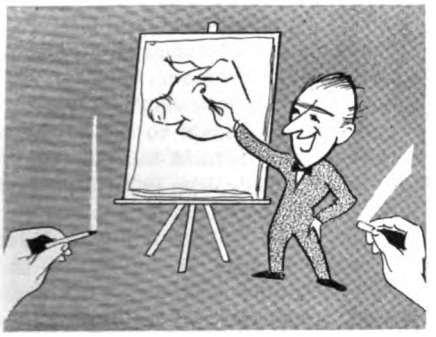
Between each two trays is a dividing frame. These add rigidity to the whole file and make it easy to remove any tray. It would be possible to make the tray separators thinner or to eliminate some of them to give space for more trays in the same size file.

If desired, one could make a drawer in the bottom for storage. The drawer could be used for keeping slide-binding materials, extra projector lamps, or other supplies.

(Continued on page 46)

"HOW TO DO" Tips

by GERTRUDE L. POWER,
Federal Extension Service



Chalk Talks

An inexpensive newsprint pad can serve you very well as a background for casual visuals. If you're one of those fortunate people who can letter and draw as you talk, by all means do so. It will give your presentation action. However, if you haven't mastered the trick of drawing while talking, or if your speaking time is short, you may want to have your artwork already prepared, and perhaps add action by underlining a word or two.

Crayons are all right as drawing tools if your audience is small. But with crayons, it is not easy to get bold strokes that are easily seen from across a large room.

For bolder strokes you may want to try one of the marking pens (fountain-type pens with felt nibs), or pastels (colored chalk).

Pastels can be quite useful. When lettering, you can work the end of a pastel stick to a flat slant, and use that to make your strokes. If you're drawing, you can easily put in tones by breaking about an inch off a stick and using it sideways, not bearing down too hard. This tone, if rather uneven, may be smoothed with your fingers. A "kneaded" eraser or art gum will help you correct mistakes.

Pastels are not perfect, of course. Sometimes they crumble; sometimes you hit a hard spot that won't make a mark until you bear down hard enough to break it off. Like charcoal, they also smudge easily unless "fixed." But it's easy to fix them in these modern times with plastic spray that may be applied from the top of the can.

On the whole, pastels are flexible and useful tools, Why not try them? They come in soft and half-hard sets of assorted colors, and are reasonably priced.

On Spacing Lettering

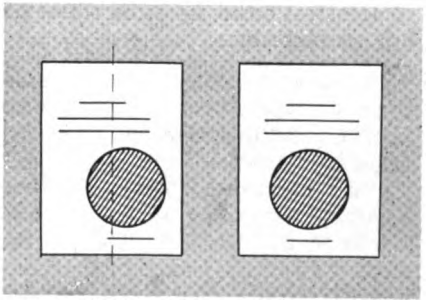
Because the spaces between letters are important to the appearance and legibility of lettering, some people painstakingly measure off a set distance between letters before they start, either to hand-letter or to mount readymade letters. Such effort is largely wasted, for the space between letters should vary with the shapes of letters that are next to each other.

For instance, less distance is needed between A and B than between H and I. That is because A is narrow at its top. Less space is also needed between O and P than between M and N because O is curved. In other words, it is not the *distance* between that should be approximately uniform, but the space *area*.

If you illustrate your letters, you're probably getting more people to read them than if you don't. If you run them on colored paper or in colored ink, they'll be more eye-catching than black on white letters would be. But make sure your colored ink is dark enough and your colored paper light enough to make reading easy.

Also, do you vary the positions of your illustrations, under the Cooperative Extension heading or do all of them usually end up in the upper left? Try a drawing at the top right, try some spilling down the left side, try one at the bottom left or right, or all the way across the top or bottom.

And always keep a lookout for good drawings in magazines and newspapers that can be adapted to make your letters not only look interesting, but to make the points in them more forceful.



Balance in Posters and Charts

The easiest way to get balance in a poster or chart is, of course, to center one item under another. By doing so you end up with balance that is practically perfect and also quite static.

(Continued on next page)

(Continued from page 45)

More interesting balance will result if some items (words and pictures) are placed toward the left on the background cardboard, and others to the right. Both left-hand and right-hand items may cross the center of the board, but not in such a way as to be cut in two.

When you've made such an arrangement, test it by imagining a line down the center. Approximately the same "weight" of words and pictures should be on either side of this imaginary line.

For other tips on posters and charts, see USDA Miscellaneous Publication No. 796 "Making Posters, Flashcards and Charts for Extension Teaching."

A File for Your Slides

(Continued from page 44)

This convenient way of filing slides is not original with the author. The first file of this kind was seen in the office of Corwin Mead, Hamiliton County, Nebr., extension agent. Mr. Mead's file is considerably larger than this one. However, we feel that this is a good size for the person who has a limited number of slides. We are sure that if a file of this kind is in your office you will use your slides to much better advantage. More important is the elimination of much of the frustration in selecting slides for any presentation.

Our way of using the file is somewhat as follows. When slides are returned from the processor they are projected. Any that are of poor quality are discarded. They are then separated according to subject and placed in the file. All slides on the same subject are placed in the same tray. Trays are then labeled. When slides of any particular subject are required we pull out that tray and place it over the light. Those that fit the subject and tell the story we want to tell are selected. They are then arranged in a logical sequence. In all cases we try to keep the total number under 25. Remember that if your audience loses interest or goes to sleep, your educational opportunity is lost.

Muscling in on Pinocchio

This little wooden man with a spring in his block-type back helps to demonstrate proper lifting posture. He is one of many visual aids used by Verda Dale, home management specialist in Massachusetts, in a 4-meeting course on work simplification.

Supermarket Visuals

(Continued from page 33)

watermelon. Did she print them on a chart? Did she write them on a board? Did she project them on a slide? She carved the five points on five watermelons.

Need snow flakes for your TV show? You can buy a whole storm for thirty-odd cents—soap flakes, of course.

Empty sixteen millimeter motion picture film cans make excellent silver dollars to pile up in making a budget report.

You can show up for a meeting on farm and home safety with all your fingers bandaged, or you can start a program on personal weight control by carrying an old spare tire with you to the platform.

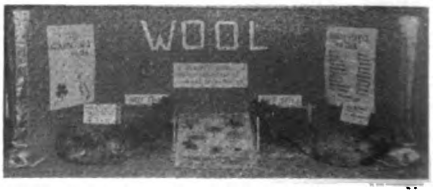
Easy to get, everyday materials, used with imagination, dramatize the stories we have to tell. At the same time, the real object in a story is its own best visual. Many times an abstract subject, or the difficulties of space and size, make the use of real objects impractical. However, a piece of real sod as a visual for a presentation on grass, real plants for a discussion of varieties, real examples of insect damage, all help our audience understand better what we have to say.

All this is not to say that modern mechanical equipment for visual education is not desirable. It is, indeed. But unfortunately, we do not all have the newest type slide projector, magnetic boards, overhead viewgraphs, and other desirable equipment. The point here is that the lack of them in no way stops your visual presentations. Whether you get them in a photographic shop or a supermarket, it's your own attitude toward visual education that counts most. See?

Portent in the Sky

(Continued from page 30)

The new era of visual communication means a broader view of the function of visuals, a view which looks beyond mere gadgets to relate them to the known facts of human behavior. Instead of dealing separately and in isolation with the elements outlined in Figure 1, we shall consider the whole process of conveying the message through each stage, by treating our message in a way that is appropriate for the specific audience, choosing the channels of communication that can make connections with the "inner circles," to carry the recipients from the stage of awareness to final decision and action without extraneous diversions. This approach cannot be judged by a mere statistical measure of number of persons reached; it must be judged rather by the results—in decisions, actions, and attitudes—for those who are reached.



4-H Club Exhibits

Exhibits that tell a story have been featured for several years during National 4-H Club Week by the Massachusetts 4-H Clubs. In 1956, each county averaged 20 such exhibits which were placed in store windows, public buildings, and in stores. A standard scorecard is used throughout the State, and modest awards are given to outstanding exhibits in some localities. Many shown in March are also used at youth night programs presented locally by 4-H Club groups.

Plan an Exhibit....

....Who, Me?

by DUANE NELSON, Visual Aids Specialist, Michigan

SOONER or later you'll find yourself planning an exhibit, whether you are a specialist, a county extension agent, or a local leader.

As a specialist you may be wanting a small exhibit to carry to meetings, to set up in a store window, or one to lend for county events. If you are a county extension worker, you may feel you have neglected the exhibit, an important medium in mass communications. You may want to plan an exhibit of county activities for the fair or other events. As a local leader you will be planning an exhibit for achievement days, home demonstration week, or other local events.

Now, exhibit planning and constructing can be fun, or it can be a headache.

An exhibit can be tricky. It is easy to get bogged down in a maze of cutouts, color schemes, and models. When this happens, the means become so intricate that the end disappears from view and the exhibit is no longer fun.

Where To Begin

To avoid the pitfalls in exhibit planning, begin with the questions: Why? What? Who? and Where? Forget the "How?" until a plan has been developed.

There are many reasons why you might want to exhibit. An exhibit is an attention getter; it reaches people who do not read circulars, listen to broadcasts, or show up at extension meetings; it has a dramatic impact; it is a timesaver, in that if the exhibit is well planned, the person viewing the exhibit can learn in a few seconds some recommended practice or method; and it can be a demonstration. When planning your exhibit, keep this in mind—your exhibit should be a supplement to your program or to a particular project.

A participation exhibit is effective because if you give folks a chance to push buttons, open boxes, or pull levers in your exhibit, they learn more readily and remember longer.

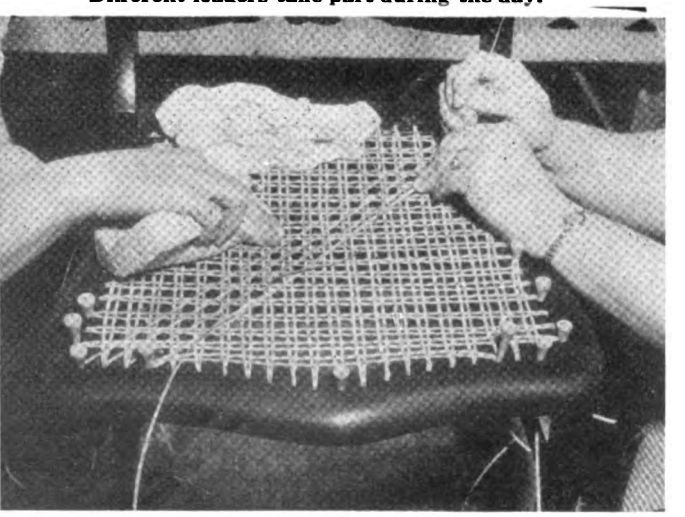
The next important question to answer is what are you going to exhibit—keeping in mind your audience or the who. Consider their wants, likes, and needs. The people you wish to reach will determine what you will be exhibiting. An exhibit designed for a mixed audience would be entirely different from one designed for women. The where you exhibit is important, too, in planning the what of the exhibit. You may be exhibiting in a tent, a school building, a store window or a fair ground building. So select the project that would fit into the where situation. Remember that you will have stiff competition at the county fairs or at other events. At the county fair, for instance, you are competing with commercial exhibits, the ferris wheel, the midway, and the livestock show.

Exhibits are expensive and time-consuming. So weigh the pros and cons before you decide on making an exhibit. Consider your subject mat-

(Continued on next page)

Two agents build a scale model of a safety exhibit to be used in a store window during National 4-H Club Week. Notice that they are using a good background to point up the exhibit.

As a part of a continuous demonstrational exhibit, these two leaders are showing how to cane a chair. This is one of the most effective exhibit techniques. Different leaders take part during the day.



(Continued from page 47)

ter, the amount of money you have available for an exhibit, and whether or not you can get help.

If what you want to say can be expressed fully and dramatically with a few simple words; if the spot for the exhibit is where you will reach the people you want to reach; if you have plenty of assistance and if your budget will permit you to spend money, then make plans for an exhibit.

Select Your Message

Plan your exhibit with the conviction that an exhibit is what you need to help put across a particular phase of your program. After you have selected your message, begin with the "how" of expressing it; weigh your resources.

What demonstration materials, models, photographers, lights do you have available or that you can borrow? Who can help with carpentry, art work, lettering, and photography if needed? After you have your props in mind you are ready to build the model of your exhibit, if that is necessary.

Keep It Simple

Most exhibits suffer from the overdose of "toos"—too many figures, too many facts, too many colors, too much copy, too many models, or, in other words—too many elements.

An exhibit must be an "attention getter." Use a gimmick as you would your voice if you were trying to stop a passer-by. For example, Mr. Jones is walking by your office or driving by your farm. You want to gain his attention to remind him of an important meeting, and you shout "Hey, Mr. Jones!" Don't forget extension council meeting 8:00 p.m." Notice what you did to get his attention. You raised your voice. You spoke directly to him. You told him what you wanted him to do. You told him about something that was important to him. And you told him quickly. Handle your exhibit with its message the same way.

Narrow down your choice of theme and your presentation. In that way you will put your message in a few simple words. Then direct the message to your audience. You raise your voice in an exhibit by building on a clear-cut simple plan using a bright color, strong lines, and the fewest possible number of elements.

A group of leaders who were studying how to construct educational exhibits used the "Hey, Mrs. Jones!" to attract attention to this exhibit on how to etch an aluminum tray.

This exhibit won the blue ribbon at the county fair. The background, made from a mattress box helps to provide a feeling of unity.

EXTENSION SERVICE Review

MARCH 1957

FACING PROBLEMS TOGETHER — SEE PAGE 51

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue—

EAR TO THE GROUND

Participation in or exposure to our communications workshop has had the effect of opening my eyes and ears to words as I've never seen them before. It's exciting and it's frustrating. Office talk has been on how to report Extension work.

Yesterday in talking to our picture cover agent, John Holbert, Bedford County agent in Pennsylvania, I asked for some results of Crystal Summers' work in farm and home development. (Crystal has married and resigned recently.) He gave me the statistics I asked for, then added the following details:

He said one of the women had asked Crystal about the cost of carpeting for her living room. When Crystal answered her question she also called the woman's attention to the excellent quality of her floors, suggesting that she might want to refinish them and use throw rugs instead of carpeting. The homemaker was pleased with the suggestion because it saved her money and gave her a more satisfactory solution to her problem.

Another woman who also had attended the group meetings and learned the value of keeping records on the family wardrobe, reported that instead of the usual confusion of shopping for clothes a few days before school began she avoided that and also saved a substantial sum of money by inventorying early in the season and buying during sales' period.

On the nutrition side, the women said they had plenty of cabbage and needed to know some new ways of preparing it for the family. Crystal gave them suggestions to spruce up their menus.

Now my question is, how can you report these kinds of accomplishments? It's my contention that educational work with people can't be tabulated. One or two or three human interest stories are worth many times their space in statistics . . . if you're trying to tell some one else about your work.

And if I've not made myself clear, it just proves my point, that communications can be difficult.—CWB

COVER PICTURE — Crystal Summers Winecoff and John Holbert, home and agricultural agents in Bedford County, Pa. work with Mr. and Mrs. Paul Llewellyn on farm and home problems. See story on page 51.

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 31, 1955).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at $1.00 a year, domestic, and $1.50, foreign.

Facing Problems Together

Editor's Note: In Bedford County, Pa., John H. Holbert and Crystal Summers, the county agricultural and home demonstration agents, began working with their farm people through farm and home development in the winter of 1954-55. They developed a system of working with couples in groups of 4 to 6—"working with families individually in groups," they called it. There are 20 of these families, all on dairy farms.

Here are some figures on agricultural changes.
14 families improved the fertilization of crops
All 20 have improved their dairy operations
14 improved their cropping systems
14 improved their pasture systems
8 improved their feeding practices
6 remodeled their barns to increase efficiency
8 modified their machinery situations

On the home side, kitchens were remodeled, floors refinished, furniture reupholstered, and school clothes were inventoried early enough to take advantage of summer sales. The women asked for and received help on preparing cabbage, a plentiful vegetable in Bedford County.

These agents say that the farm and home unit work develops leadership and good citizenship. From this Bedford County group have come two new members of the county extension advisory committee, a new 4-H Club leader, and 2 new 4-H Clubs.

by JOHN H. HOLBERT

WE have had from 4 to 6 families in a group. I feel that 4 is pretty much a minimum and 6 has been the most that we could get interested at one time and at a set time and location. We are hoping to try a group of 8 or 10 in the future. I see no reason why up to 10 could not be handled in the group method if there are proper facilities for the meeting. It might mean that the work would progress a little slower.

It took from 4 to 5 all-day meetings to complete a group in farm and home planning, meeting between the hours of 10:30 a.m. and 3:30 p.m. with an hour off for lunch. This totals 16 to 20 hours per group. Some groups can complete in the 16 hours; others don't move along quite as fast and therefore we scheduled the fifth meeting with them. Several factors can cause this variation, such as differences in education and intelligence level, type of farming, variation in the type of farming among the families, and the like.

In most cases, Crystal and I knew the couples who were starting farm and home planning and had been on their farms and in their homes previously. Therefore we did not feel it was necessary for us to make a visit prior to starting the meetings of the group. At the conclusion of the last meeting with each group we discussed with them the fact that we would soon make one visit to each family to discuss anything regarding their plans. We usually made this visit together and first sat down in the house where we could all talk as a group.

After a discussion together, then the farmer and I might take off for the barn or some other part of the farm while Crystal and the homemaker went into detail on the home problems. At the conclusion of this visit, we tried to make it the family's responsibility to contact us whenever they needed additional help on their overall planning or in some minor phase of it. We wanted them to feel that we were at their service, but they would have to call us. I'm sure that in the future, any families whom we do not know or whose farms we've not been on should be visited before the first meeting or certainly before the second one.

To hold the interest of both men and women in the group meetings, we try not to have more than one activity going on at any particular time. In other words, if we were working on the farm and the business, then everybody concentrated on that. When we worked on the home problems, the same was true. We try to divide the time so that neither the farm nor the home was slighted.

If we were discussing something pertaining to the farm and we felt that the women's interest was lagging, we tried to switch pretty quickly onto a topic about the home. We had very little difficulty along this line because the women seemed to be much interested in the farm and all of the business. In fact, they pushed

(Continued on next page)

M. J. Armes, farm management specialist, Pennsylvania State Extension Service, leads a group discussion with Bedford County couples.

the pencil many times in some of the farm figuring. Likewise, when discussing the home or the children, the husband always seemed interested.

Before Crystal and I went out to a meeting of the group, we always had a plan in mind of what we hoped to cover for the day. We usually started off with a brief review, answering any questions about the homework from the meeting before. After we had answered questions and discussed the homework, both from the farm and home end of it, we then proceeded into the items which we hoped to cover for the meeting. We almost always alternated between the farm and home. I really believe that this procedure was one of the reasons why we have been able to keep both the men and women interested. It may have seemed at times that we were jumping back and forth, but we did this in order to keep both the farm and homework moving along.

In addition to the results mentioned in the introduction to this article we can report the following:

Five planned to either add a new or increase a minor enterprise. One has started. Three planned farm ponds. Two have been built. Two planned to add a hired man. One has done so. Two planned some drainage work. One has started. One couple planned to sell their farm and buy another; this has been done. One bought an irrigation system; one drilled a new well. One family sold their car and bought a three-quarter ton truck. One family planned to change their milk market, but has not yet done so.

Our regular extension program has been affected by farm and home planning. The 20 families contributed to the regular extension program with: 8 new pasture demonstrations; 2 corn variety demonstrations; 1 oat variety demonstration; 4 contour strip demonstrations; 2 farm pond demonstrations; 2 new executive committee members; 2 new 4-H home economics clubs. Certainly not all of these happened because of the family's participation in farm and home planning, yet we know from talking with the families that many were the direct result of their farm and home planning experience.

Often, people know that certain changes are desirable, but sometimes they lack the incentive or little extra encouragement to get started. Both personal and group airing of problems is good therapy and often help to make action decisions.

Our most striking example is a couple past middle age who for about 30 years has been fully conscious that they were handicapped by the need for a well to supply water to the herd. There is no telling how many hours they had put into hauling water. Yet they simply lived with the inconvenience. After the farm family and county agents examined all the factors involved, a method characterizing this unit approach, these folks decided to drill their well. Now they wish they had done it years ago.

CALENDAR OF EVENTS

MARCH

National 4-H Club Week—March 2-9

National Rural Health Conference—March 7-9, Louisville, Ky.

APRIL

National Home Demonstration Week—April 28-May 4

JUNE

National 4-H Club Conference—June 15-21, Washington, D. C.

American Home Economics Association—June 25-27, St. Louis, Mo.

JULY

Farm Safety Week—July 21-27

OCTOBER

National Association of Home Demonstration Agents—Oct. 22-25, Minneapolis, Minn.

National Safety Congress—Oct. 21-24, Chicago, Ill.

NOVEMBER

American Association of Land-Grant Colleges and State Universities—Nov. 11-14, Denver, Colo.

Farm-City Week—Nov. 22-28

DECEMBER

National 4-H Club Congress—Dec. 1-6, Chicago, Ill.

National Association of County Club Agents—Dec. 1-4, Chicago, Ill.

Harrison M. Dixon Retires

Harrison M. Dixon retired as Director of the Division of Agricultural Economics Programs, Federal Extension Service, on December 17, 1956, after more than 45 years in the U. S. Department of Agriculture. Mr. Dixon's long career has left its mark on extension work everywhere in the land.

A native of Ohio, Mr. Dixon began his career in agricultural economics work as an assistant in farm management and farm accounting research at the Ohio Agricultural Experiment Station in 1909. In the summer of 1911 he assisted the USDA Office of Farm Management in the fieldwork on the first farm management survey in Indiana, Illinois, and Iowa.

Following this he came to the USDA in 1911 to be in charge of farm business analysis and survey work in the Office of Farm Management. He was with this office until 1922 when he transferred to the Federal Extension Service where he remained until his retirement in December.

Mr. Dixon is an educator. Throughout his career he was primarily interested in training extension workers in agricultural economics. As early as 1914 he conducted training schools in farm management for county agents in 16 States. In 1924 he started agricultural outlook on a nationwide basis. For the present, Mr. Dixon will continue to reside here in Washington.

Local Leaders Learn

How to Encourage Family Reading

by FLORENCE J. ATWOOD, *State Home Extension Leader, Nebraska*

How long has it been since you read a book?

If it is longer than you care to admit, you will be interested in ideas resulting from the first statewide rural reading conference at the University of Nebraska, May 23-24.

A county home extension reading leader and a librarian from each of Nebraska's 93 counties were invited to the conference. Two hundred delegates attended. The purpose of the conference was to consider ways to stimulate reading in rural areas of Nebraska and the problem of distributing reading materials to these areas.

The 2-day program included discussion groups and talks by nationally known speakers: Alfred Stefferud, editor of the United States Department of Agriculture yearbooks, Washington, D. C.; Dr. John Walker Powell, group reading specialist, Ford Foundation, Baltimore, Md.; and S. Janice Kee, head of the public libraries division of the American Library Association.

Mr. Stefferud enumerated reasons for reading: Pleasure; keeping up with developments of society; to gain feelings of security, perspective, and assurance; and for a valid link with the past.

He suggested ways to encourage reading: Remove distractions; read aloud to others; do not force children to read; set an example for others by reading; read about things that interest you; and have books around.

Dr. Powell told the delegates that "Books are important because books are people." People are important, he said, because we become what we are through people around us. He suggested reading a book about the same time a friend or member of the family reads it to have more opportunity to think and talk about it.

Miss Kee focused her remarks on a good library. She pointed out ways in which libraries are expanding their services. In addition to books, newspapers, and magazines, many libraries now stock record albums, phonographs, films, slides, and projectors. Some maintain community rooms for organized groups to use.

Librarians as well as extension club members were invited to the conference, because as E. W. Janike, associate director of the Agricultural Extension Service in Nebraska, said, "The Extension Service and libraries have the same basic objective—to help people find a happier, more profitable life."

In the discussion groups, delegates came up with nearly a dozen suggestions for improving the reading programs of home extension clubs. Some of their ideas are:

Librarians could train leaders in group reading.

Encourage reading in small groups.

Include on a club program a panel discussion made up of women who have read different books on the same subject.

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Nebraska State Home Extension Leader Florence J. Atwood, right, points to the map of Nebraska to show members of the State Public Library Commission, Mrs. Dorothy Lessenhop (left) and Louise Nixon, that women from all over the State attended the Rural Reading Conference.

How We're Doing

THE "big picture" of Extension work nationally shone more brightly than ever during 1955 and 1956. Cold figures and heart-warming examples of people's achievements show this clearly. The record should be convincing proof that your efforts count heavily in amassing literaly hundreds of thousands of examples of family progress.

From the 1955-56 annual report of Extension work nationally, here are some highlights (figures are for calendar year 1955):

. . . Aided 9,635,000 families to change some farm or home practice. Up 7 percent over 1954 and a new record.

. . . Aided 6,110,000 families to change some farm practice. Up 5 percent over 1954.

. . . Aided 6,135,000 families to change some home practice. Up 7 percent from 1954 and aimost doubled since 1952.

. . . Enrolled 2,156,000 4-H'ers. A new record for the 11th consecutive year.

. . . Helped people in 394 counties make a 5- to 10-year analysis of their county problems and possible solutions in the new program projection work.

. . . Aided 29,000 new families to make their own long-range farm and home development plans. This number is more than doubled over 1954.

. . . Relied heavily in program planning on 28,750 county advisory committees totaling 670,000 men and women.

Yes, these figures make an impressive total record. But what about the people behind these cold figures?

Dad, Mom, Johnny, Susie — even the hired man — worried much about cutting costs. And the whole county-State-Federal Extension team pitched right in to help families fight the cost-price squeeze.

A Decorah, Iowa, farmer cut his hog feeding costs $2,700 after State specialists had noted his unduly high cost for purchased protein supplement and had recommended steps to reduce it.

(Continued on next page)

by LYMAN NOORDHOFF,
Federal Extension Service

THE FAMILY BEHIND THE STATISTICS

Farmers today are recognizing that they have to change and adapt their practices to make full use of new knowledge, and are more ready to toss away the outmoded practices.

●

The old crystal ball has become more like a piece of putty which farm families are learning to mold to their own needs, as they look ahead and plan their future.

●

Families and extension agents, too, are stretching the conference table to take in advisers and specialists for working out the more complex problems.

●

In spite of hazards, natural and man-made, which seem to squeeze the farmer from time to time, he seeks all possible alternatives in his effort to manage a successful family farm.

In Texas a rancher with 115 beef cows formerly produced 43,000 pounds of beef. To reduce costs he culled his herd to 84 of the best producers and still sold 41,000 pounds of beef. The 3-cent premium for better quality calves produced after culling enabled him to earn about $1,000 more—even though he sold 2,000 pounds less beef.

A New Mexico family asked their home agent for help in overall home management. Through careful planning and family labor, they remodeled their home, replaced furniture and equipment, repainted, grew a garden, and learned home sewing. They're now better fed, better clothed, better housed — *all without going into debt.*

A young Minnesota couple faced a crucial decision: to sell or not to sell their 20-cow herd of 400-pound butterfat producers and go into beef and hogs. An extension analysis showed that they were spending undue time and labor on their cows and they'd have to enlarge their herd to keep the same family income. After consulting their county agent, they decided to sell the cows. Their 1955 gross income was twice as much as that for 1954. And they expect to cut labor time by 15 to 20 percent.

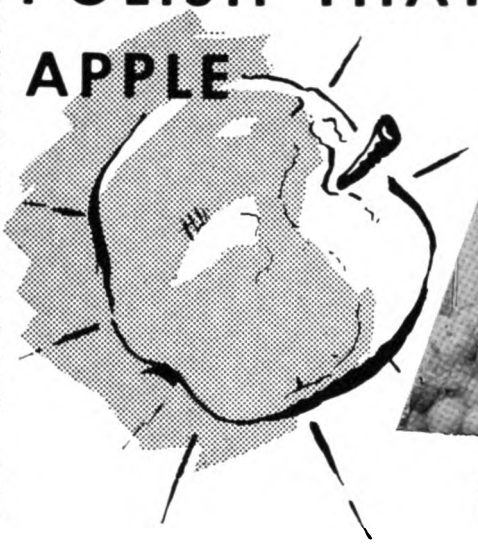
Homemaking training in 4-H produced lifelong values for a Wisconsin girl. She writes modestly: "It was during this period (18 months of her mother's illness and finally death) that I really appreciated, and my family also, all that I had learned in my 4-H Club work."

These are typical family achievements due in part to educational assistance from 10,800 county extension workers, 2,400 State extension specialists, and 104 Federal extension program leaders.

But we all know the huge job waiting to be done. The annual report calls it the average potential workload per county worker. For 1955 the estimated average number of rural farm and nonfarm families to be reached amounted to 3,740 per agricultural agent, 6,144 per home agent, and 2,963 per 4-H worker.

Our foremost challenge is to provide these families at their request with counsel and guidance in a meaningful, broad-scale, coordinated program.

POLISH THAT APPLE



Fred Corey (left), Monroe County, N. Y., agricultural agent, helps arrange an apple display in a supermarket.

Marketing techniques for selling apples can be adapted to selling almost any agricultural product. Here are a few methods Extension Agent Corey used to "help people help themselves" with marketing problems in Monroe County, N. Y.

by E. HALE JONES, *Extension Teaching and Information, Cornell University*

Apple production is big business in western New York, and Monroe County Associate Agricultural Agent Fred Corey is doing a lot to make it even better. Working closely with his county Extension Service fruit committee and the Western New York Apple Growers Association, Fred has helped to market a better product and also to boost apple sales by 25 percent in the city of Rochester during and for sometime after National Apple Week.

Extension takes the stand that if you are going to produce apples, you also must get people to eat them.

"I believe our Extension Service should be concerned with helping to market products grown in our area," Corey said. "Here in Rochester, we have the opportunity and responsibility to do marketing work. We educate consumers and nonfarm folks on the importance of fruit growing to western New York, why fruit is grown here, and why it is an important food."

Yes, marketing in Monroe County is so important that the New York State Extension Service has placed a special marketing agent in Rochester. R. H. Martin, special agent, works with retailers and handlers and also helps with the apple program.

Corey says he and his associates have three basic marketing objectives, namely, more efficient marketing and merchandising, wider distribution and use of farm products, and favorable public relations for agriculture.

This year National Apple Week was an especially busy time for marketing specialists and the apple industry. They did a lot to publicize apples during the past 3 years.

The Extension Service helped the apple growers with their third merchandising contest in the Rochester area food stores. Each cooperating store sets up an apple display, and

(Continued on next page)

the best ones, in the opinion of competent judges, win prizes.

"We started out with 40 stores, but found that was too many," Fred said. "The judges couldn't get around to all of them. So now we have about 25 stores, classified, so the smaller stores need not compete with the big supermarkets."

This contest is important to the stores, so the judges are carefully selected. The displays are judged on their ability to sell apples. Originality, merchandising ideas, and overall appearance count. The winner gets a handsome trophy, which is provided by the apple growers' association, and, for the past 2 years, the produce managers have received cash awards.

Effort is not confined to stores. This year the growers provided 10,000 standup promotion cards that were placed in hotel rooms, banks, and libraries. The banks cooperated by having apple displays for their customers to "take one."

A leading motel in Rochester went all out to cooperate in the apple program. An apple was put in every room every day during National Apple Week, and in a double room, it's two apples a day.

The motel went even further. The managers put on a huge apple smorgasbord with such delicacies as apple muffins, tuna apple salad, apple tea ring, apple onion casserole, apple potato salad, spiced crab apple, and, of course, apple pie.

Corey has helped the growers arrange for the distribution of an apple selector, a handy guide that tells the homemaker what apple varieties to use for various purposes.

To educate the public on apple varieties another contest was initiated. Attractive posters were placed in the libraries along with 15 western New York apple varieties which the book readers had to identify. The displays also told of the history and origin of apples grown in western New York. Fred says their consumer education value was hard to estimate, but he rated it high.

These techniques can be adapted to almost any agricultural product produced in your area, whether it be grains, fruit, or milk.

Local Leaders Learn

(Continued from page 53)

Become better acquainted with the local library by holding an occasional club meeting in the library.

Invite the local librarian to the meeting at which the county extension program is presented to the executive board.

Send the local librarian a copy of the club's program for the year. This will help her assemble books on the subjects to be presented.

Develop a family record sheet to help the librarian recommend books to an individual family.

Have the State Library Commission make available a list of current books worth reading.

Have the commission make books available that are related to club demonstrations and to study programs.

Delegates report on the conference to their counties through radio, TV, and the press.

The conference was an outgrowth of a national conference held 3 years ago in Washington, D. C. The Nebraska meeting was sponsored jointly by the University of Nebraska, the Nebraska Public Library Commission, and the Extension Service of the College of Agriculture. It was made possible by a grant from the Woods Charitable Funds, Inc., a local benevolent foundation.

Grace Frysinger Fellowships

The National Association of Home Demonstration Agents has set up two fellowships named for Grace E. Frysinger.

The fellowships are for $500 each to cover expenses of a home demonstration agent for a month of visiting other States to observe the extension work there. Each State may nominate one candidate, and the selection of the agent to receive the fellowship will be made by a committee appointed by the National Home Demonstration Agents Association.

Applications are handled by the association president or the State Association Fellowship chairman, in cooperation with State home demonstration leaders.

Make Your Annual Report Do Double Duty

Your required annual report and plan of work can be one of your handiest public relations tools.

How? Simply by using the information in it for a series of well-planned news stories, radio or TV programs, your personal column, a special summary newsletter or even a folder or brief booklet. In any of these ways, you're contacting thousands more people through your annual report. You're making one job produce multiple results.

Consider the Humboldt-Del Norte Counties, Calif., report. It's a neatly mimeographed, 24-page job with about 65 short, 100- to 400-word items on farm, home, and 4-H work. With short, interesting stories, the agents covered a lot of ground quickly. Twelve pictures are included. The report shows a great deal of imagination and sound planning. You can easily see a county commissioner, newspaper, radio or TV editor, farm family, or businessman reading the whole thing because it's so well done. Unfortunately no extra copies are available.

M. S. Shaw, associate director, Mississippi Extension Service, writes agents there: "Your annual report is . . . a fine public relations tool. You can and should use it as the basis for special newspaper articles. A series of stories, each on a specific phase of the program is suggested. Use pictures if possible. . . ."

From State annual reports, Wisconsin found that newspapers and farm magazines picked up a surprising number of stories verbatim from the 1955 report or used it as a lead to work up their own stories.

Why this unexpected payoff? Likely because the report was simply 29 success stories from 22 counties (about one-fourth of the State) of farm families and their improved dairying, planned kitchens, and so on, through extension aid. Names make news. People like to read about other people.

Many other county and State workers likely have gained this extra mileage from their annual reports. You, too, can make it do double duty.

PHOTOGRAPHY
A Magic Carpet

Above—Photographs of a range management demonstration of waterfall on semi-arid soil. Read accompanying story for detailed explanation.

by RAYMOND KELLY,
Teton County Agent, Montana

PHOTOGRAPHY has much of the "magic carpet" quality. Through its use we span space and time, presenting the outdoor event or the recent 4-H dress revue at such time and place as we choose.

Photography is a nimble medium that can be employed effectively by any extension worker. Its uses in Extension are almost unlimited in their scope and variety. My own attitude toward photography is that of a confirmed hobbyist, using both roll and press-type cameras and my own darkroom. There is real satisfaction both in the application of photographic techniques and in "getting through" to people with pictures more effectively than with words. Very adequate results are also achieved by workers with only casual interest in photography itself.

Each of the two general fields of pictures, color slides, and black and white prints, have certain advantages. Color shots have enabled us (and undoubtedly countless other extension workers) to do such things as:

Show both the general plan and the detailed arrangements of an exceptionally good U-shaped kitchen, using a carefully planned series of indoor shots.

Show the nature and extent of damage of wheat plants by the wheat-stem sawfly.

Take groups during the cold winter months on comfortable color-slide "tours" of weed control plots, fertilizer response demonstration, conservation practices, and many others.

Our most effective use of black and white prints is attained through the cooperation of both weekly and daily newspapers of the county and surrounding area. Agricultural problems, events, and achievements have been spotlighted on the publication of before, during, and after shots. Publication of such shots is an effective and usually gratifying means of acknowledging the cooperation of individuals and groups and, in many cases, has helped insure their continued cooperation. Published pictures of presentations and committees at work are examples.

The accompanying three pictures are a fairly convincing argument for improved range management in a semiarid region such as Montana. Wide steel rings, sharpened on one side, were pounded solidly into the soil on each side of the fence which divides the heavily grazed and moderately grazed areas. Water equivalent to one inch of rainfall was poured into both rings at the same time. Watchers at each ring carefully checked the time required for all this water to soak into the soil. In the moderately grazed area the water had completely disappeared in 4½ minutes. At the end of 10 minutes only about half the water had soaked into the compacted soil of the heavily grazed range, and the lone remaining watcher was ready to remove the ring and move on with the group, convinced of the value of moderate grazing. Pictures and information such as this are very helpful in showing ranchers how range management and moisture losses from excessive run-off and slow penetration are associated.

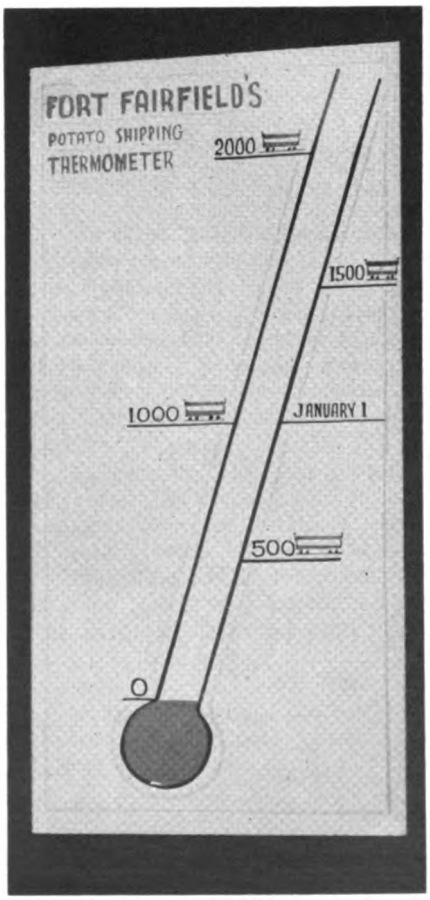
POTATOES

AS YOU LIKE THEM

This is an account of Extension's efforts to help Maine's potato industry grow.

by JOHN W. MANCHESTER,
Associate Extension Editor, Maine

MAINE has been a major potato-producing State for years but selling the spud crop has often been a problem. Farmers needed help. State and county workers of the Maine Extension Service were determined to do something about it.



Large shipping thermometers were erected in prominent places in 16 major potato-shipping communities in Maine's Aroostook County.

The Pine Tree State had developed good markets for its certified potato seed and for round white tablestock. However, it needed diversified and expanded outlets to give more strength and stability to its marketing efforts.

Arling C. Hazlett, extension economist in marketing, and county agents in the potato areas sparked an intensive drive for orderly marketing. They used news releases, radio and television talks, circular letters, bulletins and circulars, meetings, telephone and personal calls, and every other means at their command. They wanted growers to start shipping potatoes early in the fall and to continue shipping regularly each month through the season. Year in and year out, orderly marketing has paid off.

Large shipping thermometers were erected in prominent places in 16 major potato shipping communities in Maine's Aroostook County. Each was kept up to date with the number of carloads of potatoes shipped to that time compared with the desirable number in order to move the entire merchantable crop. The information provided an incentive for growers and shippers to keep potatoes moving out of Maine regularly.

As a result of this orderly marketing campaign, Maine moved 75 percent more potatoes before January 1 than it had the previous year. It also helped bolster prices later in the shipping season.

Potato Chips and Flakes

The Extension Service also informed Maine potato growers about their opportunity in the market for frozen French fries and for potato chips. The frozen French fries market has grown rapidly, and Maine's potato chip business has quadrupled in the last 3 years.

A conference on potato processing was called last February by extension growers and shippers to discuss how to grow, store, and handle Maine potatoes for processing. Representatives of the New England region of the National Potato Chip Institute were also present. As a followup. a testing service for processing quality was provided to Maine growers this fall.

Maine was the first State to exhibit its potatoes at the annual meeting of the National Potato Chip Institute. This helped create considerable interest in Maine potatoes for chips. Hazlett was chairman of the exhibit.

Another outlet for Maine potatoes is the new plant in Aroostock County which produces potato flakes. This is an easily reconstituted mashed potato product which appeals to today's hurried housewife.

Extension Crops Specialist Paul N. Mosher, along with Hazlett and the county agents, has campaigned for production of round white potatoes of good eating quality. One variety has been effectively blackballed because of its undesirable eating quality, and now very little acreage remains in Maine.

Clean Potatoes

Washing of Maine's potato crop is another improvement encouraged by Extension. About 15 percent of Maine's total potato sales in 1955-56 were of washed tubers. Three years ago, practically none were washed.

Hazlett made some of the initial contacts for Maine in developing markets for washed potatoes. He had the double-edged problem of getting growers to wash and size and of locating outlets for this more desirable product.

Baking Potatoes

Extension has also encouraged the greater production of Maine Russets (Russet Burbanks), the long white variety well known as good baking

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Two of Maine's popular potato publications.

Experienced Leadership

Roy Weaver, second from left, makes his purebred Angus herd available to 4-H Clubs for sessions on fitting and showing; center, R. L. Coffey, assistant county agent.

Look to Your 4-H Graduates

by MRS. GENE SMITH MOODY,
Associate Extension Editor, Virginia

If you're short on leaders for your 4-H work, take a tip from Augusta County agents in Virginia, and look to your 4-H "graduates."

The voice of experience helps keep 4-H work a going concern in Augusta. The names from the 4-H honor roll have moved into the list of camp counselors, recreation leaders, and project leaders.

"If they haven't time for more than driving a school bus to camp, they like to keep interested and active. Many offer to take regular responsibility; others are on call for special jobs," says Assistant County Agent R. L. Coffey.

Mrs. Esther LaRose, Augusta home demonstration agent, puts it another way. "If you have active 4-H alumni you know you have people you can call on for almost anything connected with the program. They may not be able always to take the part of project leaders in regular meetings, but keep in touch, and you'll have plenty of help for special activities."

The County All Star Chapter takes seriously its motto of "Service." Anne Masincupp Wenger, who was a delegate to National Club Congress in Chicago a few years ago, is the chapter's Big Chief, and was responsible for the organization of a community 4-H Club.

Another organizer is Rosalie Wagner, who has a club of younger girls in her community. Despite the demands of a 6-month-old daughter, she is still teaching 9- to 13-year olds the basics of food preparation, sewing, and good grooming. She was one of the four State 4-H alumni recognition winners this year, and the welcome mat is always out at her house for 4-H'ers.

When it comes to 4-H beef projects you can hardly beat Roy Weaver, another former 4-H Club member, who is now in partnership with a cousin, Ralph Weaver, in the purebred Angus business. An All Star, Roy works countywide with the agents in helping line up heifers for the younger club members, conducting demonstrations of grooming, fitting, and showmanship, and shouldering some of the responsibilities for livestock shows and fairs.

Another job that requires time and talent is that of contacting various agencies and individuals for contributions to finance the International Farm Youth Exchange program in Augusta this year. Franklin Wilson, who was a 1951 IFYE delegate to Lebanon, took care of that detail. "It's about the least I could do," said this young farmer and father of two small daughters.

Now in Sweden as an IFYE delegate is another Augusta County girl, Jo Ann Smith, who will be hailed back as another expert in 4-H work, and a potential 4-H leader.

Kenneth Smith, a former State winner in crop production, is now farming in partnership with his father and also attends a nearby college as a premedical student. His days sometimes begin at 3 a.m., but he still finds time to help younger

(Continued on page 71)

A TRAINING PROGRAM that clicks

The Author

by John H. Evans, San Luis Obispo County Farm Adviser, California

New employees often find that the first day on a new job is a day filled with fears and doubts. My first day with the Agricultural Extension Service was no exception.

On the way to work the first morning, my mind was filled with these questions. What will be expected of me? Do I have the proper training for the job? Will I be allowed to set my own pace, or will I be pushed and hurried along? Will I get along with my fellow employees?

The answers to these questions and many more were important to me if I was to be happy. I soon found that all these questions would be answered in a relatively short time under the University of California agricultural extension training program. Let's take a look at this program.

A formal training guide is the nucleus around which a new employee's program is to develop. The county director assumes certain responsibilities, and other staff members also share in these. The trainee himself is given definite responsibilities in order that he might better develop his initiative.

The training guide is a systematic study plan which helps to ease the trainee over rough spots. The guide is in the form of an outline. It recommends certain literature that should be read by all new extension personnel. It suggests simple projects to be carried out under the supervision of the county director. It requires discussion periods with other staff members. The guide is not used as a whip to drive the trainee, but rather it is a helping hand that organizes the whole training effort, and keeps it progressing.

The county director plays an important part in California's training program. From the very first, it became evident to me that my county director, Lee Benson of Alameda County, knew his job.

He first of all had to make an appraisal of my capabilities. How long would it take me to adjust to my new surroundings? What were my good and bad points? How well did I get along with farm people and with my fellow employees?

The answers to these questions took time, but it was necessary in order that the county director could determine the pace at which the training program should be carried out. Once this was established the county director proceeded in a slow but methodical attempt to explain the organization and the objective of the Agricultural Extension Service. He explained the relationship of Extension with other agencies. He described program development and current points of program emphasis. How to write various reports and their value was explained time and time again in order that I might become efficient at these things, leaving more time to the important job of extension education.

Under the University of California Agricultural Extension County training program the county director is the keyman. The success or failure of the program depends on his ability and experience.

Other staff members also shared in the responsibility of training the new member. By working with experienced people such as Maryetta Holman, 32 years on the job, and Earl Warren, Jr., 2 years on the job, I was able to experience the old and new techniques in carrying out the job of extension education. Certain staff members, Bob Lateer, for example, had specialties, such as photography, and they were assigned the task of explaining these specialties to me. In general, fellow staff members were expected to aid the trainee in gaining experience and becoming proficient in subject matter and in extension methods and procedures.

While much of the training program was assigned to other people, as a trainee I had certain jobs to do. In Alameda County the poultry farm adviser left on sabbatical leave. I was given the responsibility of carrying out his program as best I could. The first few months in the poultry program were confused and hectic, but gradually a definite plan developed, and with it a greater confidence in my ability to do the job.

Of what benefit was the whole training program to me? This question can be summarized in one word —confidence. Approximately one year from the day I first reported for work in Alameda County, I was transferred to San Luis Obispo County. The move meant changes, new people, new surroundings, new responsibilities. The first day on the job in San Luis Obispo, I noticed a significant change. No longer did I have fears and doubts; on the contrary, I had confidence. I was enthusiastic about agricultural extension and wanted to do the job. This I believe is all that can be asked of any training program. The rest is up to the individual.

Left—This picture story on farm accidents and their causes is an example of a TV program built around an illustrated article.

The Circular Path to a TV PROGRAM

by VICTOR R. STEPHEN, *Extension Artist, Pennsylvania*

MANY of you use circulars as giveaways on TV programs, but do you realize the same circulars may be complete programs in themselves?

A random selection of your State's extension bulletins and folders will offer many program naturals. Home economists can use pattern selection, flower arrangement, or canning meat and poultry, while in agriculture there are lawn care, weed control, or drainage, to name just a few.

The script is already there. It may need cutting or padding depending on the time allotted for the show, but it has been edited. boiled down, and put into logical sequence. The main points have been emphasized in headings or boldface type.

Since most extension bulletins these days are illustrated, especially the how to do it type, your visuals are there, too! Maybe they are photos, line drawings, or charts or possibly a combination of all three.

If photos were used and the originals aren't the right size for TV use, the negatives are probably on file and you can have 8- by 10-inch dull prints made and mounted on 11- by 14-inch board. If drawings or charts were used and the originals are too small, they can be photographed and enlarged to the same 8- by 10-inch size and mounted.

Effective title cards quite often can be made by combining the type used on the cover and some of the art work in the bulletin.

It is important to plan far enough ahead to give the photographer time to prepare the pictures you'll need. Of course you can and should add other visuals to the ones in the bulletin. For instance, on a program about pattern selection, actual patterns were shown along with some clothes made from them. With a how-to-do-it subject you can use the demonstration technique to supplement the still visuals. Film clips and slides also can be used to good effect. Sometimes a program or part of one can be made from an illustrated article.

Of course if the subject matter is not in your field, but you still want to do the program, call in the author or a subject-matter specialist to be your guest on an interview-type program.

Shown at left as they appeared on TV, are the title card and two of the other visuals taken from the Pennsylvania circular on pattern selection.

Filed for Future Use

After a show the visuals should be

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FOOD

No. 1 in 180,000 Budgets

How can one person help 180,000 women?

Home demonstration work is different in every county, of course, but more different in Bergen County, N.J., than most places. Bergen County is across the Hudson River from New York City, and naturally it is largely urban. It is thickly populated (625,000 persons); about 30 percent of the women are employed outside the home; farmers are few and farms are small, speaking generally.

Many mothers are housebound because their husbands use the automobile for commuting to business, the cost of babysitters is high, and school sessions are split. How to reach the women of Bergen County with extension help was a seemingly impossible assignment.

When Florence Van Norden got the job of home demonstration agent in Bergen County she faced the challenge of reaching into these 180,000 homes. First, the advisory council was reactivated. With a new organization, new faces and fresh enthusiasm, the council members surveyed their county to determine the needs, interests, and attitudes of the women they represented.

The interests they checked most frequently were as follows:

Preparing 3 meals a day.
Planning and preparing company meals.
Grocery shopping.

Since Bergen County consumes much more food than it produces and foods are high in price and often harvested before maturity to assure safe shipping, the business of buying of good quality at reasonable prices gets high priority in most households. Wholesalers, retailers, and food planners also were interested in quality and price.

Meeting with New Jersey State extension leaders and food marketing specialists from both New Jersey and New York, Mrs. Van Norden explained the situation and together they planned ways to reach the residents with accurate, timely food marketing information and methods of promoting the sale of locally grown food.

Through the Newspapers

It was decided to use the newspaper medium (1 daily and 45 weeklies) to feature a food-marketing publicity program. The food to be featured was agreed upon by Mrs. Van Norden and the agricultural agent on the basis of availability and price.

When the growing season ended in Bergen County, important foods from other parts of the country were featured. The format of the weekly food feature stories generally included the history, cultivation, pest control, cost factor, nutrition, selection, storage, preservation, and principles of preparation. Tested recipes were used as fillers when needed.

The public relations office of a chain store offered to furnish current food prices each week. Regional Food Marketing Office in New York also agreed to furnish information when contacting local markets. Mrs. Van Norden got price quotations from a wholesale fish market, meat-packing house, local roadside stand operators during the the growing season, and two independent grocers.

With this information and material, she wrote two columns called Good Buys and Food Feature Releases. Twenty-five of the newspapers in the metropolitan county are now publishing food-marketing material.

In the opinion of Mrs. Lloyd Sandt, president of the Bergen County Home Economics Extension Council, "Homemakers look forward to this as a help in their week's marketing and preparation of seasonal foods." Besides the local homemaker, these articles are used by home economists and local farmers. One farmer tells us that after Mrs. Van Norden's article on peaches last year, his income from peaches was $2,000 more than the previous year. We know of several roadside stands that post her articles on their bulletin boards for the information of their customers.

Her articles are highly regarded by the newspaper editors as well, as James Sutphen, executive editor of an evening paper says, "Florence Van Norden has done an exceptional job in localizing and 'seasonaiizing' food products from shad to strawberries. There are no items more popular in any paper than its news about food. If it is attractively presented and entertainingly written, and if it makes some small contribution to the reader's store of knowledge, it cannot help but benefit producer, reader, and publisher."

Commodity groups, growers, producers, roadstand operators, editors, and many homemakers have encouraged the continued preparation of news stories featuring available foods.

With the assistance of Dr. Gladys Gallup, Director, Division of Research and Training, USDA, Mrs. Van Norden made a readership study of her column in a journal. This showed that a high percentage of the subscribers to the journal read the "Good Buys" column. One-fourth of the subscribers read the column every week; another one-fifth read it nearly every week and over one-fourth read it sometimes. According to the results of the survey, the articles helped stimulate purchasing, storing, and better preparation of commodities.

John Dater, editor and publisher of the journal, said, "We have been running her column as a special feature for about 3 years, and we feel that the effort has been more than justified, both as a result of the survey and verbal comments from our readers."

Mrs. Van Norden was appointed home agent in Bergen County in 1953. Her previous experience included 8 years of extension work in Rosebud and Cascade Counties in Montana, and 6 months as housing specialist at the University of Illinois. She received a master's degree in home management from Purdue University in 1947.

Grain Judging Contest

Everyone Is a Judge

by H. W. HERBISON, *Extension Marketing Economist, North Dakota*

As everyone knows, competition spices individual or team endeavor for almost all youth and adults, be it recreational, educational, or a bit of both.

Judicious use of that motivating element is a powerful force in combination with (1) participation in coordinated group events at several competitive levels; (2) training under imaginative local lay leaders; (3) recognition for achievement, and (4) vocational interest of the individual and his community. These are the foundation for an educational activity that gets useful things done.

In North Dakota, thousands of youth and adults are finding in organized crops judging a satisfying educational activity especially adapted to vocational interests and the climate of this northern State. In crops judging, the individual or the team has an opportunity to check-test performance against predetermined standards of excellence, in contrast to the opinion of the judge, as in livestock-judging competition.

Practical Value

The skills learned in judging grains have very practical value to the North Dakotan who makes his living with grain. He must be able to identify the plant and seed forms of weeds which are pertinent to quality and price of seed grains or flaxseed. Having studied the factors that affect seed quality and price, he learns to judge classes of seed grains and flax. He has to study the market grades for wheat and barley and learns to place grains by standard numerical grades.

Schools for Judging

Three levels of training provide opportunities aplenty for those interested in getting experience in judging. In the fall, training clinics are held for county extension agents, vocational agriculture instructors, 4-H Club leaders, and older youth. Instruction in the mornings is followed after lunch by practice contests and post-contest discussions to give participants the opportunity to test themselves and review difficult portions of the lesson.

Under the supervision of county extension agents and vo-ag teachers, county and community clinics and practice-contest sessions are held for anyone interested, but particularly for local leaders who will carry out the training in their individual localities. Hundreds of community or club workouts are held during the fall and winter months to provide training and fun alike for both adults and youth.

Ready to Compete

Many winter contests are held at the county level to determine who will represent the county in district and State contests. Three big district events precede the State contest in which the cream of the contestant crop may be selected for the 4-H, adult, and Future Farmers of America divisions. The statewide contest is held in March in connection with the Valley City Winter Show.

The idea of holding a crops judging contest in connection with special crops events is becoming increasingly popular. North Dakota's Durum Show, the State Potato Show, and the Walsh County Fall Fair are examples of this. This is a sound development which indicates that the people are behind these sponsored events.

Materials and Visuals

A number of different tools are made available by the State and county extension offices to help adults and youth become good crops judges. Sample materials for use of leaders and groups include weed seeds, weed plant mounts, mounts illustrating factors affecting seed quality or value, and chart outlines of standard grade requirements and subclass for market grain. There are contest kits for use in organized crops judging contests which circulate on a round-robin basis to agents and instructors. A series of leaflets contain information on what the crops judge should know and do in performing his contest tasks.

In 19 of the counties where all agricultural club members are studying crops as their major 4-H project, lessons and demonstration outlines have been prepared to help the boys and girls. Semiannually, members of the State extension staff give training lessons and demonstrations for the benefit of local leaders. This training will be extended to another group of 19 counties for a 2-year

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Adult and junior leaders of the 4-H electric project take part in a training clinic, 1 of 3 held each year in San Diego County, Calif.

Leaders learn how to teach

Efficient Use of Electricity

by DAVE HINSHAW, *Farm Adviser, San Diego County, Calif.*

How to make the best use of electricity on the farm and in the home has been the theme for the successful leader training program carried on in San Diego County, Calif., for 6 years. Help in the program has come from the local gas and electric company, which is a member of the Pacific Coast Electrical Association, the organization that gives support to the statewide program.

Three separate training clinics are held each year, during December, February, and April. Both adult leaders and junior leaders attend. They, in turn, take information and training in how to teach back to their clubs. The training has these aims: Promoting the general knowledge of electricity; encouraging safe use of it; and showing how to use this servant efficiently. Here is how a typical leaders' clinic operates.

Following a get-acquainted dinner, the tables are cleared for action. The farm adviser discusses 4-H aspects of the program, such as minimum requirements, record keeping, awards, events, sponsor relationship, and specific questions relating to each project group. Leaders participate in question-and-answer periods. The meeting is then turned over to Dan Turner, electric project representative of the gas and electric company, for technical training of the 4-H electric leaders.

Through the use of demonstrations, discussions, and visual aids, Turner presents information which leaders in turn use with their own club members. The electric subject matter presented during the three clinics may include safety, motors, proper wiring, fuses, farm electrical equipment, proper lighting, generators, irrigation pump efficiency, and other topics about which 4-H leaders request information.

Following the instructional period of the training clinic, leaders are provided with electrical demonstration material, often prefabricated to assemble. This may include electric display kits, lamps, miniature motors, fuse boards, splice boards, and extension cords. This equipment is utilized by the leaders at their club meetings for demonstration purposes in teaching young club members.

Thus these clinics furnish an opportunity for exchange of club level working techniques; provide technical information on specific subject-matter fields; and make available equipment for local club demonstrations.

The volunteer 4-H leaders leave the clinics with the equipment and knowledge to help rural 4-H boys and girls in San Diego County use electricity more advantageously.

Peach Promotion Draws Nationwide Interest

A Peach Day promoted cooperatively by R. F. Bittner, district marketing agent for the Michigan Cooperative Extension Service, and Radio Station WOWO, Ft. Wayne, Ind., attracted interest from listeners from 37 States and Canada. Bittner and the station set up the promotional program and began to announce to listeners that every 30 minutes during Peach Day a basket of peaches would be given free to a person whose name would be drawn from among postcards sent in. When Peach Day arrived, 31,594 cards containing names and addresses had been received.

Here, Bittner, left, and Carl Vandergriff, station manager, right, jokingly debate the point—"Which drew the cards, the peaches or the station?" Maryann Meldrum, consumer information agent in Kalamazoo, inspects the choice Michigan peaches offered as prizes. Peaches were provided by growers in the Benton Harbor area while the Michigan Department of Agriculture paid the express charges for shipment to winners. The first Peach Day in 1955 drew 17,000 cards. Bittner reports that 11 percent more Michigan peaches went into the northern Indiana and Ohio areas this year than in 1955. Bittner believes that part of this increase is due to the Peach Day promotion.

R. F. Bittner, Maryann Meldrum, and Carl Vandergriff jokingly debate, "Which drew the cards, the peaches or the station?"

Grading Schools Rated High by Produce Buyers

by R. F. BITTNER,
District Marketing Agent, Michigan

WITHIN a short time after taking the position as a district extension marketing agent in southwestern Michigan. I had several experiences that made me aware that some educational work was necessary among fruit and vegetable growers on grading of their farm products.

First, visits to terminal produce markets such as Chicago, Kansas City, and St. Louis convinced me that too many growers who were doing their own grading and packaging were not turning out a top-quality pack. This seemed to be true for growers in most producing areas and our growers were certainly no exception.

Secondly, from watching growers react when their load was being inspected and later when visiting them, I am convinced that the vast majority of growers want to do the right thing. But so often they are not sure of just what constitutes the grade of U. S. No. 1, U. S. No. 2, utility, and other grades.

To help our growers know more about grading, seven meetings were scheduled in Berrien and Van Buren Counties in southwestern Michigan. Price outlook, packing, and grading were discussed followed by a grading demonstration on tomatoes, cucumbers, and cantaloups.

These meetings were scheduled to coincide with the first ripenings of these commodities. The grading information would then be fresh in the growers' minds as they began the packing and grading season, and would help maintain quality throughout the entire season. Also, freshly harvested materials would be available for the demonstrations.

Michigan Department of Agriculture officials, charged with the inspection of growers' loads, gladly agreed to take part in the meetings to explain grading and inspection.

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4-H and Public Impressions

HADLEY READ, Extension Editor, Illinois

On the rifle range, 4-H Club youth find satisfaction in developing skill and meeting competition.

TO consider a sound program of publicity and public relations for 4-H Club work, put yourself in the shoes of Mr. Average Citizen.

He comes home from his office one evening tired and preoccupied with his own problems and picks up his favorite newspaper. On page 3 he notices a story which tells him that the 4-H Clubs in his county are starting a drive to raise $10,000 in donations from businessmen for a camp they hope to build out by the river. He makes a mental note that he probably will soon be approached for his contribution.

On page 4 he reads that the son of one of the largest and most prosperous livestock farmers in the county has won another prize for showing a top animal at some 4-H show.

And then on page 5, there is a brief, little story about a group of 4-H boys and girls who decided to work Saturday afternoons building and placing bird-feeding stations around the county.

Now, if you, as Mr. Average Citizen, had read those three stories, which one would have made you feel most kindly toward 4-H Club work? Which one would have given you the best picture of just what the 4-H organization stands for and what it is doing for young boys and girls? Which one would have been the best public relations for 4-H?

It has long been accepted that 4-H Club work enjoys the best public relations of any organization in the country. This is a tribute to be coveted and respected. Good public relations, however, are not permanent possessions to be put on the mantel and admired like new trophies. Public attitude and opinion can shift quickly from favorable to unfavorable, from acceptance to rejection, from good to bad.

Recently, there has seemed to be an increasing need for various and sundry kinds of 4-H fund-raising projects. Money is needed for camps, for foundations, for youth buildings, for show sites. True, 4-H boys and girls themselves often raise much of this money. But there also seems to be a growing tendency to raise the money the easy way—by asking people to "give for a good cause." It would be tragic indeed if the public should get the impression that one of the major activities of 4-H Club work was fund raising. 4-H should not become $-H in the public eye.

It would be just as tragic if the public should get the impression that 4-H begins and ends in the show ring where a select few walk away with colored ribbons and prize money. This does not mean that camping and show ring activities are not important aspects of our 4-H Club programs. They are and there is often need for public fund raising to help support club projects. But all of us know that 4-H is a lot more than raising money and winning prizes. It's our job to see that the public knows this.

Perhaps you've tried this already. but if not, sit down for 15 or 20 minutes with a couple of clean sheets of paper and think about the problem. Start off by listing the audiences that you think should be reached with news and information about 4-H Club work. Your list of audiences probably will include the 4-H boys and girls themselves; their parents; boys and girls of club age

(*Continued on next page*)

The outdoors is a popular classroom for local leaders and 4-H members.

4-H Clubs Flourish with ADULT SUPPORT

E. A. HOLM,
Assistant State 4-H Club Leader, Indiana

WELL-ORGANIZED and active committees in Noble County, Ind., created one of the best 4-H Club programs in the entire State. A large and capable committee at county level and equally able smaller committees in 13 townships were responsible for unusual growth of 4-H Club work in the last 10 years.

In 1946, before township committees were organized, 381 club members carried 515 projects. Last year 374 boys and 460 girls completed 2,200 projects. Charles Seneff, county agent, says. "The secret of getting the job done is having lots of people helping."

How Noble County draws on community leaders is clearly seen in the composition of their central 4-H Club committee. It consists of 13 men and 13 women, one each from the townships, and 7 members at large who represent the following organizations: Farm Bureau, county fair board, Grange, home economics club, rural youth, vocational agriculture teachers, and 4-H girls' leaders.

This group of 33 is a hard-working group that meets 7 times a year to conduct the 4-H Club business. After officers are elected, the following committees begin to function: 4-H park governing board, budget, exhibit, awards, auditing, and the 4-H beef and pig auction. Last year this committee was responsible for the county 4-H budget of $5,400 and, in addition, raised $3,000 toward the development of the 54-acre 4-H Club park.

Believing firmly that more hands do a better job, the townships also organize by committees, usually composed of 3 men and 3 women. They meet with their 4-H leader to make plans for the year. This includes arrangements for the following services:

- Providing transportation for the members to meetings and for tours.
- Serving as a project leader.
- Assistance in planning the program.
- Visiting the club members and parents.
- Bringing exhibits in and helping at the county 4-H show.
- Assisting with local 4-H achievement programs.
- Babysitting for the leader while she attends 4-H Club meetings.
- Plans for the special awards, trips, and other incentives.
- Providing a meeting place for the club such as homes, school building, community building.
- Assisting with judging and demonstrations and any other way that would help the leader and the club to promote 4-H.

At the beginning of 1956, Noble County, as well as almost all other Indiana counties, had set up plans to make their program so attractive and worthwhile that enrollment would increase at least 5 percent or 4,085 members. This would make a grand total of 85,255 members. The 4-H Club committees have proved to their own satisfaction at least that a better 4-H program is possible for every 4-H Club.

Public Impressions

(Continued from page 66)

who are not in 4-H and their parents; the people of the agricultural community; local town and city citizens; and the total county audience. Finally, some 4-H stories will be of interest to a statewide, and even a national audience.

The next step is to write down on a piece of paper the kinds of information you would like to get across to these various audiences. What do you want them to know about 4-H? What do you want them to think about the organization? What kinds of impressions do you want them to have?

For step 3, list all of the 4-H programs, projects, activities, and accomplishments which, if reported to the public, would result in the impressions and public attitudes you want to establish.

Next, list all of the opportunities you have for reporting these stories to the public. You will include your weekly and daily newspapers, your local radio and television stations, news letters, displays, exhibits, and public presentations.

Finally, put the parts together in a planned program of 4-H information coverage. Some of the information fits best into a newsletter which may go only to 4-H boys and girls and their parents. The next story may be of countywide interest and should go to every newspaper and radio station in the county. A third piece of information may be best adapted for television presentation.

Abraham Lincoln said: "In this and like communities, public sentiment is everything, with public sentiment nothing can fail; without it nothing can succeed."

NEWS and VIEWS

Editors Plant Trees

Weekly newspaper editors in Wisconsin are showing their support of conservation practices by starting a demonstration forest of their own in Vilas County.

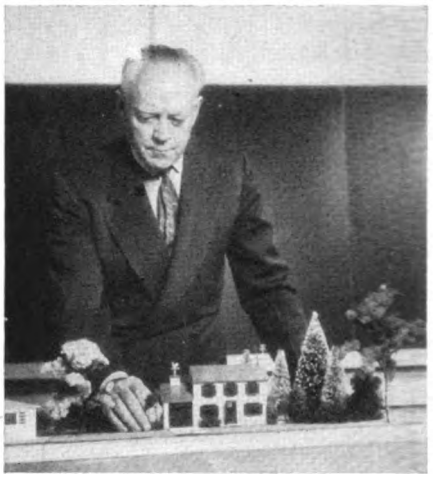
The Wisconsin Press Association, an organization of editors of Wisconsin weekly newspapers, has visited the Trees for Tomorrow camp at Eagle River every year since 1946, according to their president, Palmer Sondreal. While at the camp the editors were shown through nurseries and forests where selective cutting and replanting were being carried out.

This year at the outing, one of the members suggested that the group start their own forest to show members and school children the value of good conservation practices. The editors readily accepted the idea.

The project will be named the Wisconsin Press Association Demonstration Forest and will be supported by voluntary contributions from the members. Carl Zielke, executive secretary and general manager of the association, says that donations have been pouring in so rapidly that the group should be able to buy a 40-acre tract near Eagle River this year.

A Trees for Tomorrow forester will look over the land and recommend planting and management procedures, but the members will plant the trees themselves on week-ends and during their vacation periods.—*John Ross, Wisconsin.*

Colorado Prepares TV Program



(Left) A new TV camera is in use by Colorado State extension crew. Plans are to do all TV programing by film from the Colorado Agricultural and Mechanical College campus.

(Right) George Beach, extension specialist in horticulture, used models in a series of 3 filmed programs on landscaping.

Florida Forestry

Under Florida's extension farm forestry program, during the past 3 years, 40,401,140 pine seedlings were distributed to farmers and other owners of small forests. The drive to reforest Florida's farm woodlands with trees provided by the wood-using industries has been friendly, mutually helpful, and highly successful.

Food Finder

Do you ever wish you knew where to find an unusual recipe? A news release called Food Finder, by Rezia Gaunt, The Scarecrow Press, New Brunswick, N. J., (1956) may help you. The recipes themselves are not given. The book is an index to hard-to-locate recipes for regional and international dishes favored by American cooks. About 70 cookbooks are referred to and most of them are available in a good university or public library. This list may be a useful tool to the home demonstration agent who is teaching foreign cookery.

Invite Your Local Editor to Dinner

In Morgan County, Ky., Evelyn and Carl Sinclair, agricultural and home agents, gave a buffet dinner for their local newspaper staff, with husbands or wives. Also invited was the county homemakers' publicity chairman. Altogether there were 15 guests.

4-H Exchange Visits

Thirty-six 4-H Club members and five adults from Weld County, Colo., had a 2-week exchange visit with Haywood County, N. C., last summer where they lived with farm families under an arrangement similar to the International Farm Youth Exchange program. We know of several such interstate and intercounty exchanges, some of which have been continuing for several years with rewarding experiences for all participants.

Soil Conservation

SOIL CONSERVATION by Sellers G. Archer. The University of Oklahoma Press, Norman, Okla. 305 pages, illustrated with 14 figures, 5 tables and 30 pages of photographs. 1956.

In simple and direct style, this book deals with the critical problems of soil management, the principles of soil conservation and the agencies offering assistance to the farmer.—*Edd Roberts, Extension Soil Conservationist, Oklahoma.*

Their Dogs Guide the Blind

One of the fastest growing projects in California 4-H Club work is the guide dog project. This showed up clearly when a statewide field day was held at the school of Guide Dogs for the Blind, Inc. at San Rafael this past summer.

A total of 42 4-H Club members—39 from California, 1 from Oregon, and 2 from Nevada — participated along with their lively puppies. They took part in obedience trials, saw a demonstration of how a guide dog assists a blind person, and exchanged experiences with other club members.

In the program, 4-H boys and girls take puppies from the guide dog organization at about 3 months of age. During the time the 4-H'ers have them, the pups receive discipline training and much affection. When the pups are a year old, they are returned for their guide-dog training and eventual assignment to a blind person.

Dogs which have been raised in this manner go through their guide-dog training much faster than those raised in kennels. They are accustomed to families, used to everyday noises. and generally more adaptable to training, report the guide dog trainers.

During the past 10 years since the beginning of this club project, 524 puppies have been raised by 4-H Club members in California, 7 in Nevada, and 10 in Oregon, bringing the total to 541 puppies raised in the Guide Dog Project.

Twin brothers from the Liberty 4-H Club, Tulare County, Calif., Richard and David Haddock, show their pups. Richard shows Freya, a German shepherd, and David shows Rita, a Labrador retriever, both being trained for guiding the blind.

Radio and TV Exchange

In reporting on a recent TV show which Betty Sheets and Helen Cole of West Virginia did on The Heavy Load (running water in the home), Betty pointed out that census figures reveal there are over 7,500 homes in Fayette County without running water. Certainly, that's ample reason for doing a TV show on that subject.

Theory and Dynamics of Grassland Farming

by Jack R. Harlan
Publisher, D. Van Nostrand Co., Inc., Princeton, New Jersey 1956.

In addressing a university audience recently, Justice Felix Frankfurter observed "specialization is necessary but specialization is mutilation of the whole."

From an Extension worker's point of view, the strength of Dr. Harlan's book lies in the fact that it puts the parts together again. Coordinated here are contributions of a surprising array of sciences—all pertinent to the subject of grassland agriculture —including among others climatology, chemistry, soils, nutrition, animal husbandry, and various plant sciences such as ecology and taxonomy. While the book admittedly deals with principle rather than practice, it is to be remembered that the practical man, too, is concerned with principle.

It would seem safe to predict that the Extension man interested in grassland agriculture will find much in this book to help him understand his experiences, and that he will appreciate the way material from many sources is brought to focus on the subject.—*J. R. Paulling, Federal Extension Service.*

4-H Community Clubs Popular

A new community 4-H Club is being organized almost every day somewhere in Arkansas. Parents and young people alike see many opportunities for educational activities in their own communities. They like the spirit of working together that comes from a joint community endeavor. Arkansas has 490 community 4-H Clubs and 1,480 clubs in schools.

National Judging School Scheduled for Oklahoma City, May 2-3

The National land, pasture, and range judging school and contest will be held at the Oklahoma City Fair Grounds on May 2-3, 1957. This will be the sixth annual national event. Entries are open this year to Future Farmers of America, 4-H Club members, other boys and girls, college students, and other adults.

The available cash awards total better than $2,500. The first day will be devoted to a training school to familiarize everyone with the judging score cards, the local soils, and the local pasture plants. The cash prizes for the 4-H and FFA teams are approximately $200 for first place and about $40 for the high-scoring individuals. In addition to cash prizes, trophies and medals will also be given.

For further information, write Jack Stratton, Farm Radio Director, WKY-TV, Oklahoma City, or Edd Roberts, Extension Soil Conservationist, Extension Service, Oklahoma A. and M. College, Stillwater, Okla.

4-H Club boys and girls learn to judge various land features in a District 4-H Club Leadership workshop at Russellville, Ark. in 1956.

Grading School

(Continued from page 65)

The meetings were announced and publicized through normal channels such as news releases, letters to growers, and by radio announcements. I tried to make sure that all growers in the area knew about the meetings.

When a veteran farm editor of a newspaper in the area received the announcement and heard of the purpose of the meetings, he said rather sympathetically, "I wish you luck, but I don't think anyone will be there." Queried as to why he made that statement, he said, "People have heard about grading for a long time and they don't particularly like grades, so I just don't think they'll come."

I was more than gratified when an average of 84 growers attended the meetings which were held during the extremely busy harvest time.

At these sessions, I discussed the outlook from the standpoint of the size of the crop, probable marketings from other areas and the time of such marketings with peak harvests. New, better, and more colorful packages were shown, and methods of packaging were demonstrated.

The importance of uniformity in size, color, and quality in helping commodities be their own silent salesmen in our modern supermarket system of merchandising was emphasized.

The second portion of the meetings was devoted to proper grading. Samples of U. S. No. 1 and the other various grades had been collected. Michigan Department of Agriculture officials conducted the grading demonstrations and pointed out the specific reasons why certain individual fruits and vegetables fell into a specific grade.

All in all, the meetings were a real success from the standpoint of an extension service worker in marketing. Some of the things that seemed to contribute to the success of the program were (1) liberal use of many communication channels to notify the growers of the meetings, (2) relative newness of this type of demonstration program among the growers, and (3) demand for better grading that was being brought on by increasing amount of inspection on the market.

But the real proof of the pudding was in the eating, so to speak, no matter how biased I was over the apparent success of these meetings. It came in the form of statements from produce buyers in the famous Benton Harbor market when they said that the meetings had resulted in real improvements in the grades of these commodities during the marketing season.

Potatoes

(Continued from page 58)

potatoes. In the third year of commercial Russet acreages, some 30,000 acres of this variety were grown in Maine.

It has been found that Maine can raise good Russets if extension recommendations are followed. A few years ago it was considered impractical, if not impossible, to raise Russet Burbanks in Maine.

Sized Potatoes

Maine's extension agents were active in explaining the possible benefits of a Federal potato-marketing agreement and order. This was voted on favorably by Maine growers and was in effect beginning with the 1955 crop. Under the marketing order, only Maine potatoes measuring between 2½ and 4 inches may be shipped for table use. This is a higher standard than U. S. No. 1.

Within this range, Maine Extension has been active in promoting packing of special sizes for special uses. These packs include the Maine Mediums, the Super Spuds, and the Chef's Specials. These packs call for more uniform size and fewer grade defects than are permitted under U. S. No. 1 grade. Up to 10 percent of Maine's sales are packed to these grades which are beyond the minimums specified in the marketing order.

To better acquaint the consumer with the grades of washed and sized Maine potatoes, the Extension Service issued Circular 292, Potatoes As You Like Them. Another extension bulletin gives recipes for using Maine potatoes.

Maine Extension also helped in reorganizing the Maine Potato Council. This is a growers' organization which is providing aggressive leadership in marketing Maine's potato crop.

Through these and other steps the Maine Extension Service has proved that it can not only provide information to improve production but can help do a real marketing job.

Sears-Roebuck Foundation Scholarships For County Club Agents

In addition to the scholarships mentioned in the January issue of the Extension Service Review, eight $100 scholarships will be awarded by the Sears-Roebuck Foundation through the National Association of County Club Agents. Two scholarships to each extension region will be given for attendance at a 3-week extension summer school or for other advanced study. These will be awarded through the NACCA.

Men or women county club agents, associates, or assistants are eligible. Candidates may be previous Moses scholarship recipients. Preference will be given to those never having received a scholarship.

Candidates must agree to enroll in the 4-H or youth course if they have never had such a course. Recipients of this scholarship must be members of the National Association of County Club Agents.

Application forms are being distributed to all NACCA members; State 4-H Club leaders concerned will also receive an announcement and a copy of the application form.

Applicants should forward completed form to State club leader by April 20. State club leaders will select not more than two applicants and forward applications to Roger K. Leathers, Chairman, Professional Improvement Committee, National County 4-H Club Agents, 2 Federal Building, East Greenwich, R. I. by May 1. Check will be sent direct to recipients by Sears-Roebuck Foundation.

Everyone a Judge

(Continued from page 63)

period, then to the remaining counties.

There is ample proof that many persons are doing a lot of effective educational training. Of some 300 4-H, FFA, and adult contestants in North Dakota's 1956 State contest, almost any one in the lower one-third might easily have won first place in his division just 3 years ago. There are many ties for third or fourth place in each division, and as little as 10 points may now separate the top 20 contestants in any one of the three divisions. The same high level of proficiency is demonstrated at district events as in the State contest.

Behind the Scenes

Leadership is shared by a land-grant college team composed of the extension agronomist, extension marketing economist, and a deputy commissioner of the State seed department. They have the cooperation and help of many people concerned with crop production and marketing. The North Dakota County Agents' Association has an advisory committee which confers with activity leaders on contest content and procedure, and assists with a multitude of tasks. Vo-ag teachers have a similar committee.

The top three judges in each of the 4-H, FFA, and adult divisions of the State crops judging contest are awarded a trip to the Minneapolis Grain Exchange in November. The winners are guests of the Grain Exchange in a superb educational and entertainment experience. Many other awards are won by State and district winners.

Is It Good?

Although the crops judging activity is not new in North Dakota, it has greatly improved in the last 5 years. It is far better in terms of its related educational content, objectivity, organization, and tenor of participation. The quality of crops moving to market is better and undoubtedly will continue to improve.

TV Program

(Continued from page 61)

returned to the State extension office at the college and put on file together with a copy of the script used on the program.

These will be available for use by other agents on different stations, or occasionally for repeat programs at a later date by the original specialist.

Some Do's and Don'ts

DON'T try to get by with just using the circular and counting on the cameraman to get an acceptable closeup of the illustrations on the page. It won't work.

DO take the time to plan ahead and get your visuals sized and mounted correctly.

DON'T read directly from the circular. TV is not like radio. It's a visual medium.

DO speak extemporaneously if possible or use a few notes if you can't.

DON'T try to cram everything into a 15 minute show if it is a long circular.

DO make it a series of programs or take one section of the publication which will make a good 15-minute show.

DON'T rely on illustrations from the circular to provide your only visuals.

DO bring and use the actual equipment talked about in your bulletin or models and specimens where possible. You can use available slides or film clips.

DON'T feel that because you have the circular you don't have to prepare until the morning of the show.

DO prepare as far in advance as possible and try to run through the whole show at least once before air time. Consult with the visual aids specialists who can help you.

A Final Word

Too many of us think everything we do is limited to one specific job, the job it was originally intended for. But we've seen how a circular or article can be used as a TV show. Did you ever think about reversing the process? Maybe some of your TV shows are publication naturals.

This multiple use of our time and efforts means reaching more and teaching more and that's our job.

Your 4-H Graduates

(Continued from page 59)

4-H'ers with their records, and to help conduct training schools for new officers.

There are others, successful young men and women, who haven't forgotten what their early training in 4-H meant to them, and who are obviously eager to help others have the same opportunity. Speaking of the older 4-H members who have actually done project work and taken part in the myriad activities, county agents say, "You just can't beat them for leaders."

In future plans are weekend camps for the 4-H graduates. In the meanwhile, they take full advantage of a State leadership training camp offered yearly at 4-H Camp Farrar at Virginia Beach. Three of them, George Grove, Anne Henkel, and Shirley Quick, received scholarships to the camp this past summer.

With over 1,200 club members in Augusta, you never really know what a new day will bring. But one thing you can count on is assistance from those who have traveled this path before.

Three-dimensional Posters

Mrs. Irene H. Wolgamot, associate extension specialist in foods and nutrition on New Jersey's State Extension staff, has made a set of 3-dimensional posters. She uses them in training representatives of various groups, such as churches, granges and the like, in the organization and planning of community meals.

They measure 28 by 40 inches in size. The actual objects, or miniatures of them, such as tickets, paper plates, and dishwashing equipment, are fastened to poster board. The figures are often cutouts from magazines which have been photographed and enlarged to suitable size. Before they are fastened to the poster board they are backed with blocks of styrene to make them stand out from the background. Attractive color combinations help to get attention.

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VIS-A-VIS *with Visuals*

ONCE upon a time there was a hare and a tortoise who held highly respectable positions in their community. They were farm advisers. Also, they were close friends. But one morning during coffee conference. back in the mimeograph room, they fell to disputing. They quarreled about which was the better skilled in the art of teaching, and argued so heatedly that their cups turned cold.

Now Brother Fox, the county director, of course, had an idea for putting a stop to such nonsense. He suggested that at the next county meeting they hold a contest to settle the matter for once and for all.

Tense days of preparation passed. The tortoise rushed ponderously about collecting and organizing his material, seeking ways to relate it to the needs of his friends on the farms. The hare disappeared into a back room where he was busy as a factory with top secret production.

Well, the word got around and when the meeting hour arrived the hall was packed to the rafters. Brother Hare was first on the program and his performance was better than a county fair carnival. He was one smart bunny. He knew that visual aids were good so he gave them the works. He leaned over backward to use all the visuals he could find or invent. There were 3-D charts with flashing blue lights and maps with Fourth of July pinwheels built in. When he finished the house shook with a roar of approval and delight.

Folks were still cheering when Brother Tortoise came on. He started a pretty quiet discussion with them about some of their problems. It was all so easy and informal that most everyone guessed that Brother Tortoise had realized how hopeless it was to compete with the tricks of Brother Hare. But it was still early and they all became interested in the questions folks were bringing up so everyone stayed around and joined in the discussion. Brother Tortoise happened to have a simple chart and a few small slides that fit in handily with the things they were talking about. They got so interested in swapping ideas that Brother Fox had to try several times before he could let them know it was time to go home. Then Brother Hare got up and thanked them for coming to see the contest and how he was glad he had won and all that, and everyone started applauding him again but Brother Fox called for quiet.

"How many here remember what Brother Hare talked about?" And what do you know, no one knew. All they could remember were those "clever" visual aids.

So, Brother Tortoise won out after all. They did remember his part all right, and they talked about it all the way home.

Moral: "You may as well fall flat on your face as to lean over too far backward."

by GEORGE RANDALL,
Extension Visual Aids Specialist, California

EXTENSION SERVICE Review

Special Issue on
Development of Leaders

APRIL 1957

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue—

EAR TO THE GROUND

Not long ago I asked a friend to make some telephone calls for a committee in an organization we both belong to. She agreed, but added that she would like once in a while to do something else than chore jobs. She wanted to write the notices for the paper . . . something creative, a job that called for ability, which she had, and responsibility, which she was willing to take.

In the midst of planning this Leadership issue of the Review, I found that personal experience very revealing. People like to plan, to create, to have the satisfaction of reaching decisions. And of course, that is the way we all develop and grow . . . which brings us up to this issue.

About a year ago we asked a number of State Extension leaders to help us evaluate the April 1956 issue of the Review, and to give us suggestions for future issues. Lydia Tarrant, Maude Wallace, Dorothy Simmons and others asked for articles on leader development . . . not on how to "use" local leaders, but on how to help men and women become better leaders—of themselves, their families and communities.

As they spoke of it, leadership might be defined as successful relationships with people. How do you think of leaders in your extension job?

Whether it be chauffeuring the young people to a judging contest or preparing a council report, the work of the volunteer is a great force, a unique force in the United States, and an integral part of extension work. I hope the following articles cut deep into your thinking along these lines, helping to clarify your concept of leader development and sharpen your desire to improve as a leader and educator.

Next month—the 4-H Special Issue! — CWB

COVER PICTURE

Appropriate to this special issue of the Extension Service Review on Leadership is this photograph taken at the dedication of the Knapp Arch Exhibit, U.S.D.A., Washington, D. C. in November, 1956.

C. M. Ferguson (left), Administrator, Federal Extension Service, poses with J. O. Knapp, Director, West Virginia Extension Service, by the portrait of Dr. Seaman A. Knapp, one of Extension's pioneers.

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 31, 1955).

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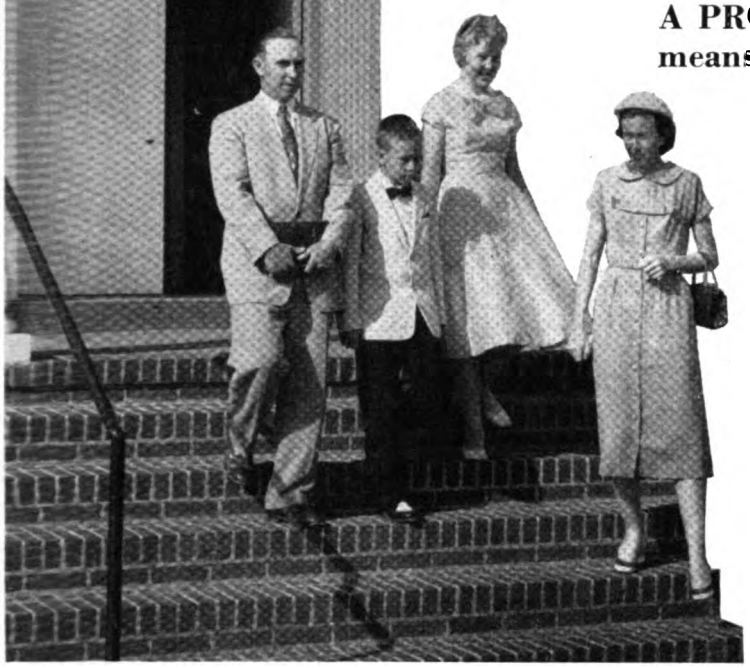
Our Objective Is PEOPLE

A PROGRAM is only a means to an end



by PAUL A. MILLER,
State Extension Director,
Michigan

EXTENSION itself is a demonstration in how to work with people. It is an extensive demonstration on the development of leaders and leadership. The perspective of an effective extension worker is focused, not on a program, but on the end results of that program, the individual.

In the interests of perpetuating this abiding demonstration, the following ten observations are made:

1. The volunteer leader is a major distinctive force in democratic living in the United States, and is the link between the formal and official agencies which promote change in American life, based on needs of the people. Extension workers must constantly choose between devising methods by which they may "trap" the volunteer energies of citizens for selfish program purposes, or helping volunteer leaders develop the personal, group, and community dimensions of their own lives.

2. Leaders will contribute little to extension work, or our work to them, unless each worker develops the peculiar genius of motivating and dedicating people to assume still larger and unfinished tasks. Extension workers must learn about the wide variety of personal needs and interests so that these may be met through participation in Extension-related programs.

3. A complex problem of working with volunteer leaders is that of adequately recognizing their service. Leaders cannot become incidental to program goals. Extension work may easily overlook the ways by which recognition can be given to the participation of volunteer leaders. If we standardize this recognition, we will be, in a sense, taking such leaders for granted. The wise extension worker will search out an increasing variety of ways to recognize the participation of leaders.

4. The volunteer leader in extension work expects a certain amount of "adventure" through his participation. Do extension leaders lead a "predictable extension career?" If the answer is yes, we may expect to lose many of them sooner than would be otherwise the case. We must constantly examine the extension effort to determine if the leaders wander in an unvarying circle of procedures.

5. Volunteer leaders must be encouraged to participate fully in the making of decisions about extension programs. It is not only easy to be upset when advisory groups give advice, but we, as extension workers, continually face the temptation of wanting to play the scene "up stage." Volunteer leaders must learn that their judgment and experience is really needed.

6. In developing leadership, the extension worker must not be economical. An ever-increasing number of people from all the widely varied situations of our counties should be encouraged to plan, develop, carry out, and evaluate extension programs. The theoretically perfect index of participation in extension work occurs only when every person in our

(Continued on next page)

counties is participating in the program-building process.

7. A true genius in extension work provides avenues of personal, group, and community experiences for men and women, young and old. How far do we take our leaders along such avenues? How many of us can arrange for a life-long process of growth for volunteer leaders? Does participation in extension programs lead to participation in community, State, and national responsibilities in fields other than Extension? Such fields as public affairs education may provide one vital bridge over which extension leaders may move to a consideration of larger responsibilities.

8. Emerging today is a broad framework for leadership in extension work, which is currently expressed in farm and home development, program projection, and rural development. Little emphasis has been given to the identical ideas found in these processes. Each refers to the vital sequence of inventory-taking, identifying goals, and selecting alternative solutions. These three methods provide a succession of experiences which is broadening and deepening the base of leadership in extension work. These methods should lead to greater decision-making skill, which is one way of defining the function of the leader.

9. A leader is not a unique specimen, dangling alone, to be snatched by well-meaning professional persons for service in some particular program. Leaders express the natural interests of those whom they lead, and are necessary to the operation of every group, community, or county. In identifying leaders three types should be recognized: the first are those who are expected to be leaders —the formal types—and are represented by extension workers themselves; the second is often referred to as the "institutional leader" who enjoys the badge of leadership, and is actively engaged in many organizations; the third type may be called the "informal leader" whose range of influence may be narrow and who may, indeed, be almost invisible to the extension worker. In identifying and recruiting leaders for participation in extension program-building,

(Continued on page 80)

Your Heritage

by K. F. WARNER,
Federal Extension Service

Editor's Note: Kenneth Warner retired from the Federal Extension Service on March 31 to accept a position with the Maryland Extension Service.

A VETERAN extension supervisor and his wife had just returned from a special banquet where honor and appreciation had been heaped upon a retiring fellow worker. The summer evening was still young and this supervisor and his wife were rocking thoughtfully in the shadows of their own front porch.

"Mary," he asked unexpectedly, "How many really important men do you think there are in this State?"

Mary rocked quietly for a moment. Then, "I don't know, honey, how many really important men there are in this State, but—there is one less than you think."

We could approve that dear wife's motives, but the chances are that she was wrong. The chances are that her husband—or any veteran extension worker—is one of the really important people in the State.

The Cooperative Agricultural Extension Service was started as a great experiment in adult education; an experiment which attempted the organized extending of useful information in agriculture and home economics on an informal, voluntary, out-of-classroom basis. This was a different approach. This was recognition that the best teacher in the community could be the community itself. This was what Seaman A. Knapp meant when he said, "What a man does himself he cannot doubt."

This same philosophy of learning by doing was in the mind of A. B. Graham, superintendent of schools in Springfield, Ohio, when, in 1902, he organized his youngsters into agricultural clubs. It was in the minds of Dr. Knapp and W. J. Spillman about 1905, when their traveling agricultural advisers in Texas were grounded by a law that prohibited the railroads from issuing passes to these itinerant teachers. From this "misfortune" came resident county agents like J. A. Evans, who lived in a community and helped that community to teach itself.

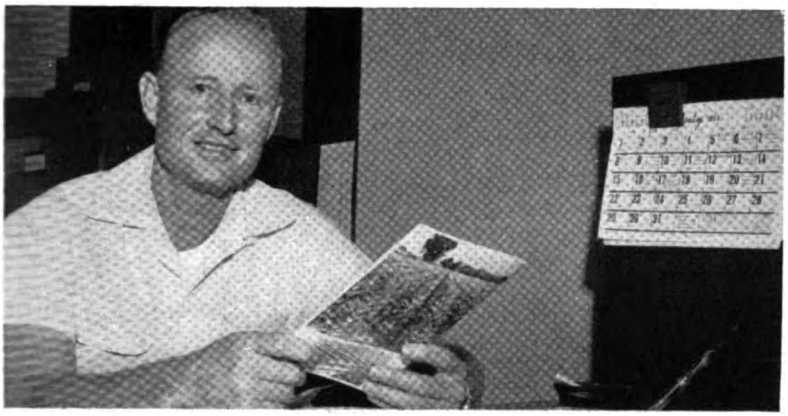
This same philosophy was behind O. B. Martin as he hammered, hammered, hammered on the use of the demonstration; and in the mind of Mrs. Jane S. McKimmon as she cut her way through the forests and brush of outlying North Carolina to help the womenfolk produce and can the protective foods their families needed.

Helping folks to help themselves was the goal of C. W. Warburton through his pioneering years as Federal Director of the Extension Service, when the rules and working memos were developed that gave each State and county extension staff an autonomy which foreign visitors still find difficult to understand.

"We build a rural citizenry proud of its occupation, independent in its thinking . . . with a love of home and country in its heart." Those who knew Dr. C. B. Smith, extension pioneer and longtime assistant federal director, can still see the kindly eyes and white mustache as he taught us his definitions of service.

With this type of leadership keeping this type of objective before us, Extension has made a contribution to the public welfare that is known and respected internationally. I wouldn't attempt to put a halo around our collective brows. Virtue is not our only characteristic. Neither is our organization alone among public servants in its devotion to service. We have lots of company, good company, that sets us a fast pace, but the net result has been, as Dr. Smith has said, "a rural citizenry, proud of its occupation, independent in its thinking, constructive in its outlook, capable, efficient, self-reliant, with a love of home and country in its heart."

One could stop there, but education never stops. The scene changes; new tools replace or supplement the old; new opportunities arise out of new problems; there is the continuing need to know, to consider, to decide. Anyone who helps people uncover the facts and discover the proper course; anyone who helps them "stretch toward an ideal" becomes, assuredly, "one of the really important people in the State."



We Took Another LOOK

And learned a lot about our county, including leaders we hadn't known

by ROBERT REEDER, *County Agent, Beckham County, Okla.*

EVERY county agent worth his salt has more irons in the fire than he can properly take care of. That was the case with me in my county, even back in 1946 when I first started out as assistant agent in charge of 4-H Club work. It became increasingly so as I moved from assistant agent to county agent in the same county. Suddenly I realized that the 4-H Club program had doubled in size since 1946. This, together with other added extension responsibilities, caused Genevieve Kysar, the home demonstration agent, and me to realize more than ever our imperative need for assistance of local leaders to help carry the load of our rapidly expanding extension program.

Along came the farm and home development method which we started to use in Beckham County in July 1954. Associate agents were hired to carry out this program, but right here we realized how badly we needed some good, sound planning. With new workers in the county and a great many changes taking place in our program, this was the time to evaluate and replan the county organization, and to locate leaders recognized by the people in neighborhoods and communities, with special attention given to the areas where there was apparently little extension help.

We immediately consulted Cecil Bauman, extension organization and planning specialist, who surveyed the situation and went to work with us. We decided to remap the county to determine community and neighborhood boundaries, locate active and influential leaders, and at the same time familiarize the new workers with the county.

For 3 busy days Mr. Bauman traveled the county with us, counseling and demonstrating the proper procedure to follow in getting information we needed from people about their neighborhoods. Boundaries of communities and component neighborhoods were located. After this, the remainder of our office staff worked together for 2 more days, completing a rough map of the neighborhood.

This preliminary study and map of the neighborhoods of the county was a great revelation to us. We found, for example, that some of the people we were using as community leaders no longer had interests in what we were calling their community. This was because of changes in school districts, church organizations, roads, and community activities. We learned again that people frequently do their trading in one community but go to their own center for meetings, community, and social activities. We learned, too, that some people we considered to be leaders were individuals who were doing well as farmers, but because of jealousy, religious beliefs, politics, or some other reason, they were not the ones other people in the community looked to for advice or leadership. We realized why certain demonstrations, field meetings, or educational meetings held in the past failed to reach as many people as we had hoped.

The time spent in mapping and working with the neighborhoods and communities gave us a better understanding of problems that were common to people in their respective communities. Instead of looking at the county as a whole, with seemingly impossible problems, we started thinking in terms of groups of people with common problems.

The first proof of the value of such a program came at a countywide cotton educational meeting that spring.

Letters were sent to leaders in each community, and, as a result, every community was represented at this educational meeting. The information presented was taken to each community by the leaders. The response in increased office calls for more information from people who had not attended the meeting astounded and, of course, pleased us, too.

Another example of how the selection of good leaders affects the county program is found in the Agricultural Stabilization and Conservation committee. Three good leaders from each of 9 areas of our county are selected, and these 27 men in turn nominate 10 men to be placed on the ballot as committeemen. Through these 27 selected men scattered throughout the county we have an unbeatable group of leaders who help us in the dissemination of information, in getting attendance at group meetings, in keeping us informed as to what information is needed, and in better coordination of agency activities.

Many of these unpaid local leaders are serving also as board members with the Soil Conservation Service, as committeemen with the Farmers

(Continued on page 94)

The Agents Asked For It

by GORDON J. CUMMINGS,

Extension Rural Sociology Specialist, Cornell University

A two and one-half day training conference for New York county agricultural agents on the topic of leadership was recently held at the Cayuga Conference Center near Ithaca. Over 100 agents and about 25 invited speakers and other guests attended. This summary of why this conference was held, how it was planned and developed, and what it appears to have accomplished may be of some help to other Extension people in planning and carrying out similar activities.

The request for the conference as it came from the agents through their professional improvement committee was: "The county agent's skill in discovering community leaders, in developing them, and guiding them as they mature is one of the most important tasks of a majority of agents. A county agent's influence in his county is limited to his own direct teaching efforts unless he is successful in discovering, training, and utilizing leaders in every community. We therefore propose a 3-day conference to meet the practical needs of county agricultural agents. . . ."

The State leader of county agricultural agents brought this request to the attention of the rural sociology department, which was given the overall responsibility for providing subject matter and methods for planning and conducting the conference.

The planning proceeded on these two principles of democratic leadership:

(1) The conference program would need to be based on leadership problems as they were identified by agents and

(2) Agents would need to be actively involved in all major phases of planning and decision-making.

A steering committee accepted the responsibility of guiding conference plans and procedures. This was composed of 5 county agricultural agents who were elected chairmen of the 5 regional districts, 3 staff members from rural sociology, 1 representative of agricultural extension specialists, 2 assistant State leaders, and the State leader, who served ex officio. At their first meeting this committee decided on the time and place for the conference, elected an executive committee composed of four of their members to handle correspondence and administrative matters, and appointed another member to conduct a census of leadership problems confronting agents. This was essential to a sound basis for determining conference objectives.

The problem census was carried out through five regional meetings of agents. Each agent was asked to complete a brief, pretested questionnaire that was designed to get at the extension leadership situation in each county. The agents also met in small groups to list and discuss the problems they had experienced in working with county extension committees. Much of the resulting data were summarized and mailed to all agents about 6 weeks before the conference for the purpose of providing background information and to maintain interest in conference plans and developments.

Another method of identifying problem areas was through the observation of meetings of executive committees and boards of directors of county farm and home bureau and 4-H associations, the sponsoring group for extension activities in New York counties. A third source of information was from data collected in interviews with farmers in a county that was in the process of studying and analyzing its extension leadership situation.

The steering committee met again and, on the basis of the above information, formulated the following conference objectives from the agents' point of view:

(1) To acquire a deeper understanding of what leadership means and how it functions.

(2) To acquire a better understanding of the role of the county agent in the field of leadership.

(3) To get specific help for dealing with specific Extension committees.

The program designed to accomplish these objectives included lectures, followed by question and answer periods, small group discussions, case studies of particular situations presented by agents, a skit portraying many of the problems in meetings, a report on research findings, a film on group discussion, colored slides of meetings, organizational charts, and a display of selected books and articles on leadership.

During the conference the steering committee met periodically to evaluate progress in terms of the conference objectives. A graduate student with training as a group observer reported his observations to the steering committee and made one report to the entire group about midway through the conference.

Proceedings of the conference were tape recorded, transcribed, edited, summarized, and distributed to all agents and other persons who attended the conference.

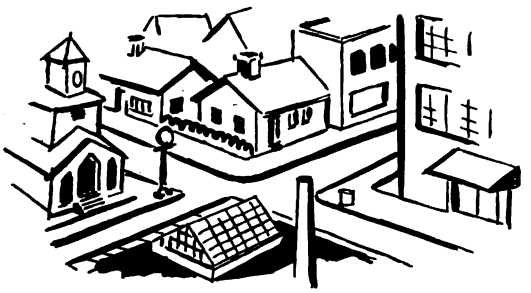
The conference closed with an evaluation. Agents met in small groups to discuss these two questions:

(1) What are the main things we have learned about leadership at this conference?

(2) What followup to this conference do we as agents want?

Answers to the first question indicated (1) a better understanding of leadership and how it functions, (2) changes in attitudes toward agents' responsibility in developing local leadership, and (3) an increased awareness of techniques that are available for training leaders.

In answering the second question above, agents requested (1) help from the college in setting up leadership training sessions for people in the counties, (2) brief, understandable summaries of research in the field of human organization and leadership, and (3) more research in the counties on extension organization and leadership problems.



What makes them tick?

My Observations of Two Successful Community Organizations

by A. A. LIVERIGHT, Director
Center for Study of Liberal Education for Adults, Chicago, Illinois

In my study of adult education programs, I have been especially interested in two rural programs. One was the county education program of the Farmers Union in Montana; the other was the county home demonstration program in Newton County, Ind. In both of these programs the leaders were more a part of their group, closer to the members, more experienced and in most cases more dedicated than leaders of any of the other groups I observed. In both situations, the relationship between leaders and group members was a continuing one. The groups themselves had existed for a long period of time—they were not short-term groups organized for a special purpose, as was the case in many other programs.

One of the most distinguishing characteristics of the Farmers Union program is its great diversity. Included in it are the regular 1-week State schools run for educational leaders during the winter; the network of summer youth camps directed by county education leaders for junior members; the educational portion of every county meeting in which both adult and youth members plan the educational portion of the programs; the special annual bus trips to Washington for adult members and additional bus trips to State and National conventions for adults and youth; the regular study programs for junior members set up by national and State offices, and led by regular county educational directors. These are only a few of the great variety of educational activities carried on by the Farmers Union.

This educational program is geared to the total man, to his entire family, and to the society in which he lives. It is a continuing program, and one in which considerable time is devoted to training leaders and to providing them with materials for use in county programs. The educational leaders are entirely committed to their program, devoting enormous amounts of time and energy to it.

Although the program I observed in Newton County, Ind. was not quite as varied, it was equally energetic. Mrs. Elizabeth Smart, home demonstration agent for the county, was kind enough to let me sit in on one countywide training sessions, at which local club leaders were briefed on the lesson in carpet buying. Subsequently I sat in on four club meetings—some were carrying on the lesson in carpet buying and several were covering a session on buying and cooking such meats as liver and kidneys.

The people who participated in these local club meetings, although more than a thousand miles away from Montana groups, were amazingly similar. They had many of the same concerns and most of the same interests. They were worried about their teen-agers, about their recent operations, about how hard their husbands were working, and about why certain people didn't show up at the club meetings. In both cases, young children were milling around and were entirely accepted as part of the meeting.

Both projects did, however, have a certain vitality, continuity, and involvement apparent in very few urban adult education programs. Here program leaders were concerned with a variety of interests and concerns, not with only one kind of subject matter. Whereas a union, an industry, a church, a Great Books, or a parent-teacher program is often concerned with only one facet of group members' lives, both the home demonstration and Farmers Union programs were concerned with the whole man.

In the rural programs, an educational program was built into an ongoing, continuing, closely knit group (in the case of the Farmers Union, a county organization; in the case of the home demonstration program, local clubs) which has resulted in opportunities for the program's continuing over the years, which is not the case in urban communities. Another factor operating toward continuing programs and activities both in Montana and Indiana, and, of course, in most rural programs, is the fact that rural ties and interests are closer and more uniform than those of city residents, and opportunities for spectator recreation are less. Rural women must depend more on themselves and their own inner resources for their development and recreation.

Viewing these two programs, one finds that adult educators generally have much to learn. The Indiana and Montana experiences indicate that

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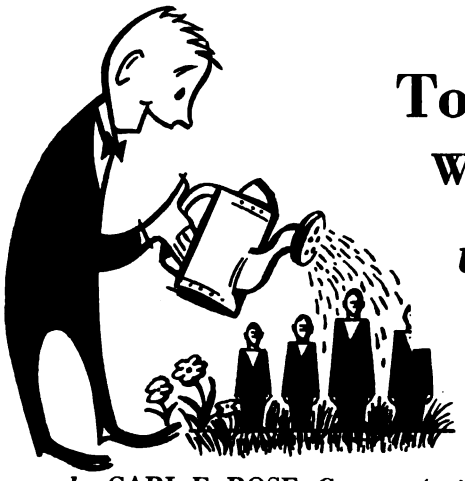


To Raise LEADERS

Where none grew before,

Use equal parts of

COMMON SENSE
GOOD HUMAN RELATIONS
EXTRA GOOD TRAINING

by CARL E. ROSE, *County Agricultural Agent, Washington County, Ark.*

THE success of any farm program depends to a large extent upon the work of adult leaders. We have often heard it said, "There are no leaders in the community." In all probability, there are no effective leaders in evidence, but this does not mean there are no leaders available. There are potential leaders in all communities, and it is the extension agents' responsibility to provide the proper motivation and training.

When I became county agent in Washington County in January 1948, I immediately began to find out who were considered leaders and how effective they had been in the past. I studied past annual reports, including reports of different organizations in the county. I made farm visits to get acquainted with people and determine their interests. I attended community meetings to get better acquainted and to observe leaders in action. These meetings proved helpful as they provided an opportunity for me to see who participated in the discussions, which, in some instances, were the basis for selecting new leaders where needed.

A county agent could spend full time training adult leaders and, in all probability, would develop a stronger agricultural program than now exists. In most instances, an agent has so many demands for his time that something must be neglected and usually leadership training is the first part of the program to be neglected.

In selecting leaders, I have observed the people who are liked and respected by the people in the community. It doesn't take many visits to a community to find the person others in the community look to for help and guidance. He may not necessarily be the biggest and wealthiest farmer.

One of the best ways to interest a person is to get him to conduct a demonstration on his farm—one that he is particularly interested in. As others watch the results of the demonstration, this man becomes more enthusiastic and gains confidence in his ability to help others.

We rely on published materials to supplement individual training for leaders, using several methods of distribution:

Individual contacts by agent
Countywide training meetings
District training meetings
Circular letters, bulletins, and other printed information
Telephone, newspaper, and radio
Project clinics
Office conferences.

Some of the policies I try to follow are:

1. *Sell the leader on the job to be done.* Convince him that his job as a leader will be honorable and dignified and that he will gain the respect of his neighbors by making a contribution to the program. He himself will benefit by the experience.

2. *Help the leader to realize that the program is a community or county program and not a county agent program.*

3. *Give the leader a definite job to do.* A leader without a job will soon cease to be a leader.

4. *Help the leader by providing training and encouragement*—A pat on the back is only one of the many good methods.

5. *Insist on leaders being responsible for community meetings* and presiding at least at the beginning of the program.

6. *Give recognition to leaders that do a good job.* This can be done at meetings, through newspaper articles or radio. Most people like to see their names in print; therefore, newspaper articles are effective in giving recognition to leaders.

Our Objective Is People

(Continued from page 76)

we may fail to add newcomers from the "informal leaders" to the ranks of leadership. If we wish to bring fresh suggestions to program-building we should consider identifying and recruiting informal leaders.

10. The preceding nine considerations are listed to indicate that the participation of leaders in the extension enterprise is not incidental to the extension program, but is, indeed, a primary objective of extension work. The participation of the people in the workings of governments and universities is a demonstration of the greatest consequence, for the place of extension work is in the American community. To maintain and to strengthen this demonstration, we must display the most subtle skills known to the field of education, including a true extension philosophy which is devoted to the development of people. We must have the genius of dedicating people to solving the problems of farm and home, community, and national issues; the humility which is required when an extension worker performs his task with and through the efforts of other people; and the vision of providing an experience through which extension leaders may be assured of the fullest achievement of the disciplines of learning, of wise choice, and of faith.

LEADERS and LEADERSHIP

by COOLIE VERNER, *Associate Professor of Adult Education, Florida State University*

THE quality of leadership in our organizations is one of the principal factors that determine the nature of community life. In some instances we find a plenitude of competent leadership. In many other instances we find organizations that bemoan their lack of leadership. Familiar to anyone who has worked with organizations is the plaintive cry: "But we have no leaders."

This is nonsense, of course, for there is no community in this Nation that is so impoverished in human resources that it has no leadership. It may be quite true that there is no constructive democratic leadership, but there will be some leadership even though it may be bad.

The difference between a community with constructive leadership and one without can be measured in terms of the attitudes of its people. While there is no lack of potential leadership resources there may be an absence of any sense of cooperative group life and an unwillingness to accept the responsibilities of citizenship and group participation.

Our concern here is with democratic leadership and the development of leaders who can function within the context of the democratic process. This is impossible in a totalitarian society where leadership as we know it does not exist. Such authoritarianism destroys the individual will, corrodes the human personality, and thwarts cooperative group action.

Democratic leadership cannot exist where there is no sense of cooperation—for leadership is the ability to help group members recognize their common interests and to inspire them to take action to achieve common goals.

Without such leadership for associated group action our society could not exist in the modern world. This is so because of the exceedingly complex nature of our communities. Within any one of them we find a vast and diverse array of organizations that seem to be growing in number like biological cells. As any single organization grows to a size where impersonality replaces intimate acquaintanceship, smaller, more personal subsidiary groups break away and form another cell. Look to your own community. At first there was one woman's club or one Baptist Church, but soon there was a junior woman's club and a second Baptist Church. In such a panorama of complexity, leadership is essential and the success of an organization depends upon the quality of its leadership.

In our communities we have essentially four types of leadership.

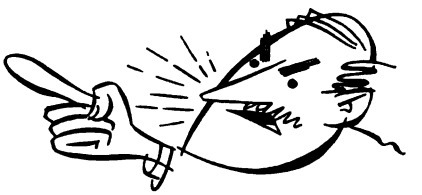
Institutional Leadership

All persons holding offices in a community whether elected, appointed, or otherwise designated to carry out routine functions are institutional leaders. Thus our county officials, our teachers, preachers, and home agents are institutional leaders. The leadership function associated with the position continues even though the occupant may change. Such leadership is not progressive and rarely democratic. The function of this type of leader is to assist the group in maintaining its customs, purposes, and attitudes — in other words, to maintain the status quo.

Situational Leadership

At times, conditions of life in a community become such that radical changes are necessary. Because the institutional leaders are a part of the existing inadequate social structure, they are sometimes incapable of constructive guidance. In such instances, an individual in the community becomes aware of the situation and proposes a solution—a way out of the dilemma. He is a situational leader and he releases the energy of a static, paralyzed community. Our most familiar example of this is Franklin D. Roosevelt in his first term of office.

Dictatorial Leadership



Both institutional and situational leaders may develop into dictatorial leaders. We find dictatorial leadership in communities that are burdened by the paternalism of an old family, or by a political boss, a perpetual officeholder, or the manager of a dominant business. Such people exercise virtually complete and paralyzing control over the life of the community. Such control may be subtle or obvious, but it is always debilitating and dangerous.

Creative Leadership

This is the ultimate of democratic leadership. The essential ingredients are a genuine vision of the potentialities of human society and a desire to encourage and help others to develop their own abilities fully. A creative leader derives his greatest satisfaction from releasing power in others rather than in exercising power for his own

(Continued on next page)

personal satisfaction. The creative leader always has the welfare and best interests of his group uppermost, and he is certain that he remains in the background. When the creative leader has helped his group achieve its goal, they are unaware of the role of his leadership in their success and they do indeed say, "We have done it ourselves."

With these kinds of leadership in mind let us turn now to the ways in which people become leaders. Let me assure you first that there are no born leaders. Leaders are made—not born. They are made by the circumstances in which they find themselves and by their willingness to learn the skills and techniques of leadership. The national home demonstration program is geared to the development of leaders in our rural areas through training for leadership and by creating situations in which those skills can be used. The women's

clubs have such an opportunity in urban areas. The 4-H Clubs and Future Farmers of America do outstandingly well in training our rural young men in leadership skills.

An individual can become a leader if he has the desire and the skills for leadership and if he happens to be in a situation that calls for leadership at that time, but all of these elements must be present.

Hitler could not have risen to power and subsequently terrorized our world for 10 years, if the social conditions in Germany had not been such that his drive for power was acceptable. The Weimar Republic failed because the German people were unwilling to accept the responsibilities and self-discipline of a democracy. With the economic collapse of that nation they were eager to accept the promises of anyone who would shoulder the responsibilities they denied. Hitler was the man with the promises and he quickly assumed power and authority.

Washington became our First Soldier and President because the conditions existing in the American Colonies were appropriate for the kind of inspirational leadership he could offer. This is true, too, of Jefferson or Lee and of the many potential leaders who are now in our communities ready to employ their particular leadership skills should the social conditions require them.

Appointed

A person may become a leader in several different ways. He may be appointed from above. The principal, the preacher, and the home agent are appointed leaders. In general, appointed leaders occupy institutional leadership positions and the individual person can be appointed or removed without seriously influencing the continuity of leadership. Such leaders have a difficult task of making followers out of the group they are working with. They must build an *esprit de corps,* so the group will give willing service in a common cause that is not usually selected by it.

Appointive leaders are quite common in our society, but not easily recognized. When the home agent selects a woman for leadership, she is making her an appointed leader and her success is dependent upon her ability to create a cooperative group. This is the middle ground of leadership and, while it is not representative of the best democratic leadership, an appointed leader can operate by the principles of the democratic process. The range and latitude within which such a leader may operate is controlled by the higher authority that appointed him; however, he can develop real democracy within those limits.

Self-Constituted Leader

Any individual with an intensive will to be a leader, with some skill, and fortunate enough to be in the right place at the right time can make himself a leader. This is the type that we usually and incorrectly call a born leader. Such a person has an assertive ego and a strong, domineering personality.

Self-constituted leaders are primarily interested in their own development. They have a strong determination to achieve their personal goals, regardless of the cost to the group, the organization, or the community. They operate in such a way that they make people subservient to them. We find this kind of leader in every form of activity, business, politics, local affairs, and in our clubs and organizations.

Leaders of this type are successful for a time because we are misled by them; however, in our democracy we eventually disown them.

Group Selected Leader

The third type is that leader which the group selects for itself. This is, of course, the most democratic means of achieving leadership. It has an advantage over all other forms in that the group is predisposed to follow a leader they have chosen for themselves.

Such a leader starts with a reasonable agreement among those he is leading, but he must sustain and deepen the support and cooperative intent of his group. He will be most successful when he can help the group get what it wants with the least dissension and the greatest sense of unity and self-realization.

A group-selected leader may represent the highest form of democratic leadership, but in the process of selecting a leader the group should look for certain qualities:

- The individual must be acceptable to all members.
- He must be sensitive to other people—to their reactions, needs, interests, and potentialities.
- He must have a willingness to lead.
- He must have a mastery of the essential skills of leadership.
- He must have a capacity for and a desire to continue to learn.

Thus, we want to avoid the selfish, the arrogant, or the dogmatic, opinionated person who is not genuinely interested in developing the personality and service skills of the members of the group he is to lead.

These kinds of leaders and leadership will be present to some degree in some communities, but not all kinds will be found in every community. It is strange to note that each community and group seems to have its own preference for leadership types. There are those groups that are wholly incapable of accepting the responsibilities that are required by a democracy. This was true of Germany

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Success Breeds Success in Developing 4-H Leaders

by CLYDE N. TAYLOR,
Assistant County Agent,
Blount County, Tenn.

Blount County, Tenn. 4-H Council and committee members at work on program plans. Left to right: Bobby Everett, Louise Lane, Guy Walker, and Betty Sue Russell.

Success breeds success, once you get well started. That's what happened when the Blount County, Tenn. 4-H Club Council was organized. We know that strong leadership is essential to an outstanding 4-H program, and the way to have leaders is to give them fertile ground in which to develop.

Within the past 5 years, Blount County has had the vice president of National Rural Youth, president of Tennessee Young Farmers and Homemakers, two vice presidents and two district presidents of Tennessee Young Farmers and Homemakers Club, 2 vice presidents of Tennessee 4-H Clubs, 1 district president and 4 district officers, 2 district presidents of the 4-H All Stars and 5 other officers. At the present time older youth are holding important offices in the Farm Bureau, Blount Livestock Association, and Artificial Breeders Association.

The success of the 4-H Council activities has developed greater confidence and enthusiasm among the young people who have served as members. The council has provided many opportunities for them to test their skills as leaders, and most capable teen-agers are willing and eager to accept responsibility if they have half a chance. The officers are asked to preside at countywide 4-H Club meetings, such as the 4-H Awards Dinner, 4-H Rally, 4-H Share the Fun Festival, and all the other numerous activities.

There has been a large increase in participation of senior 4-H Club work during the past 5 years. We attribute this to the 4-H Council which developed a program to fit the needs and the interests of different age groups. At the beginning, they doubted if it were possible to have a satisfactory senior club or junior club program. Therefore, extra events and activities, based on their local interests, were introduced to attract these older boys and girls. Today the most capable junior 4-H members are staying in 4-H work.

The 4-H Club Council was organized with definite objectives and has striven consistently to reach for those goals. Council responsibilities are basic to the development of leadership, planning and development of the program, and the determination of local policy.

The membership is made up of both 4-H members and adults. The officers of the Blount County Honor Club, an organization of outstanding 4-H members, make the nucleus. To this group we add six adult leaders. Four are actually serving 4-H Clubs and two are chosen from the overall county agricultural committee.

Since the 4-H Honor Club officers are senior club members, we also select from those recommended by the extension agents or leaders four junior 4-H Club officers to serve on the council. The junior council members are carefully chosen on record of activities, thinking ability, and enthusiasm for the 4-H program.

We differ with the idea that every junior 4-H Club officer automatically become a member of the 4-H Council. In this county there are 40 4-H Clubs with a membership of 2,500. Each club has 7 officers which would raise the council membership to 280. Unfortunately not all junior 4-H officers possess the ability or enthusiasm desirable for a successful council.

The fact that the majority of the Blount 4-H Council are senior club members gives the council a group with thinking ability well founded in 4-H problems and programs. Very often the council has been confronted with problems which the council membership did not have sufficient knowledge to solve. In these cases the council has appointed committees with the necessary experience and information to act for the council.

For example, it was pointed out to the 4-H Council that promotion of better breeding in dairy cattle was essential to the 4-H program, but there were no registered calves available locally for those 4-H members who wanted them. The council appointed a committee of dairy farmers, who, as a result, imported 34 registered dairy calves from Canada and held a rebate sale to distribute the

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NEWS and VIEWS

Reporters from group sections present findings at Washington State conference. Dr. Zeno Katterly, left, is moderator.

Taking the Lead in Program Planning

Program planning and projection in the State of Washington got a real "shot in the arm" in October 1956. Over 200 community leaders and resource people from the 39 counties participated in an extension sponsored conference and workshop on community planning held on the campus of the State College.

Cooperating groups included: The Washington State Grange, The State Farm Bureau Federation, the State Homemakers Council, and the Washington State Federation of Women's Clubs.

Already there's some evidence that the workshop has taken root and that local leaders have begun to use the skills they acquired in the group process of "working together in our community."

Very soon now we plan to check with each participant to see if the sessions helped to solve practical community problems. If they did, the event may become an annual affair.

Participants were members of the four statewide organizations mentioned above—leaders in agriculture, health, recreation, schools, welfare, the church, vocational rehabilitation, and related areas. They were county commissioners, extension agents, city and county planning executives, youth workers, workers with the handicapped, and others.

They helped plan the conference and workshop through representatives on a steering committee. They came with problems and questions. They discussed possible solutions and they laid the groundwork for program planning and action through the medium of the recommendations they proposed in their work groups.

For 2½ days the participants, under the leadership of college and outside personnel, searched for answers to three major questions facing county agents and lay leaders in every section of the State. (1) How do we get started in program planing? (2) How do we get the facts to be used for sound planning (3) How do we develop sound programs of action?

They came out with a host of answers. As a sample, here are seven basic principles in developing action, as they saw them: Be sure that leadership includes all people concerned about the problem; be sure that all groups are represented; be sure that all facts are presented; face the facts with an open mind; develop a clear statement of objectives and goals; develop a feeling for continued evaluation and action; and apply methods appropriate to the specific problem.

Many of the resource people at the conference and workshop were from the Washington State College faculty; others represented every major department of State government. Dr. Zeno B. Katterley, dean of the Washington State College School of Education was workshop leader and Dr. Robert Haas, Head of Extension Education, University of California, Los Angeles, was consultant-trainer in group action.—*A. A. Smick, Community Organization Specialist, Washington.*

"Leader of the Month" A coveted award in Michigan

For 10 years, the Leader of the Month radio program over Detroit's 50,000-watt station, WJR, has brought stature and recognition to the local volunteer 4-H Club leaders in Michigan.

The warm friendliness of Farm Editor Marshall Wells and his sincere interest in the 4-H Club program and its leaders has made selec-

Marshall Wells (center), WJR farm editor, conducts an interview with Mrs. Henry Parker, Battle Creek, on his 4-H Club Leader of the Month program. Russell Mawby, Michigan State 4-H Club Leader, also participates.

tion for this honor a prized goal among our approximately 10,000 local 4-H Club leaders.

Recipients for the honor are selected from a list of candidates provided by county advisory groups and county extension staff members. Selection is based on their contributions to the 4-H Club program and on their ability to tell their story in an interview with Mr. Wells. The 13-minute program is aired the last Sunday morning of each month over Michigan's most powerful radio outlet.

The local leader and his wife, or her husband, are guests of Mr. Wells and Station WJR on an expense-paid trip from their home to East Lansing. A small dinner is held in their honor in Kellogg Center, where they are housed. University officials, 4-H Club staff, and extension information officials are invited to the dinner at which Mr. Wells is the host.

In the radio program we endeavor to bring out the significant features of the leader's work, achievements of some of the 4-H Club members under his leadership, and the pleasures of local leadership. This recognition serves our 4-H Club program in Michigan in the following ways:

It provides an opportunity to recognize individual local club leaders for outstanding leadership.

It provides an occasion to pay tribute to all local leaders for their remarkable record of service to the young people of Michigan.

It provides an opportunity to convey to other local leaders, ideas and suggestions which have been successful.

Finally, the enthusiastic and sincere comments of these leaders contribute to excellent public relations for our club program.

While it is impossible to measure in concrete terms the contribution Station WJR and Marshall Wells are making to 4-H Club work through this program, comments from throughout the State would indicate it is impressive. We know it encourages many good leaders to continue and motivates capable people to offer services as leaders. We are fortunate to have such fine 4-H Club friends. *— Russell Mawby, State 4-H Club Leader, Michigan.*

4-H'ers Spark Township Election

4-H members take an active part in agricultural extension council township elections in St. Charles County, Mo. They help drive home the need for choosing council members who are interested in and ready to devote time to the county's extension program.

When Calloway township held its election at New Melle, Mo. the Calloway 4-H Club with 41 members was responsible for the 4-H portion of the program.

J. B. Carmichael, county agent, opened the program with a color slide story of county extension program highlights during 1956. Mrs. Ora Schnarre, community club leader, gave a slide story of the Calloway 4-H Club in action.

Then Robert Schmidt, Jr., the club's "veep," took the spotlight to tell the folks about his activities as a delegate to the 1956 American Royal 4-H Conference in Kansas City. Young Schmidt didn't stop with his resume of the conference's functions. With naive injections of typical country-boy-in-the-big-city adventures, he entertained the crowd.

When the crowd regained some of its composure, Mike McCabe, budding young entomologist, pushed a beestand (devoid of bees), to the speakers' table and soberly announced his subject, "Life Habits of the Honeybee." Everyone settled back in his chair, but 30 seconds later, an agape group was sitting on chair edge. "Prof" McCabe had a 4-H Bee project and really knew what he was talking about, plus being a polished, yarn-spinning orator. Before finishing, he had painlessly upped the honeybee knowledge of the audience about 100 percent.

Mrs. Schnarre, Bob, and Mike showed this influential township group what a progressive community and county 4-H program can do for youngsters. You could see a parental glow of pride and feel the respect elders had for these youngsters as they displayed fine leadership and personality qualities acquired, in part, by taking advantage of 4-H opportunities.

When balloting time came, each voter seriously considered who would best represent Calloway township on the St. Charles Agricultural Extension Council.

Extension Agents Receive $500 Awards

Eighteen county agricultural and home demonstration agents recently received $500 awards from the Citizens & Southern National Bank, Atlanta, Ga. Awards were made for outstanding work with 4-H Club members, home demonstration clubwomen, and adult farmers.

Three of the State extension staff also received $500 awards. They are: Avola Whitesell, clothing specialist; Dorsey Dyer, forester; and J. R. Johnson, agronomist. They were cited for their efficiency in interpreting research results from College of Agricultural Experiment Stations and other sources, then developing programs for speeding the information to county workers, and thus to farm families.

W. A. Sutton, extension director, said, "The awards are made to encourage higher achievement among those who expect to be in extension work for some time."

Mills B. Lane, Jr., president of the C & S Bank, presented the awards to the 21 leaders at a luncheon in Atlanta, attended by the president of the university and other officials.

Dr. O. C. Aderhold (left) president of the University of Georgia, presents $500 awards to C. Dorsey Dyer, Extension forester; Dorothy Bond, home demonstration agent in Richmond County, and W. R. Carswell, county agricultural agent in Decatur County. Right are R. O. Arnold, chairman of the Board of Regents, and John J. McDonough, a member of the board.

150 Farm men and women look critically at Lewis County, Wash.

by RALPH E. ROFFLER,
Lewis County Agent, Washington

LEWIS County, located in southwest Washington midway between Seattle and Portland, is a highly diversified agricultural area. It's 3,000 farm families are members of many different farm and rural interest groups. Most of these groups were organized along commodity or special interest lines and are performing a very important and essential service to their members.

In 1952 a group of interested citizens met and discussed the possibility of forming a countywide organization that would have as its objective the development and improvement of the county. As a result of this interest, the Lewis County Development Association was formed. Shortly thereafter two active committees were established, the Timber Resources Committee and the Water Resources Committee.

After these committees had operated for two years it was felt that agriculture—one of the important resources of the county—should also have a countywide planning and development committee.

In discussing a plan of organization, the sponsors felt that it would be best to utilize the framework of already established farm groups. As a result, all farm groups as well as organizations with a definite rural interest were invited to send representatives to a countywide meeting. Held in February 1955, this meeting was attended by representatives of 16 groups.

Later a constitution and bylaws were adopted and the new organization named the Lewis County Agricultural Resources Council. Membership has steadily grown until today there are 41 different organizations participating. The council averaged 4 meetings a year with average attendance at 30 to 35 delegates.

The first few meetings were characterized by a wide variation in interest and objectives. Gradually, a singleness of purpose has developed. Today the council is accepted as the coordinating body on all programs of a rural nature.

Last year the board of directors felt that the council should embark on a comprehensive planning and development program. The directors said, "It's time that our rural leadership took a close look at the present farm and rural situation in the county and did some real thinking on what needs to be done to improve conditions."

The council unanimously adopted the idea. A total of 10 committees were formed covering the most important phases of agriculture and rural living in the county. The committees were: Poultry and turkey, dairy, farm forestry, livestock, horticultural crops, farm crops, farm economics, rural youth, family and community living, and soil and water resources.

The board of directors, with suggestions from the entire council membership, appointed men and women to the committees, each with about 15 persons. Over 150 people are helping to develop a blueprint of future development.

The committees have been extremely busy during the past 2 months. It's a real inspiration to see the serious and wholehearted way they have accepted their responsibilities. Some of these meetings were held during the worst winter weather experienced in over 30 years. Even so, the attendance has consistently averaged over 80 percent of the total committee membership.

Committees have divided their activities into five major phases. These are: Secure facts and information, list the major problems, prepare goals for future attainment, make recommendations on how to reach goals, and assemble all into a brief report.

Committees are planning to have their reports ready by April 1, so that they may be assembled into a county report. It is hoped that this report can be printed and given wide distribution in the county.

As W. H. "Steve" Hansen, chairman of the agricultural council, stated, "The combined brain power of over 150 farm men and women working together on the outlook and recommendations should give us some real 'grassroots' thinking on what is needed to improve our county and how we should go about it."

Certainly, the men and women working on the program and members of the council should be better informed. They will have learned how to develop sources of information on local problems and their solutions. They will have a better understanding of the current situation in the county. They will have gained real experience in working together on a broad and comprehensive project. They will be more able to take their places as leaders in their community, county, and State.

Leaders and Leadership

(Continued from page 82)

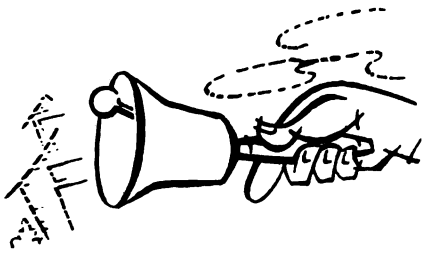
at the time Hitler came to power. The people in such instances prefer an authoritarian leader who will make decisions for them. This may result from insufficient wisdom to make intelligent decisions as a democracy requires or from the lack of will to be free and self-governing.

On the other hand, many communities are too mature and democratic to tolerate authoritarianism and selfish leadership. These communities will accept the responsibilities of citizenship in a democracy and participate actively in the decision-making process.

If our society is to continue as the leader of the free world we must strive to raise the level of maturity in each organization and community. We must strengthen and develop our process of group selection and build creative leadership.

Each of us has the responsibility to participate in the selection of our leaders, to guard against the rise of authoritarianism, and to insure that our own personal leadership is itself democratic. Then and only then shall we remain a proud and free people in our organizations, our communities, and our Nation.

School Bells Ring for Young Homemakers



Ruth George, Audrain County, Mo. home agent, conducts a class for young homemakers on the topic "Where my money goes."

by MRS. MARIAN BEEBE,
State 4-H Club Agent,
Missouri

YOUNG homemakers in Missouri are going to school . . . and liking it.

Schools sponsored by the Extension Service are being held for young homemakers under 35. The home agent is the teacher.

Young homemakers enroll in the school as in any other school. They have reading assignments, quizzes, and homework. The school term is approximately 5 weeks. Classes are held once a week, for one long session, rather than daily.

The initiation of a school for young homemakers is not a simple matter of ringing the school bell and registering the homemakers who flock to enroll. Prospective students must be motivated to *want* to enroll.

And, of greater importance the enrollees must benefit from each instruction period, or they will not continue to come. No truant officer will usher delinquent students to class.

Special promotion, careful preparation, and involvement of the home economics councils and the young homemakers themselves preceded the starting of classes.

Here's how it worked in Audrain County, the first Missouri county to hold a school for young homemakers.

Support Secured

Ruth George, the home agent had been aware for some time that the extension program was not meeting the need of young homemakers. They wanted special help on home and money management problems. So Miss George conceived the idea of giving them regular classroom lessons. This was out of the ordinary, a different method than she had been using.

She wanted to offer this new service for a limited age group only. Would club members of other ages approve? Would they be willing to relinquish time she might spend with them, so she could devote time to preparing and conducting the schools?

Presenting the plan to the county home economics council, she received their approval and full support. This was an important step. With their cooperation the regular club program functioned as usual.

The council members contributed to the success of the school by getting names of and talking to prospective students about enrolling. They also provided babysitter service for young mothers, and then honored the girls who completed the course.

Asks Young Homemakers for Advice

To be sure that she was offering young homemakers the kind of help they wanted and on a subject they wanted help in, Miss George selected an advisory committee of eight young homemakers.

Each of the girls had different backgrounds. Some had children, some did not. Some were born and reared on farms, others in the city. Some had attended college, others had not. By getting advice from girls of varying backgrounds, education, and experience she was more assured that the school would have a general appeal to all young homemakers.

This committee had the final decision as to the topics to be included in the schools, the length of each session the length of the "term" and the hour of the meeting. The subjects were on time management, food buying and meal planning, and money management.

The girls were enthusiastic about the school and invited their friends to enroll. Ruth alerted other young homemakers in the county through radio, news articles and by letter.

School Begins!

Four weeks later, the first class was held. Forty-four young homemakers enrolled. Of the 44, all but one enrolled as a direct result of being invited by an extension club member or a member of the advisory committee, proof that the involvement of the council and young homemakers was essential.

Fifty percent of the women who enrolled were not extension club members, and almost half of them were receiving their first contact with the Extension Service.

Rollcall at the beginning of each class was a report on the home assignment. After each class the "schoolgirls" did their home assignments with more zeal than college students. Typical of these were: Im-

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The Program Is Theirs, Not Ours

by PARKER RODGERS,
Boone County Extension Agent, Missouri

It is often said that Extension is a bulwark of democracy. Accepting that statement at face value, we conclude that the people must have a say in what is done and in doing it . . . which leads straight to the subject of local leaders.

Narrowing our focus, it's easy to see that through the help of local leaders, a county staff can be enlarged as much as 18 or 20 times. That certainly justifies greater effort in enlisting their interest and working with them on the job. There's a big extension job to be done. How much of it, and how well it is done, depends upon the support of these local leaders.

Getting the right leaders, especially for program planning, is not simple. There seems to be no "tried and true" method. Using the old, while searching for the new, we keep trying. People are often selected by their friends and neighbors because of achievement or leadership in some other field. However, as agents, we can help "discover" prospects, sometimes less obvious but better qualified persons, by pointing out their leadership experience. Selection by their neighbors is a pleasant tribute and places a responsibility on them that is usually taken seriously.

Once people are involved in studying today's problems, they are ready for the plunge into planning for tomorrow. This is often called program projection. In Missouri, we call it county rural program development.

It's a method for jointly recognizing problems, and then setting up the machinery, with lots of local help, to solve them. In the process of "getting into the act" and over the stage-fright hurdle, new leaders develop rapidly through successful participation. Their experience kindles their interest in and enthusiasm for the extension program. As they establish within themselves the capacity for leadership, they develop the confidence they need to help carry on the program.

Development and training of local leaders are closely related. The point where one leaves off and the other starts is difficult to locate. But we do train them by placing in their hands the tools with which to work—facts, literature, procedure outlines, program ideas, and inspiration.

A good extension program is worth little unless leaders have had an important part in developing it. Then it's theirs, not ours! At this point, those of us who go ahead on our own, forgetting that leaders stand ready to help, have already failed. It's their program and they want to help carry it out. It's so easy for us agents to get in their way—to be the stumbling block. At the other extreme, if we turn it over to them, and aren't on hand at the right time to pitch in, to provide leadership, or to lend encouragement, we would also fail.

We must be the spark that gets things moving. Then we've got to know when to stand back and applaud—when to pitch in and work like mad. How well we perform at this point may determine whether we have a "one-man show" or a real county extension program.

Bulletins for More People

To be successful today, a farmer must have the latest available farming information. He must have that information as quickly as he can get it and in a form that he can understand. Getting information on the latest research developments to people who can put it to valuable use is a problem everywhere. To help solve that problem, County Agent Donald Klebsch and I of Meade County, S. Dak. have compiled an agricultural bulletin check list that is made available to every farmer and rancher in our county each year. This method has proved to be effective.

Last year, 1,501 bulletins were requested by 81 agricultural people in the county as a direct result of this new method. It was interesting to note that most of the bulletin orders came from people who seldom or never call at the extension office.

The Meade County agents have found this method of distributing information to farm families extremely useful for many reasons.

- The bulletin list reaches everyone in the county. Obviously it was impossible for everyone to call at the extension office due to distance and lack of time, assuming that it occurred to them to do so.
- Everyone has an opportunity to know what free information is available. Before the bulletin list was devised, many people did not realize that they could get reliable and practical information on many of their major problems.
- The check sheet bulletin list is quick and convenient, and it allows farmers and ranchers to select the information they desire in the leisure of their own homes rather than hurriedly selecting bulletins at the extension office.
- It gets information to agricultural people while it is still new and useful to them.

Try the check sheet bulletin list. It worked in South Dakota and it can work for you.—*Joe Rovere, Jr., Meade County Assistant Extension Agent, South Dakota.*

Officers of the Fond du Lac County Junior Leaders' organization meet with Harold Reinecke, associate agent, to plan their yearly program and receive training in the conduct of officer training schools.

Try 4-H Officer Training

by GEORGE MASSEY and HAROLD REINECKE,

County Agricultural Agents, Fond du Lac County, Wis.

As a county increases its number of 4-H Clubs, extension workers face new problems in serving each club and keeping it functioning. If every 4-H Club officer really knew his job—but how do you manage that?

Fond du Lac County, Wis. has been using an "officers' training school" for nearly 10 years and gives a warm endorsement to the idea. A day of training every winter saves hours of frustration the rest of the year.

Shortly after the annual election of 4-H officers for the 43 clubs in the county the officers' training school meets.

Presidents, vice presidents, secretary-treasurers, and reporters are all invited. Meetings are held in buildings where they first meet together and then divide up by club office for more specific training. The schools are held on Saturday or during a school vacation, so that a high percentage of the officers will be present.

One of the county extension workers is in charge of each group. Through group discussion the officers learn about the responsibilities and procedures of their 4-H office.

This year junior leaders who have held offices in their local clubs were on the program to tell of problems they had encountered as 4-H Club officers and how they handled various situations.

Local businessmen have usually been on the program, too. For example, reporters from local papers are frequently speakers at reporters' sessions. Visits to the local newspaper and radio station are usually a part of the training schedule for the whole group.

Each year 4-H officers are reminded that their club training and experience prepare them to carry more challenging responsibilities as adults. They have a chance to see that as members of adult groups much of their future participation in county and community activities will be similar to their 4-H work.

What are some of the results?

Enrolment has steadily increased. In achievement Fond du Lac County ranks among the highest in Wisconsin. More and better 4-H exhibits are being entered at our county fair and other places where 4-H work is shown. We believe that officer training has contributed to this high standard of performance.

Officer training has been continually supplemented by adult and junior leaders' training at countywide meetings and in local groups. Monthly circular letters give further encouragement and help.

Individual club program planning has had its part in bolstering leadership and accomplishment in Fond du Lac County 4-H work. More than 25 years ago Mrs. Allmen Hammen, leader in the Ripon 4-H Club, decided that it was important to have everyone in her club understand what was ahead for the full club year. She worked out a plan with her members whereby the 4-H program was planned a year in advance. Then these club programs were printed and each member was provided with a copy.

This procedure is now being carried on countywide. Following the annual countywide 4-H planning meeting with adult and junior leaders, each club plans its own program a year in advance. Then each club member fills in a program booklet furnished from the county office.

Outstanding 4-H "alumni" from Fond du Lac County give one more kind of evidence that officer training and local responsibility for a complete program are worth the effort they require.

Many of the officers and active members of Fond du Lac County farm organizations, livestock breeder associations, civic groups, town governments, homemaker groups, and others received their preliminary training in 4-H work.

Recently Nyla Bock, a former 4-H "officer trainee" and now home agent in Outagamie, received word that she is to be an International Farm Youth Exchangee to Sweden this summer. Mary Wilsie, former county 4-H

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Hearts Health Habits

Each influences the other

by HELEN BECKER, Health Specialist, and CLARA NOYES, Douglas County Home Agent, Nebraska

THE heart program in Douglas County, Nebr. didn't start out to be so big, but with the interest and enthusiasm of everyone concerned it took root and grew like Jack's beanstalk.

The seed of the program was planted nearly 3 years ago when an opportunity arose for home extension clubs in the county to do a heart study program in cooperation with the Nebraska Heart Association.

The program was not to be just for women with heart trouble. Its purpose was to help all women better understand how the heart functions, to teach them more about common heart diseases, and to help them develop a greater awareness of the importance of good health habits in preventing heart ailments.

Forty-seven club leaders took part in the first leader training program featuring the heart. The director of the heart association and the home agent presented the lesson. They showed a flim, gave leaders an outline to use, furnished them with leaflets and a sample set of bulletins that could be ordered.

In the first year, club members made a rheumatic fever study. They visited more than 1,200 homes to leave copies of the leaflet, Now You Can Protect Your Child Against Rheumatic Fever, to determine the extent of occurrence of rheumatic fever, and to develop an awareness of the disease without panic. Later, a booth exhibit at the county fair, featuring rheumatic fever, drew much attention.

The second year, work simplification was stressed in a demonstration called Heart of the Home. The heart association furnished a booklet and the State extension home management specialist helped set up work simplification plans. Three main reasons for having the demonstration were to review principles of work simplification; to study work simplification for two home jobs—organization of cupboards and drawers and sitting down to iron; and to encourage homemakers to do something about it.

Interest was growing. Eighty-four leaders attended the training meetings that year. A total of 502 homemakers attended club meetings when leaders gave the demonstration, and 203 homemakers enrolled in the Easy Does It Club.

The club was divided into two groups. The "Easy Reach It" group was for those who had cluttered drawers, that is, more than one kind of article stacked together in cupboards or drawers, things seldom or never used stored with frequently used articles, or those in need of more shelf space. Those who had not learned to sit down to iron joined the "Easy Iron It" group.

Those enrolled who reported accomplishments were presented with certificates of membership in the Easy Does It Club by the Nebraska Heart Association.

The Douglas County women found the health approach to work simplification a real challenge. Reports of their accomplishments show that they found many inexpensive ways to simplify their work. They put drawer dividers in kitchens, bedrooms, and bathrooms. They rearranged equipment, got rid of unnecessary articles, added spice racks, step shelves, knife racks or peg boards for hanging small equipment. They gave the best space to the most used items, and placed utensils nearer point of first use.

In the "Easy Iron It" group, most of the homemakers improvised equipment for sitting down to iron. A few bought adjustable ironing boards, and those who already had them learned to use them more efficiently.

Although the actual club projects were limited to Douglas County the "Easy Does It" idea is spreading throughout the State. Other counties are planning similar programs, and Douglas County plans to expand theirs.

Work simplification is something everyone in the family can benefit by. So it seems natural for it to become a part of the farm and home development programs getting under way in the State.

One of the most popular programs for general meetings in the State has grown out of the Douglas County program. It is a panel of doctors discussing "Your Heart and You" and answering the audience's questions about heart disease. The panel has appeared at the annual statewide homemakers day at the college of agriculture, and also at three western Nebraska organized agricultural meetings.

4-H Officer Training

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member, went to the Philippines as an IFYE delegate. Mary's sister, Ramona, was an achievement winner this year in national home grounds improvement.

Although the county 4-H Club program is the direct responsibility of Harold Reinecke, associate county agent, all agents, including Norman Jennings, farm and home development agent; Phyllis Garside, county home agent; and George Massey, county agent, have a part in carrying on 4-H work.

Good organization and leader training do not relieve these extension workers of the need for continuous application to their work. But they can count definite gains in the program and the satisfaction of having given young club officers greater responsibility and also the training to handle it.

MOTIVATION

An Important Ingredient of Good Leadership

by GEORGE D. HALSEY, *Personnel Officer, Third District Farm Credit Administration, Columbia, S. C.*

We have defined motivation as "that something which creates in any person a will to do." But what is "that something?" I believe that there definitely is one basic thing which does serve as the cause of all voluntary human action.

There can be no voluntary human action except as a result of the person's own wants. A fear is, of course, just a want to avoid something unpleasant. Everything, absolutely everything, you or I or anyone else does is done because, first, there is a want—a want for something or a want to avoid something—and, second, there is a belief or at least a hope that to do some certain thing will gain that which is wanted.

As simple as that statement is, it presents, I believe, one of the most important concepts in the whole field of influencing human behavior.

It may be somewhat difficult for most of us in positions of authority and leadership to grasp fully the fact that the people under our supervision do not do anything primarily because we want them to do it, but always to satisfy wants of their own.

For example, you as a supervisor ask a county agent to see what he can do, let us say, to get greater diversification of crops in his county, and he does it willingly and enthusiastically.

But is it your want which causes him to do it? The answer is "No—at least not directly so." Why, then, does he do it?

First, probably he likes and respects you and wants you to like and respect him. He wants your good will and appreciation. He knows from past experience that you will commend him if he does a good job, and he likes commendation.

Second, he knows, because you have explained it to him, that the program will help the farmers in his county, and he gets great satisfaction from doing that. Then there is the satisfaction which comes from having done a difficult job well. And, finally, he is probably interested in the possibility of a grade promotion, and he knows that your recommendation will have considerable weight.

All of these motivating influences are his wants. And he does what you want him to do willingly and enthusiastically because, by your method of training and supervision, you have shown him that to do so is the best possible way to satisfy several of his own wants.

But let us say that a supervisor (not you, of course) decided to "motivate" the county agent's action by giving him his instructions in about this manner:

"Mr. Smith, here is a program for your county which I want you to follow. I don't care whether you like it or not, I want it done exactly this way; and so long as I am the boss, what I want goes."

Now, assuming that the county agent carried out the program, would he be doing it because of the supervisor's want? Again the answer is "No."

The primary cause would be the county agent's want to avoid losing his job. And he doesn't want to lose his job because of another want, his strong desire for his wife and children to be taken care of properly.

So he will do what his supervisor ordered him to do since, for the moment, he knows of no better way to satisfy this want than to obey, and remain on the payroll.

Again it will be his own wants and fears which will cause his action, and not the wants of his supervisor, except, of course, indirectly.

How To Motivate

People can be caused to do what the leader wishes them to do in either of two ways—by an appeal to their wants or by an appeal to their fears.

The first way will gain willing and enthusiastic cooperation. The second way will gain only unwilling compliance and will destroy rather than create the much desired "will to do."

As good leaders then, our task becomes one of endeavoring, first, to understand more fully just what are the wants of people we would lead, and then to find out how best to enable them to derive as full satisfaction as is possible from these wants through doing and doing well the work assigned to them.

There definitely is no method which is more effective than this in getting employees in any type or level of work to carry out their assigned tasks enthusiastically and efficiently. In the leadership of voluntary groups, I say that it is the only method that will ever prove really effective.

In this talk on motivation, on how we can get people to do the things we want them to do, where the major emphasis is given to a discussion of their wants rather than of our wants, we are not going off into the realm of impractical altruism; we are talking practical common sense.

Self-Esteem

Each person wants, I believe, more strongly than he wants any other one thing, to have and to hold some feeling of personal importance or self-esteem, to be able to compare himself with his associates and not feel ashamed. This want is so strong and so broad in its influence that it is probably the primary motivating cause of more things that each one of us does than is any other single want —possibly more than are all of the

(Continued on next page)

other wants put together.

As good leaders then, we should first of all avoid doing anything which will in any way embarrass the people under our supervision.

Instead, we should use a method of supervision and leadership which will enable them to derive an increasing sense of personal importance and worthwhileness as they do better and better the work assigned to them.

An ever-present manifestation of this want for a feeling of importance, and one which can be used more effectively in the leadership of both voluntary and employed groups, is the desire each one of us has for the feeling that his efforts are appreciated.

Skillfully and judiciously used, commendation can be made one of the strongest incentives to better work in either voluntary or employed groups.

Share in Planning

A second want and one which is closely related to the desire to be appreciated is the desire each person feels to have some part in the planning of those things which affect his working conditions or in any other manner change the customary way of doing things.

If it is at all practicable to do so, each situation which may necessitate any change, especially an undesirable change, should be discussed with those to be affected, not merely in advance of the change itself, but before any decision is made as to exactly what change will be necessary.

Most people are reasonable and will cooperate in any necessary change, even putting up with considerable inconvenience, if they are told in advance what and why; but it is surprising how serious will be the offense taken at even some trifling change if the person is not told in advance.

As a rule, the principal reason for the person's being offended and possibly refusing to accept the change is not the inconvenience caused, even though the person himself may believe that it is. It usually has to do with that all-important something called self-respect. We should keep in mind that this is one of the most precious things in the life of every person. Even one in a minor position has a strong desire to maintain a feeling of self-respect, and he resents deeply, though often silently, anything which he feels to be an encroachment on his "rights as a human being."

Appreciation

One of the most important requirements for success in securing interested and enthusiastic participation from all concerned in making the work for which we are responsible a success is, I believe, that we make each person feel that his suggestions concerning any part of the work are really wanted and appreciated.

This sounds quite simple and easy; but it isn't. It isn't simple and it isn't easy.

There is something in the makeup of each one of us which makes the acceptance of suggestions more difficult than it seems reasonable to believe it would be. Perhaps this can best be illustrated by a personal experience.

I came into the office one morning a few moments late and my secretary greeted me with this enthusiastic comment:

"I have a pleasant surprise for you this morning, Mr. Halsey. Your royalty check is here and it is larger than it was last time."

She knew that an insurance premium was due and that a check somewhat larger than usual would be most acceptable.

Now this is what I should have said:

"That's fine. It surely came at the right moment, didn't it?"

But there is one part of the story which my secretary did not know. Royalty checks come on time each 6 months so that the arrival of this check, though most welcome, of course, was certainly no surprise. Also I knew the amount due. So my answer was exactly what it should not have been:

"Oh, that," I said, "I knew that was coming. I thought at first that you had a real surprise."

"Oh!" she replied, and I knew she must have felt about like a toy balloon does when you let the air out of it. Here in this incident was an answer to my question which was definite, simple, concrete, and clear. The quality most important to success in pleasing and influencing people is just this:

The willingness and the ability to control the natural tendency always present in each one of us to say and do those things which will increase his own feeling of importance, without thinking about what the effect may be on the other person's feeling of importance.

You might say that this does not apply at all to the incident I have just related. Surely I did not say that I knew about the royalty check with any conscious desire to "show off."

That Ego Appetite

But it is a fundamental fact of human nature that the want everyone has for an increased feeling of importance is so strong and so continuously present that we all are constantly doing things—often unconsciously—which will in some measure satisfy it. It would not seem, however, that such a silly little thing as knowing some trifling fact which someone else does not know would satisfy this hunger at all, but it does. So it was a desire to satisfy this fundamental hunger for a feeling of importance—a desire not consciously felt or identified by me at the moment, it is true, but there nevertheless—which caused me to blurt out the remark I made.

And it is the replacing of just such thoughtless remarks with remarks that thoughtfully take into account the fact that the other person, too, has a desire for a feeling of increased importance, which is the largest single factor in pleasing and influencing people. It is, I believe, the most important single personal quality needed for any large measure of success in the leadership of voluntary groups.

Let me illustrate how easy it is to forget this fact. If someone tells a joke we have previously read, we will probably first make some such remark as:

"That's a good one, isn't it—so true to life." And that would be excellent if we would only stop there. But after we have made this polite and pleasing comment, all too often we just cannot resist the temptation of showing that we, too, have read the magazine, and so we spoil it by adding, "It was in last Sunday's Times, wasn't it?"

I wonder if, in our everyday contacts with the people we supervise, we, too, are not all guilty at times of saying things (unintentionally, of course) which take away their enthusiasm by robbing them of some of the feeling of importance which they might have had if we had not been so thoughtless. I know I am, and I was surprised when I began to watch for this in my own behavior to see how often it did appear.

No one of us would be guilty, of course, if he could but think of the effect of what he is going to say before he says it. But how can one do this?

My own efforts to avoid doing these things have been aided greatly by trying to make it a regular practice to think of each situation where two or more people meet as offering just a certain amount of "ego food," just as if there were a table in the middle of the group with a basket of fruit or a box of candy on it. If any person grabs more than his share, someone must go without—and no one likes to do that.

Often now, just as I am on the verge of blurting out some thoughtless remark, the picture of that table comes to my mind and I decide that I do not want to be an "ego-food hog." This simple, somewhat crude, and almost silly device has helped me so much that I feel sure it will help anyone who will try it.

And it is well to remember, too, that there is one important way in which "ego food" differs from ordinary food. If I restrain my desire for the larger piece of candy and take the smaller one, I definitely have less candy. But if I restrain my natural tendency to show off a little and, instead, put forth a conscious effort to say or do something which will make the other person feel more important, there comes to me a feeling of satisfaction because I have exercised self-control. And if I continue to do this, I will experience the even greater satisfaction of having people like me, or seeing faces light up and the circle open when I join any group where I am known—and of having the people under my supervision come to me enthusiastically with their suggestions.

All of this is "ego food" of a much finer quality than I would have got had I grabbed more than my share in the first instance. It is as if I were being rewarded for restraining my natural tendency to grab the one large piece of cheap candy by being given a whole box of fine candy.

One want which you have an unusual opportunity to make use of in your leadership both of employees under your supervision and volunteer groups is the desire each person has for a feeling of pride in the worthwhileness of the work he is doing.

I wonder, when training new assistant county agents or home demonstration agents, if we always take as much trouble to show them that they are playing an important part in one of the most worthwhile endeavors with which anyone could be associated?

And do we, when asking a leader in the community to act as chairman of some activity, explain to him how important a part he will be playing in bringing a fuller and better life to all of the farmers in his community?

If we do not, we are neglecting one of the finest opportunities for effective motivation that there could possibly be. Our work and the service of our Department to the Nation are things of which we can be and certainly are justly proud. If we can pass that pride and enthusiasm on to those we lead it will be of tremendous help in giving to them that "will to do" which is so important to good performance.

What Makes Them Tick

(Continued from page 79)

there are very specific and identifiable factors responsible for making these programs so involving and effective, factors which might well be noted by all adult education planners. These factors are:

1. Because of diversity of interests, rural groups have sufficient flexibility to select the kind of experience which is most important and real to the majority.

2. The education programs deal with all aspects of life rather than confining themselves to parts of it —to one's life as a club member, a mother, a wife, a student of great books, world affairs, or economics. Rather than treating people as parts, these programs concern the total person.

3. The educational program is directly integrated into an on-going, continuing organization which looks upon the educational aspect as a means for furthering and strengthening the organization. The organizational entity makes it easier to introduce educational concerns.

4. Both programs show an understanding that effective adult education must be equally concerned with the individual, the group and the community (in the broadest sense of the word). These programs typify the facts that man cannot live alone and that he has family and community responsibilities which must be dealt with in the program.

In the Farmers Union program there is one other important factor which I did not discover in the home demonstration program. That is that the arbitrary distinctions between younger people, adults, and "older citizens" were eliminated and that the educational program made a major point of drawing these groups together rather than setting up distinct programs operated by different staff members and different leaders. The Farmers Union program emphasized the family unit both in its objectives and in the techniques and methods used in the educational programs.

Reflecting on these observations, I think they emphasize the importance of extension work that involves all members of the family. Also they point up the importance of relating the youth, home economics, and agricultural phases of Extension. Also, I wonder whether or not the splendid leaders being developed in the home demonstration program, and in the other phases as well, are being used as widely and effectively as they might in all aspects of extension work.

In conclusion, I should like to say that I am greatly impressed by the kind of leaders being developed in these two programs, by their maturity, and by their enormous contribution to the preservation of freedom and democracy in the United States.

Michigan Women Share Their Knowledge

by MRS. ANNETTE SCHAEFFER, *Ingham County Home Demonstration Agent, Michigan*

A GROUP of "pioneers" in Ingham County, Mich. are experimenting with extending the Extension Service. They are making it possible for any group of homemakers, whether it's an organized home demonstration club or not, to ask for and get a leader-training lesson.

The 30 women are experienced local group leaders who have volunteered to share their knowledge and training with other groups. They are known as the central Ingham County Leaders' Service Club.

Still in its trial stages, the leaders' service club is sponsored and organized by the county home demonstration council in an effort to meet Ingham County's changing needs. It is hoped that the organization will systematize and fulfill the many requests for lessons to be taught to home demonstration groups; to make more efficient use of trained leaders; to provide help for groups of young mothers not able to send their own leaders to training centers; to provide a community service activity for women whose families are grown; and to provide a means of recognition for leaders.

Here's how the mechanism of the service works. A master list of lessons is kept on file, complete with names of volunteers willing to teach each lesson. This "clearing house" is at present at the extension office with plans to shift it soon to the home of Mrs. Morell Fox, Lansing, who is in charge of the group.

When requests come in, four copies of a form are filled out, identifying the requesting group and the nature of the request. Names of two service club members listed under that subject are entered on the form. If enough names are on file, an attempt is made to list names of women living near the requesting group. Copies of this form are sent to the two women listed so they can expect a call. The requesting club receives the original, and one is kept for the record.

Negotiations for dates and exact arrangements are then carried on between the requesting club and the leaders' service club member. After the lesson is given, the leader sends the extension office a record card reporting that the lesson has been taught.

After 2 years of operation the leaders' service club has made certain adjustments and corrections. Problems in publicizing the service, recruiting leaders to volunteer, and urging clubs to make their requests systematically have been barriers to speedy progress.

A lot of personal contact and explanation has been necessary, but the merit of the original idea is finally proving itself. Last year incomplete records show approximately 70 lessons taught by these 30 women. Some taught a great many while others weren't called. Requests have been leaning heavily toward the simple "how to make" subjects, but the committee is encouraging a steady rise in the number of "discussion" lessons on homemaking.

Needs have developed that were unforeseen. For example, it is now obvious that a kit of illustrative material must be available to these leaders. A file of needed lesson bulletins and outlines should be readily available. Periodic review and adaptation of lessons is necessary for some groups. The question of financing expenses of leaders' travel is now being ironed out.

The committee in charge is considering buying pins for these service club members to wear as an award for "distinguished" service. At present the efforts of the members are being publicly acknowledged at the local achievement day.

Success Breeds Success

(Continued from page 83)

calves to interested 4-H members. With the cooperation of the local bank, the project was a success.

The 4-H Council also organized a 4-H Citizens' Committee, composed of businessmen in Maryville. The 4-H Council had been obtaining sponsors for 4-H Club projects. The citizens' committee has assisted in raising funds to promote the program. This has also informed businessmen of the scope of 4-H work which improves public relations.

This 4-H Club Council has been of tremendous importance in development of a 4-H Club program in Blount County. We believe in organization as an efficient and effective tool for a better job. Many of the jobs done by the 4-H council could have been done by the Extension agents, but leadership is developed only when responsibility is shared. Our job is to open the way to encourage thinking and action on the part of others, especially young people.

Another Look

(Continued from page 77)

Home Administration, county chairmen and community committeemen with the A.S.C., chairmen of adult classes in vocational agriculture, as well as members of farm organizations.

We have learned that by using community organizations and planning with local leaders and relying on their judgment, we have had much more successful demonstrations and educational meetings. They have determined where and when the meetings should be held, suggested the location of demonstrations and arranged for field meetings.

Recently, six community meetings were held on the Soil Bank program. Twice as many people attended as would have come to three district meetings before our reorganization.

Most of our travel while mapping the county was "off the beaten path." We took time to find out who lives in that house we had seen for years. We found new opportunities for service. We now feel that we have a

place to go no matter what section of the county we are in. More important, people feel that they are a part of the extension organization and will help keep us on our toes. Our neighborhood and community map is on the wall. It is a constant reminder of the county organization. It helps us to see the relationship of the various communities in relation to the county as a whole. We find it easier "to see" the communities than "the county." We recommend this procedure to any county staff.

Leading Is Satisfying

I began as a local leader in home demonstration work projects, but it was after training in the field of family life that I began to realize some measure of personal leadership development. Family life is a study project, taught to local leaders by an extension specialist from the New York State College of Home Economics, Cornell University. The leaders then conduct the same discussion lesson in their local units. They learn many techniques for procedure and have quantities of material on many subjects in the field of human relations.

As a result of my activity as a local leader, I was asked to conduct discussion meetings for groups other than my home demonstration unit. This was a satisfying experience which led to the development of a countywide organization for promoting study of family life. I also served for 5 years on a State Committee on Child Development and Family Relationships, and finally helped to establish a family life department in the Western New York Federation of Women's Clubs.

Individuals and groups everywhere are seeking help in ways to strengthen family ties. Perhaps we begin to realize as Gen. Lewis B. Hershey believes, "That the greatest frontier of our ignorance lies in the relationship of man to man." It seems to me that the Extension Service provides a great source of leadership training in the area of understanding ourselves and others.

The discussion type of meeting is enjoyed by the group as well as by the leader. A variety of techniques are used successfully as springboards of discussion. In the roundtable or symposium panels the leader acts as moderator, and each panel member is well informed and prepared to discuss the topic and answer questions from the group. Skits and play reading by members of a group are always fun and promote lively discussion of the situation portrayed. Films are well liked, and a book review also is an excellent starter. There is a warm friendly feeling generated when people participate. We get the feeling that we're working it out together, and that any problem can be resolved if we can talk it over. — *Ruth H. Patterson, County Family Life Leader, Erie County, N.Y.*

Young Homemakers

(Continued from page 87)

prove at least two methods of performing household tasks, keep a record of the time required to perform certain household duties and make a time management plan, keep a record of the money spent during the next week, make a filing box or arrange a drawer for keeping home records.

To do an effective job of teaching, Miss George used a number of methods: Illustrated lecture, group discussion, slides, check sheets, quizzes, and role playing.

Of the 44 who enrolled, all but 4 completed the course, which is a good percentage for voluntary attendance. The home economics council sponsored a graduation program and tea to honor the young homemakers completing the work. Each "graduate" received a diploma.

To be eligible for graduation, the students must have attended 4 out of the 5 classes.

The Results

How did the young homemakers feel about the school? What did they learn as a result? Each enrollee filled out an evaluation sheet. The tabulated results showed that the girls had made good application of what they had learned.

Everyone said she was definitely interested in attending another school. Since completing the lessons, several

Mrs. Pat Mudd, using a file box she made for records. All of the students in the Missouri school for young homemakers made a file box or arranged a drawer for filing household papers.

of the alumni have asked the "teacher" for individual help on keeping farm and home record books, home and yard planning, and the like. This has come as a result of their getting acquainted with the home agent and learning about what Extension has to offer them.

This is the way it was done in one county. Other counties have followed the same procedure and have had the same gratifying results. However, in subsequent schools, the subjects included in the curriculum have been confined to one major topic such as time management or food buying and meal planning, rather than including several major topics in one series of classes.

Our State training program has now been expanded to include training for agents who plan to hold schools. Class outlines, subject matter, suggested assignments, and teaching methods are a part of the preparation. Schools are a popular educational method for helping young homemakers. Try it. I think you'll agree.

Teaching Through TV

Lois Soule, Extension clothing specialist, conducts a sewing demonstration lesson on TV.

by KARIN KRISTIANSSON, *Assistant Extension Editor, Vermont*

PATTERNS, stitches, measurements, and hem lines were on the air last fall, when Vermont extension clothing specialist, Lois Soule, conducted her first TV sewing school. Station WCAX-TV, Burlington, carried the lessons on "Across the Fence." The classes were held four consecutive Wednesdays, from 12 to 12:15.

Plans for the program started with a group of homemakers who asked their home demonstration agent for a TV school on basic sewing. These homemakers are young with small children, and they wanted and needed help in sewing.

Mrs. Soule tried a simple project first, that of making a skirt. A special giveaway was written for "students" in TV classes which could also be used later by the home demonstration clubs. The brieflet is divided into four lessons and contains ample illustrations and detailed instructions for such steps as putting in the zipper, measuring for the hemline, pressing, and altering the pattern.

To spread word about the sewing school, we worked closely with the home demonstration agents, who felt that this was a worthwhile effort and of definite interest to their club members.

About a month before the first lesson was to go on the air, we made up a sample letter, and launched our campaign through the agents. They sent a letter to all their club members, inviting them to register for the course. Those who registered received a copy of the brieflet, Make Yourself a Skirt.

The TV sewing school was also announced in special news stories to the daily and weekly press and mentioned several times over our daily TV program. Mrs. Soule voiced a tape telling about the program, which was distributed to the agents for use on their own regular radio programs.

About 600 women registered for the course, and many more of our viewers followed it. Many requests came in for the brieflet from viewers in Vermont, Canada, and New Hampshire after the first and second lesson.

When the school was completed, we sent out a survey questionnaire to 150 women. They were selected so as to represent as wide an area of Vermont as possible; 53 answers were returned.

Nineteen of these women had completed a skirt as a result of the program and almost the same number indicated that they had not made one yet, but were interested in making one. Over half of them had seen 3 or 4 of the lessons.

Although most of the women reported that they had quite a lot of sewing experience, they felt they had learned something new from the demonstrations. Eleven of them indicated that they had learned how to fit a pattern. The same number said they picked up information on how to put in a zipper. Many indicated interest in hanging a skirt and measuring for the hemline. Others liked advice given on pattern selection, shrinking of material, finishing, stitching, pressing, cutting notches, and putting in a skirt band. Not to hurry was what one homemaker felt she had learned.

From the women's own evaluation we concluded that the sewing school was worthwhile and justified other similar schools.

EXTENSION SERVICE Review

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UNITED STATES DEPARTMENT OF AGRICULTURE • FEDERAL EXTENSION SERVICE

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue —

EAR TO THE GROUND

Looking back on the thought and time that 4-H staff people and others put into this issue of the Review, I think it appropriate to give you some of the thinking behind the articles.

Here is the general theme: How can we make adjustments in the 4-H Club program to better serve the needs of members, at the various stages of maturity, and thus increase membership tenure and depth of program.

This question was posed to State 4-H Club leaders to learn what is being done in the various States. The answers were evidence to the fact that everywhere Extension agents, leaders, members, parents, and friends are concerned with this problem, and in many places are making substantial changes in the existing programs.

To fully realize the need for changes it is necessary to look back even a generation ago as Dr. John of Pennsylvania has done in his article on the physical changes, and as Dr. Duvall does in her observations of the social changes that are reflected in our daily lives.

But not to overlook the fundamental values that have caused 4-H to flourish through the last 50 years, Dr. Ahlgren of Wisconsin has brought into focus the principles in which 4-H was rooted. These will continue to support and increasingly strengthen 4-H Club work.

As enrollment has increased, the 4-H Club has become more and more dependent upon the community itself for understanding, support, and leadership. Parents, teachers, farmers, merchants, doctors, ministers, lawyers, and others are becoming increasingly involved in 4-H. As a result, more young people are benefiting from the program, and the program itself is being enriched.

Some of the answers to basic questions are suggested in the articles, and it is hoped that they will be stimulating and perhaps provocative enough to encourage further discussion and action in many towns and countrysides of the U.S.A.—C.W.B.

COVER PICTURE

Allie Messer, local 4-H Club leader of Laytonsville, Md., with a group of his club members. Messer has a long record as a 4-H Club leader. Today his major responsibility is training 4-H members in selecting and raising good dairy cattle.

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BUILDING PROGRAMS

to meet their needs

by E. W. AITON, *Director,*
Division of 4-H and YMW Programs,
Federal Extension Service

IT'S a heads-up game these days—trying to keep one step in front of livewire boys and girls. They grow so fast, in body and in mind. They pass through so many complex phases and stages. And each individual is different from every other. He *needs* to be different. That is a part of our way of life.

How can busy extension workers, local leaders, and parents manage to keep in tune with youth needs, farm and community problems, home situations? We'd better—or else! And this special issue of the Extension Service Review is designed to help all of us do just that—build better programs, or else!

First, we must start by clearly setting forth some objectives, maybe not all, but the major ones, like:

1. Help youth *grow* and *develop* (through each stage and phase toward adulthood).
2. Help boys and girls to learn facts, skills, and techniques (so they will be ready, prepared, and adequate for service in the complex technical age ahead).
3. Provide opportunity for youth to develop lasting and satisfying attitudes toward life and toward other persons.

Second, we should look at and listen to the young people themselves. How many are there; where are they located; what opportunities do they have now? What are their interests and what do they need in order to be prepared for a useful happy future?

Third, one needs to look around and inventory all possible resources available for serving youth. In extension youth programs, we average 1 adult leader or committee worker assisting about 7 boys and girls. Some youth-serving organizations increase this ratio to 1 adult for every 3 or 4 boys and girls. The multiplying effect of using volunteers to increase the effectiveness of professionals is well established. Too frequently we call only on the men or women club leaders or advisers. Consider also the part that parents can play; and the support which is available from farm, civic or commercial organizations.

Finally, the successful extension worker builds an organization or set of working methods and plans which incorporate the essential features of: (a) Self-determination and democratic control; (b) effective program planning; (c) flexibility; (d) comprehensive, honest public relations; and (e) critical evaluation.

Within this overall county plan or program for getting the youth extension job done, the agent asks: Where do I belong? What is my job? Where can I help most? Some agents find an answer by comparing extension work to a school system and then asking this question. Am I a classroom teacher? A janitor? The bus driver? Or am I the county school superintendent — *responsible* for the recruitment, selection, and training of a corps of teachers (local leaders); responsible also to see that they have adequate books, visuals, and program materials to work with; good relations with the parents, committees, local boards, and others. Is your job the county organizer, expediter and administrator? Or do you write your job description as a combination of a 1-room teacher, janitor, and bus driver?

In sizing up the magnitude of this job, one is impressed that it is far from easy. But just as the challenge is great, so the stakes are high. You are cultivating the Nation's number one crop. In a few short years your harvest will be "The Who's Who of 1975."

Farm Life Is Different Today

by M. E. JOHN, *Professor of Rural Sociology, Pennsylvania State University*

THE farmer today is a businessman subject to the risks and rewards that face all business concerns. This was not so true 25 years ago. Our technological changes have brought this about, have caused specialization in production. There is more diversity by regions, more conflicting interests among farmers. Perhaps they think less alike, but they must think more, they must know more.

To prepare a son adequately for farming is a more difficult task than a man faced a generation ago. For instance, in 1928, a 14-year-old boy named Francis Murrens knew that he wanted to be a farmer. So he joined a community 4-H Club in Adams County, Pa., and 3 years later he was showing a Hereford baby beef at the annual farm show.

Twenty-six years later his son Patrick, also a 4-H member, showed his Hereford baby beef at the same show. Like his father, he is preparing to be a farmer, and 4-H is helping him prepare for his life occupation.

But the 4-H program, if it is to make its greatest potential contribution, must be much different than the program available to Pat's father. Not only agriculture, but our whole environment is different.

Thirty years ago machinery played a lesser part in farming. The hay loader, the mower, the grain binder, the grain drill, and corn planter all drawn by horses were typical of the laborsaving devices used by farmers. Today these have given way to many power-operated machines that perform new tasks and the old ones in shorter time and with less labor.

This means that many farmers have more invested in machinery and livestock than in land and buildings. The outlay of capital required to get started in farming is so great that many a boy cannot make the grade. If a young man tries to farm without modern equipment, he finds that inefficiency puts him out of business.

With the large investment required to support any one agricultural enterprise, farmers today specialize in order that they can spread their capital costs over cattle, or laying hens, or acres of wheat. Twenty-nine years ago, in Francis Murrens' day, the farmer's greatest investment beyond land and building was his family labor. He spread his risk from bad weather, insects and animal diseases by a system of farming that included several enterprises.

Technological developments have brought not only mechanization to the farm but also, through scientific knowledge, increased production per acre as well as increase in the amount of meat, milk, and eggs produced per pound of feed. As a result, our farm production has increased faster than our population, until now farmers can produce more than they can sell at a profit. This has created what is frequently called the surplus problem.

Efficiency of production is more important now and to farm successfully more knowledge is needed. The 4-H program must teach how to lower costs as well as to improve the quality of the product. If Patrick is to be as economically successful as his dad he must know more about marketing. He must also know the preferences of consumers.

Other significant changes affecting farming have occurred. Improvement in communication, transportation, and conveniences of living have taken place, influencing the way of life on the farm. With electricity and running water have come laborsaving devices that change the whole picture of life on a farm.

The automobile, along with some decentralization of industry, made it possible for many people employed in the city to live in the country. Farmers no longer live unto them-

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In 1928 Francis Murrens, a 14-year-old 4-H boy, showed his Hereford baby beef at the annual Pennsylvania Farm Show.

A generation later, Mr. Murrens' son Patrick is ready to show his Hereford at the same show.

What teen-agers want to know

by EVELYN MILLIS DUVALL*

As I meet with 4-H young people in local, State, and national sessions, I customarily give them a chance to raise the questions they would like to hear discussed while I am with them. In recent years, I have kept these questions and, from time to time, I analyze them to see what it is that teen-age boys and girls want to know.

This is not just a matter of curiosity, but implements the realization that even the best planned program falls short of its goal of meeting the needs of youth if it does not deal with their concerns and questions. Only as we who work with teen-agers keep close to their interests can we hope to give them the guidance they seek in growing up in a fast changing world.

Times have changed since mother was a girl, so much so that mother herself no longer knows what is right, as witness the many questions both generations have about such matters as the use of the family car for dating, and a reasonable time for modern youth to get home at night.

Young people today are trying to grow up and stand on their own feet, as youth of any age must if they are to emerge as true adults. Teen-agers must stretch away from the close ties that bound them to parental authority when they were children. Yet adolescents need parents, and they want boundaries for their behavior. How much leeway then should youth be allowed in the matter of hours, or use of the family car, or any of the other many questions that reflect today's pace? This is where parent-youth panels, community codes, and similar efforts to work out a consensus make sense in many an area.

Thirteen out of 20 questions asked me at the November 1956 National 4-H Club Congress in Chicago had to do with getting along with other young people in informal social settings.

Such questions as these were typical:

How long should you know each other before going steady?

What is your impression of parking?

What is mature love?

Should you date people of different religions, especially when you don't plan to be serious?

How can you tell a girl you don't want to go with her any more?

How do you get rid of "good old Joe?"

How long should a boy and girl go together before getting engaged?

Should girls be able to propose?

What do you think of marriages while in service or in college?

Do you have to drink to be a member of the crowd?

Today's young people are growing up rapidly. They date at earlier ages and go steady sooner and with more individuals before they settle down than was true of their parents at their age. They more frequently fall in and out of love, and face a host of questions about marrying in connection with school, college, and military service unknown in earlier generations.

No one knows the answers to all these questions for any individual young person. Many of them are within the mysteries of the ways of a man with a maid that have baffled mankind since time began. Others are such new possibilities that few adults have any experience in them—getting married while still in school, for instance.

If there are no definite answers, how then can an adult give guidance to the young people who look to him or her for it? The simplest answer is that guidance in the best sense is not preaching, or giving answers, or making decisions for another person. It is, rather, providing the kind of atmosphere in which the young people can talk out, feel out, and work out their own problems in their own way, with the support and encouragement and wisdom of the adults who know and believe in them.

Parents have a major role to play in this kind of guidance. But young people need other adults as sounding boards, too. The adult leader who is aware of some of the personal questions young people are raising among themselves can do much to clear their confusions by providing opportunities for free discussion, for reading valid materials written for youth on their questions, for open meetings on hot-spot areas of conflict between the generations, and between the sexes, for debating the pros and cons of early marriage, or whatever the issues may be in the particular group.

Since the 4-H program exists not only for the cultivation of the arts and sciences of agriculture and homemaking, but also for the development of young people as human beings, such emphases have quite as central a place in its program as do the various other projects that are centered in the growing and making of things.

***Mrs. Duvall is a well-known lecturer, author, and teacher. She has spoken before many 4-H Club audiences. Among her books are Family Living, Facts of Life and Love for Teen-agers, and When You Marry.**

The core of the 4-H CLUB PROGRAM

by HENRY L. AHLGREN, *Associate Extension Director, Wisconsin*

We are blind until we see
Nothing is worth the making
If it does not make the man.
Why build these cities glorious
If man unbuilded goes?
In vain we build the work unless
The builder also grows.

We are living in a dynamic age. Change is the watchword of our times. We have become accustomed to change as a way of life. We think in terms of change. We measure our progress on the basis of changes that take place in our daily life and living. We expect change, and we consider that advantages are gained when changes occur. In general, we all put a high value on change.

I do not wish for a moment to leave the impression that I am opposed to change. Neither do I wish to imply that I am depreciating its underlying significance and value. We do need to remind ourselves constantly, however, that even though changes are going on about us all the time, and at an ever-increasing rate, there are certain basic or enduring values that have not changed.

It's easy to overlook them in the hurry and bustle of modern life. Yet, they have deep and far-reaching significance in our Christian and American way of life. They have given us the kind of America we have today. They have made possible the kind of economic, cultural, and spiritual life that we are privileged to enjoy.

These basic values or principles never change. They are basic to a rich, rewarding, full, and completely satisfying life. They are the ideals we live by. They exist in our form of government. They exist in the hearts and minds of every one who is fortunate enough to be living in this great land of ours.

Our American Political Ideals

Let's consider first our American political ideals. There's an old saying to the effect that "what is honored in a country will be cherished there." Actually our honored and cherished American system of free enterprise is founded on spiritual values. We are the beneficiaries of a rich and valued legacy in the form of our Constitution and the Bill of Rights. They have endured as the supreme law of our land because they were prepared with thoughtfulness, honesty, foresight, and a devotion to human rights and individual liberty. They provide the framework within which we build our ideals of liberty, freedom, tolerance, and personal rights. Because of them, ours is a land of freedom and opportunity such as no other land has ever known. They assure that government shall serve each and every one of us as servant and never as master. They guarantee us the right to live and develop as free men in a free society.

Our Individual Ideals

Let's turn now to a consideration of the enduring values or ideals we hold as individuals. There are many who feel that if they can accumulate enough money, stocks, bonds, mortgages, and real estate, they will find the complete and satisfying type of life they seek. I think we can all agree that the economic motive is a worthy one if it is a means to an end rather than an end in itself. Actually there are basic and more enduring values which are far more important in our lives than the satisfaction that comes solely as a result of material gain and the accumulation of wealth. They represent the goals which motivate our actions and decisions and which we strive to achieve because we believe they have the power to make life worth living. The following are among the most important: Human welfare, happiness, contentment, education, cooperation, service, friendship, understanding, health, neighborliness, helpfulness, and strong family and community life.

Helping People to Help Themselves

Let's consider now more specifically the principles that we ourselves must look to for guidance and direction if we are to serve effectively in our role as educators and leaders. No one will deny that the Extension Service has made many significant contributions since its inception more than 50 years ago. I firmly believe that the reason for its remarkable success in providing out-of-school educational services has been that from the start the extension worker has been motivated by two assumptions, namely, that he can help to improve himself and others, and that he ought to do so. This is the real basis for our guiding philosophy of "helping people to help themselves."

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Retool Periodically

. . . *it pays* . . .

by MRS. MARION WATSON, *Middlesex County Club Agent, and* ROSEMARY CONZEMIUS, *Associate State Club Leader, Connecticut*

Nine-year-old Nancy Gustafson stitches the hem of her first skirt with the help of sister Carol, junior leader of the Howe Sew 4-H Club of Portland, Conn.

LIVING in our modern world demands that we have a 4-H program that is up to date for today's young people. To teach and help club members successfully a program must be styled to meet the interests and abilities of young people at different stages of growth. Recognizing that 4-H projects need retooling from year to year, local leaders and club agents several years ago suggested that there needed to be a plan to modify projects to keep them up to date in relation to the changing interests of boys and girls.

The idea started back in 1951 with requests to the clothing specialist from the counties for changes in the clothing program. Katherine Tingley, clothing specialist, and Fay Moeller, family life specialist, conferred with research specialists in child development on the preparation of a chart, "Girls from 9-13 — Their Clothing Abilities." This chart was written to indicate the progress in growth and development of girls in this age group. Training meetings for leaders throughout the State followed to help them better understand and be able to help club members.

This study revealed many facts, some new and some known before, but not always followed. First of all, a satisfying project for this age should take only a short time to complete. More startling was the fact that a 9- to 11-year-old can operate a sewing machine more easily than she can do fine hand sewing. Likewise, it was recognized that the standards of workmanship expected must be related to her abilities, which vary considerably. It was also emphasized that a girl can, with guidance, learn to choose her own clothing and can learn to adequately appraise her own work.

The next step involved the revision of project materials to suit the varying abilities and interests of girls today. Project units were gradually revised during the next few years, and today we have four units all planned on a progressive basis.

For a 9- to 11-year-old in the project "Learn to Sew," the leader threads and adjusts the machine and watches closely as the girl stitches straight seams and completes a small article or two. Then she makes a pretty little skirt, all done with straight stitching, because it has an elastic band at the waist. A 12- or 13-year-old will probably start with a simple blouse or skirt, using a pattern.

During the experience we also learned that if a girl of any age is judged by a standard of perfection which she has neither the maturity to understand nor the background to achieve, she can have a very unsatisfying experience. A spontaneous outgrowth of the new look in the clothing program was the request by leaders for modifications in the judging of clothing revues, one of the important events for every 4-H girl.

A group of leaders requested assistance in helping their members evaluate their own experience in making a garment, and from this grew a new idea, "self-evaluation." Today each project unit bulletin includes an evaluation guide. In the clothing revues each girl evaluates her costume prior to the revue with her leader and/or parent. Then in a series of district previews in each county the girl confers with an adviser about her costume and together they reach a decision about her

(*Continued on page* 118)

Joan Jackson, 16, of Portland, Conn., confers with an adviser, Mrs. Marion DiMauro, in evaluating her costume.

A STEP BEYOND 4-H

by C. P. LANG, *Assistant State Club Leader, Pennsylvania*

MANY young men and women who have been in 4-H Clubs, as well as those who have not had such experience, feel the need for a program of their own. In Pennsylvania, one of the ways used to meet this need is the development of Extension-sponsored groups called Senior Extension Clubs, known as the Young Men and Women program in many States.

Some 45 counties in Pennsylvania have such groups, organized either on a countywide or community basis. These groups are coeducational. Members are generally between the ages of 18 and 30, either single or married.

The responsibility for this work has been placed in the State 4-H Club office, with one person devoting his full time to it. In the counties, this is a joint responsibility of the county agricultural extension agent and the extension home economist, generally with the primary responsibility being assigned to one man and one woman.

Many members think of their program and activities in relation to what it means to them in terms of further education, worthwhile social and recreational experiences, and community service. Extension agents generally agree that one of the main objectives is the development of leadership for present and future service in Extension and other community or county organizations and activities.

Methods used vary from county to county, of course. The following are some in general use.

Program Planning—There is no set program for all groups to follow. Each group tries to develop the program and activities that seem to fit their needs. This is determined by a program committee using information gathered from the members by huddle discussions, check sheet, or some other means. Programs are outlined for the period of a year with details being worked out by responsible individuals or committees. County extension agents are consulted by this committee.

Regular Meeting — Practically all groups have regular monthly meetings. This consists of business meeting, informational feature, and social activities. The informational feature includes topics of common interest, such as insurance, credit and banking facilities, legal problems, farm and home planning, courtesy and personality development, family relationships, safety, citizenship, landscaping, social security, delinquency, and many others. Technical subject matter on topics of interest to only a few is avoided. The presentations may be made by members of the club, qualified persons in the county, county extension agents, and specialists from the Pennsylvania State University.

Additional Social and Recreational Activities — Many groups plan and carry out additional social and recreational activities. These might include square dancing, skating parties, tours, banquets, visits to a club in a nearby county, bowling or softball contests with nearby groups, campfires, and hikes.

District Conferences — Each fall a series of district conferences for officers and members is held in various parts of the State.

Attendance at such events in the past years has totaled about 500 a year. Topics discussed have included program planning, duties of officers, recreational leadership, song leadership, and community service.

Tri-State Conference—In cooperation with New York and formerly New Jersey, a regional conference has been held at Pocono Manor Inn for the last 7 years. This is a weekend conference. The total attendance is generally around 325 with about 200 from Pennsylvania.

Community Service — Satisfaction in the doing and status in the community result from planning and carrying out such services as raising $100 for the International Farm Youth Exchange program, raising money for landscaping a community hospital, putting on a program for a children's or old folks' home, sending gifts to their members in the armed forces, being responsible for a home talent show at the county fair, being responsible for a community rat-control program, running a plowing or horseshoe contest, sponsoring a Rural Life Sunday program, serving as leaders for 4-H Clubs, acting as extension demonstrators, collecting and repairing toys for needy children, and many others suited to the needs of the community.

Newsletters and Program Booklets — Practically every group puts out either a monthly newsletter or a yearly program booklet. Some few do both.

(*Continued on page* 117)

CLUES TO 4-H CLUB program vitality

by LLOYD L. RUTLEDGE, *Federal Extension Service*

TEEN-AGERS might call it "oomph." At another age, it's vitality. In Extension, program vitality is what yeast is to good bread. It is the enlivener. What gives a program vitality? Here are some clues, or indicators.

More than a year ago, State 4-H Club leaders were asked to nominate a few counties which were conducting outstanding 4-H Club work in their respective States. A few leading factors were suggested as a guide. Most States nominated 3 to 4 counties. As could be developed from county statistical and narrative reports, some 35 factors were selected from an analysis of these counties. All the counties nominated were run through a screening or sifting process.

Two things began to happen. First, many of the 35 factors were eliminated because they did not indicate significant and constant differentials in these county programs. Second, obviously the high county was coming to the top. What county would it be!

The search began to make real progress. It was as exciting as using a Geiger counter in rich uranium country.

Here are the results. The pictures can best be seen in the following table. In the extreme left columns of the table are the eight program clues or indicators which appeared to show significant differences in the county programs. In the center you note the United States averages. These may

(*Continued on page* 106)

Eight Program Indicators—Hawkins County, Tenn.

Program Indicators	*U. S. Average*	*Hawkins County, Tenn.*
1. Number of 4-H members per county	667	3,064
2. Number of 4-H members per year of Extension agent's time devoted to 4-H	605	1,480
3. Percentage of potential rural youth, 10-20 years of age, served by 4-H	17.8	43.8
4. Percentage of 4-H membership that is 14-20 years old	30.6	42.5
5. Percentage of potential 14-20 years served by 4-H	4.3	32.8
6. Average age of 4-H member	12.7	13.2
7. Average tenure of 4-H membership	2.7	4.0
8. Percentage of reenrollment	68.4	85.1

Junior 4-H Club leaders in Hawkins County, Tenn. have their own organization in which they share experiences and receive instruction in the art of conducting clubs and training the younger members.

Program Vitality

(*Continued from page* 105)

be compared to the high county—Hawkins County, Tenn.

The next step was to visit Hawkins County, ride with the agent, chat with the local leaders, attend 4-H Club meetings, talk with educational leaders, visit parents, look at 4-H projects, and learn from 4-H members some intimate revelations about their activities. So, from now on this might be called a case analysis of Hawkins County.

Although the county is in Tennessee, it could have been in Virginia, Kentucky, or North Carolina, for it is near all three States. Actually it might have been in any State, for there isn't anything unusual about its location except Rogersville is the county seat. (Ask a 6-year-old boy and he will know that Rogersville is the place of David Crockett's grave.) It is a rural Tennessee Valley county that has received the full impact of urbanization.

What causes such program vitality in Hawkins County? Of course, there were many factors involved but there were nine which seemed most significant. They were as obvious as a beacon light at an airport.

Club meetings: These were small group meetings, well balanced—formal openings, business, education, and recreation. There was lots of participation—plays, skits, quizzes. The meetings had variety, spiced with demonstration. After each meeting, the club received a rating on its meeting from its leader.

Good organization of county club work: The county goals, activities, and the calendar of events are planned with the county council of 4-H members. Then these are discussed in local club meetings and the clubs set goals and develop local programs accordingly. There is a close integration and relationship of the local club programs and the overall county program. It is a two-way flow.

Participation is extensive: The district agent points out, for example, that brood sows were placed with over 500 4-H members. This is typical across the entire program. All members have opportunities to participate in many activities. Preceding the Parents' Fun Night in 1955, each club was encouraged to hold a community talent fun night. A total of 976 4-H members competed in the community run-off participation which led to the county Share the Fun Show. Current 4-H membership in the county is 3,320.

Parent and Leader Training: Notice that this has been labeled "parent and leader training." This seems to be a unique combination in Hawkins County. Leader training is conducted through a series of meetings for parents as well as leaders.

There are some unusual features. For example, in the clubs there are volunteer leaders and teacher-leaders. The volunteer leaders advance through the clubs with their members; that is, a volunteer leader in a 7th grade club advances with her club into the 8th grade club the following year.

County activities: The program of countywide activities is outstanding and this is a means by which local club participants feed right into the county program. There are an average of 17 4-H countywide activities during the year.

Publicity: A good publicity program is in operation. Radio, television, and newspapers are working for 4-H. Each club reports news; there is lots of news to report, and 4-H stays in the limelight.

Recognition and status: When people participate in 4-H in Hawkins County, they receive some recognition. Recognition features are spread over many different avenues. For example, 962 members received out-of-county trips. In the last 5 years, the county has had 8 National Club Congress delegates.

Public Support: Club work seems to be an ingrown part of the county. The people know what it is, and believe in it. It is recognized as an integral part of the total educational program. Here is an example of public support. Twice each year there are meetings held with the school superintendents and principals. In the fall, there is a county planning meeting on 4-H Club work and the school programs. In the spring these educational leaders are guests of honor at a big steak dinner sponsored by the county 4-H council.

Extension agents' attitudes: The extension agent in charge of club work must be given credit as a key factor. How could it be otherwise? In cafes, on the street or school campus, and in farm and home visits, you can see boys and girls vying for the agent's attention. A smile from him means recognition and approval. He likes and trusts them. The feeling is mutual. Also due credit must be given to strong coordinated support from the total extension staff and their integrated program.

Conclusion: Well, this is how it is in Hawkins County, Tenn. There are many less significant factors, but the combination of these nine make for great vitality in their program.

What gives vitality to your county program? Have you found these same factors important? Or are there others you can attribute the growth and life of 4-H to? We must find criteria for evaluating 4-H Club work. Perhaps the clues mentioned above can guide you in your own analysis of the factors that give your program vitality and value.

The Core of the Program

(*Continued from page* 102)

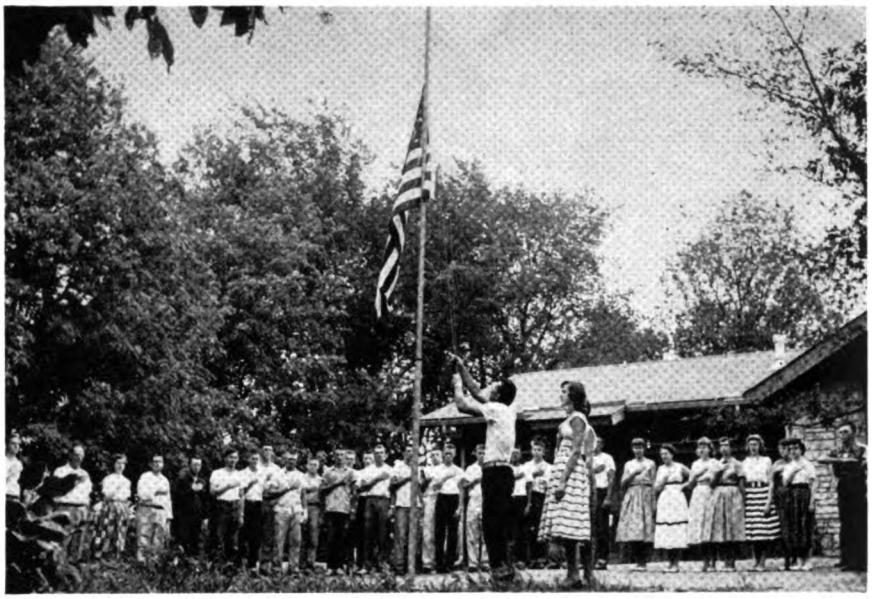
If we ourselves fully recognize the deep-seated importance of basic values or principles to the people with whom we work—the ideals they live by, if you please—and if we are to be effective in achieving our objective of "helping people to help themselves," then we in turn must be motivated by guiding principles which are themselves rooted in the above-mentioned basic values.

As we look out toward the dim horizon that is the future, we might well all be guided by the words of David H. Burnham: "Make no little plans; they have no magic to stir men's blood and probably themselves will not be realized. Make big plans, aim high in hope and work, remembering that a logical diagram once recorded will never die, but long after we are gone will be a living thing asserting itself with ever-growing intensity. Remember that our sons and grandsons are going to do things that will stagger us. Let your watchword be order and your beacon beauty."

Your CITIZENSHIP IMPROVEMENT Study

An interim report

by GLENN C. DILDINE,
Coordinator, Citizenship Improvement Study, The National 4-H Club Foundation



A circle of Iowa campers at the start of activities for the day. Campers gain experience in conducting flag ceremonies, campfire programs, discussions, recreational activities, and worship services.

WITH good reason, extension workers believe that our 4-H Club program helps build good democratic citizens. Strong public support for the program indicates that many others believe this, too.

But we also want to continually improve our help to young people, making our present best a future better. In 1949, Extension organized the National 4-H Club Foundation to help agents carry out their dedication to continual program improvement. One of the five original Foundation projects was called Citizenship and Character Building.

The National 4-H Citizenship Development Committee, with help from the Foundation staff spent considerable time between 1949 and 1954 exploring and planning a national study of citizenship work. In 1954 the Foundation received a 3-year grant to conduct this study, and work began in January 1955 to continue through December 1957.

We are concentrating on a few counties in each of five pilot States—Vermont, Ohio, Texas, Oregon, and Puerto Rico. The study centers around the key question, how can a small study staff help extension agents on the job to improve their help to 4-H Club members, in becoming good democratic citizens?

As we have worked together since 1955, we have broken this question down into four more specific ones, corresponding to recognized steps in program development:

- What do we mean by "a good citizen" in our democracy? (Stating objectives clearly and concisely.)
- How can we plan and conduct 4-H Club activities so as to help our young people become such citizens? (Planning and conducting appropriate program activities.)
- How do we know when we have really helped them? (Evaluating results.)
- Can our work in citizenship help us with other extension jobs, too?

The small Foundation staff serves as consultants to agents in pilot counties, making three or four visits a year to each State. A member of the State 4-H Club staff serves as State coordinator, and works with pilot county agents between Foundation staff visits. Consultants and State coordinators have had periodic help from our National Technical Advisory Committee, which includes recognized experts in Extension and in citizenship education and research.

What is citizenship? What qualities do Extension folks want to develop in boys and girls? How many of these qualities of thinking, feeling and acting can agents in any one pilot county hope to foster in a short 2 or 3 years? Participating agents needed answers to these two questions before they could select and plan effective programs with their club members.

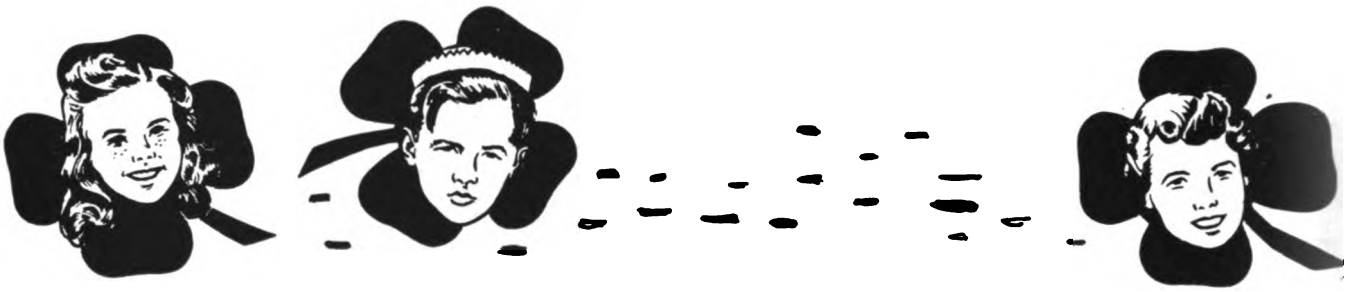
So we began the study by helping agents to phrase our "guiding definition" of a good citizen, and then to select a few of these inner qualities to focus on for their contribution to the whole study.

The definition we arrived at aims toward deepening those ways of *thinking* and *feeling* within a person which lead him to *act* with concern both for himself and for other people. This implies that he should want and be able to contribute intelligently and cooperatively in the following ways:

- In a wide variety of personal relations in family, school, club, economic, political and religious activities.
- With concern for people face-to-face, and also beyond to people he may never see.
- So that he fits into present ways of living, and is also able to help improve present ways.
- With concern both for his rights and his obligations to self and others.

From this guiding definition, each

(*Continued on page* 110)



LET'S BE CHALLENGED

by LAUREL K. SABROSKY,
Federal Extension Service

PEOPLE look to research and evaluation studies for possible answers to questions about how to bring about reenrollment in 4-H Club work. It is right that they should, and many answers have been found. However, some have not been found. Always, the results have led to more questions, and to the identification of more problems. While this may be very frustrating at times, it does and should challenge a person to try to find the answers to the new questions and solutions to the identified problems.

4-H Club studies are particularly rich in the questions and problems they reveal, and have caused us to look to basic research in human behavior, education, and child development for possible answers and solutions. This has set up a chain reaction: Basic research in child behavior, education, and child development has, in addition to answering many questions, revealed further questions and problems, many of which are solvable only by the people actively engaged in the program—in our case, 4-H Club work.

My discussion involves the importance of looking to basic research in human behavior and child development for answers to and identification of new problems. Therefore, I should explain my viewpoint in regard to the importance of human behavior and child development knowledge in the field of 4-H Club work. Regardless of the specific objectives that any of us may have for a 4-H Club or for any member in it, if principles concerning human behavior and child development are followed, the 4-H member will find satisfaction from working in the club, and will make an effort to be a successful club member. My idea is not that we should be teaching human behavior or child development in 4-H Club work; my idea is that we should use all facts known in those fields in order to bring about the learning desired.

Restricted as anyone is when writing an article of this length, I cannot attempt to cover the field of 4-H studies and bring out and discuss all the findings concerning reenrollment. I shall, therefore, choose a few, state them, relate them to basic research findings in the fields of human behavior, education, and child development, and then, as challenges to extension workers, raise some of the problems which they identify.

Priscilla Standish and Marianne Gould of Spencer, Mass. gave a demonstration at achievement day.

4-H Study Finding No. 1

Within the age limits of 4-H Club work, the younger a child is when he first enrolls in 4-H Club work, the more likely he is to reenroll in 4-H work for several years.

Related basic research findings: Children of the ages of 10 to 11 have many basic needs common to all people, many common to all children, and some particularly their own. One of these latter is their need for recognition of what, to them, is a real accomplishment. If a child is recognized only for what an adult considers an accomplishment, or if he

is ignored because an adult does not realize that that which he has done is a real accomplishment, he will turn to other activities that better satisfy him. A child of 10 or 11 feels accomplishment at each step as he progresses toward the final goal of the project, and he needs to be recognized all along the way in order to maintain his continued interest. If recognition is withheld until the final product has been finished, many accomplishments which are real to the child have been ignored.

Resulting question raised for 4-H Club workers: Do these findings mean that we, as adults, have developed a program which meets the basic needs of most beginners (ages 10 to 11), but that we need the help of the older beginners in the recognition of their values and in setting standards and goals. In this way, can older beginners also have satisfying experiences which will lead to their continuing in 4-H Club work?

4-H Study Finding No. 2

Those boys and girls who stay in 4-H Club work the longest are (1) those who start out their 4-H Club experience being busy with responsibilities and involvement in the club program, and continue to be so; and (2) those who are the most active in other organizations.

Related basic research findings: Youth of all ages need to have a feeling of importance, of being recognized for their achievement, and of acceptance by the group.

Resulting questions raised for 4-H Club workers: Considering these findings together, do they mean that organizational activity, whether it be in 4-H Clubs or in other organizations, are such that a selected group are continually so involved that they feel important and accepted and get enough satisfaction to stay in as many organizations as time can possibly allow for? Do they mean that others, with less poise, or aggressiveness, or talent, feel unimportant and ignored, and turn to nonorganized activity for their greatest satisfactions? Can 4-H Clubs reexamine their use of organization for an educational program and the usual concentration on the use of the natural leaders within the clubs, and plan for involvement of total club membership, with recognition and acceptance of all? It is well to keep in mind N. Cantor's statement stressing the importance of being "concerned primarily with understanding and not judging the individual."

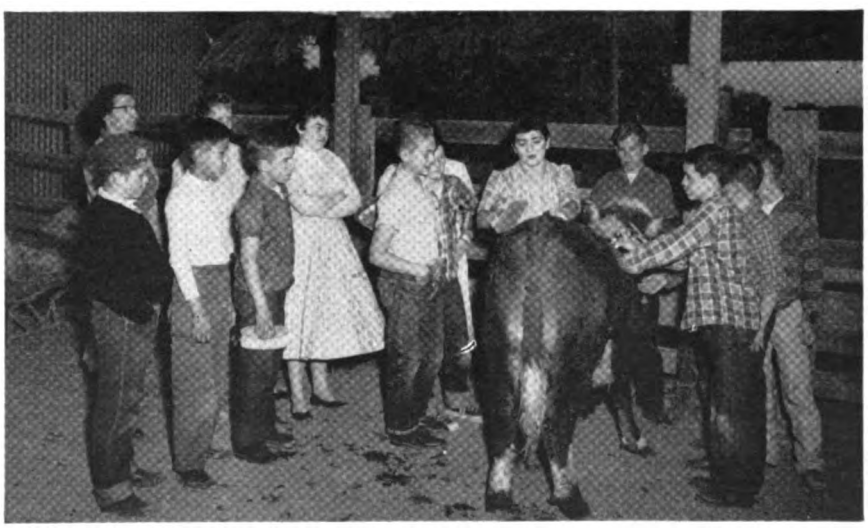
4-H Study Finding No. 3

The contest and award system in 4-H Club work seems to have little effect on reenrollment of first-year members.

Related basic research findings: I can repeat here the need of the younger member for the feeling of real achievement, his need for recognition of that real achievement; the uselessness of rewarding him for what, to him, is less than real

(*Continued on page* 118)

Annie Gutierrez, national 4-H achievement winner, from Westmorland, Calif., is showing her 4-H Club members how to groom a calf for showing. Her mother, adult leader, watches with interest.



Your Citizenship Study

(*Continued from page* 107)

pilot county has chosen somewhat different groups of inner qualities to emphasize in their pilot club—from qualities needed for effective group participation, to those for serving basic needs of club community; from taking positive leadership roles to using a good balance between parliamentary procedures and discussion-agreement methods.

Effective Citizenship Activities

As agents have realized their own teaching objectives, they are seeing their next steps much more clearly. Of course, they have been regularly helping their pilot club members plan and conduct club and community activities. But now, instead of unconsciously assuming that good will results from their work with young people, agents are beginning to become much more selective, more consciously choosing activities which promise to help their young people learn the particular qualities chosen for county objectives. Examples of activities that agents are choosing include:

- How junior leaders work with younger club members, and with adults.
- How adults learn to understand club members better, as a basis for better adult leadership.
- Community studies and services (as in Puerto Rico), such as improving sanitation, water supply, recreational facilities.
- Better balanced club meetings.
- Improving local Citizenship Day when club members take over adult community roles.

Increasing care in selecting activities has gradually helped agents to realize the importance of *how* an adult can work most effectively with young people, toward qualities aimed for. Agents are now intensely interested in understanding some key principles of how young people learn in club groups, and how to apply these principles in action as adult advisers. Familiar "book principles" are now taking on deeper meaning, as they test out "That people learn best whenever:

"Teachers (agents) start where young people are now, from the young person's present understandings, present feelings and interests, present skills;

"Young people have responsibility in deciding and carrying out the program at all stages in their club work;

"Motivation is therefore intrinsic. They are working at things deeply important to themselves;

"They have frequent chances to be a part of cooperative, mutually encouraging groups."

Because many agents have felt they need most help with older club members, many of our pilot groups are junior leadership age. During our last field visits, many agents suddenly discovered that now they have active, ongoing clubs, with programs which are attracting and holding older club members. This has helped agents recognize that our study procedures are helpful, effective and practical.

How Have We Helped?

This is a pilot study, designed to explore and develop program guides for future application in other counties and States. Therefore, we must be able to show clearly what growth and learning have actually occurred within our young people, and the relation of our adult help to this learning. We cannot simply assume positive results on faith.

This has required that we build-in evaluation procedures all along. From early in the study, agents have been helped to record as objectively and accurately as possible, what they have been doing and how club members have responded.

Beyond Citizenship?

We should have foreseen that agents would gradually find they were applying principles and procedures learned in the study to many other aspects of their extension jobs. Because agents have themselves remarked on this value of the study so frequently during 1956, we now recognize it as an important additional contribution.

Summary

In summary, your Citizenship Improvement Study is providing Extension with:

1. A tested, detailed definition of democratic citizenship, developed with agents and their own 4-H Clubs, focusing on qualities of thinking and feeling within people which lead them to act democratically, with concern for the general welfare; and a tested procedure for helping agents learn to focus on some important part of this definition, adapted to their own working conditions and relationships.

2. Tested examples of activities which prove to help young people learn these inner qualities; and ways of conducting these activities, following demonstrated principles of learning, which have tested out in practice.

3. Ways of checking to see what young people and agents have actually learned by following these procedures.

4. Tested materials and procedures in 4-H program development which can be applied to many other extension jobs, in addition to the improvement of citizenship programs.

Extension's 4-H Citizenship Development Committee is now working on ways to use study findings with other counties and States, in order to communicate results more broadly within Extension.

Farm Life Is Different

(*Continued from page* 100)

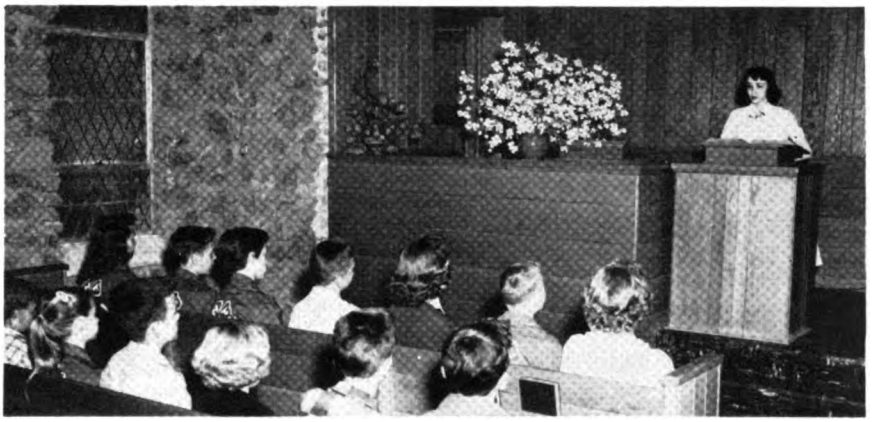
selves but find as neighbors industrial workers and business executives. The consolidated school and the churches of the communities of rural areas frequently have more nonfarm members than farm people. Rubbing shoulders with people of other occupations has affected the thinking and understanding of all.

When we add to these changes the expansion of mass communication and ease of travel, we can truly say that the farmer is no longer isolated from the city but is so interwoven into all aspects of American community living that the nature of his employment is the only thing that differentiates him from his neighbors.

Just as the world is different for our sons than it was a generation ago, so must the program change to serve them. Indeed, 4-H must examine its structural parts as well as its services to determine their adequacy for today's world.

They Seek Their Own Age Levels

by VIRGIL E. ADAMS,
Extension Editor, Georgia



Typical of many services throughout the Nation on Rural Life Sunday is this group's observance at Georgia's Rock Eagle Center.

THERE was a time when enrollment was lower that 4-H Club members, regardless of differences in age and interest, lived together, worked together, and played together. Extension agents and 4-H leaders who worked with club members under these circumstances know well the headaches involved in trying to adapt a program to the wishes and abilities of 10-year-olds and 20-year-olds. And those who have bothered to look at the records know that the different age groups often left 4-H and sought their own age level. This has been true especially with older 4-H members, who don't like the idea of being in a program developed for mere children.

Fortunately, 4-H leaders and others are aware of this problem and are doing something about it. Age-group division is under way in Georgia, and while extension workers can't cite anything definite, they believe that the plan will increase the tenure and depth of the 4-H program. They see it as a means of better adapting to the needs and problems of youth today. They've long recognized that the needs and problems of junior 4-H'ers are different from the needs and problems of senior club members. And now Georgia 4-H leaders are going one step further and adding a third group, the Cloverleaf. The Cloverleaf group includes members 10 and 11 years old. The junior division—members 12 and 13—remains, as does the senior classification for boys and girls 14 and over.

The three-way division began last year at Georgia's Rock Eagle 4-H Center. For 8 periods during the summer, 700 to 1,000 boys and girls lived, worked, and played there from Monday through Thursday in 4-H's annual camping program.

The division was initiated by Mrs. Martha Harrison and Harold Darden, extension State 4-H leaders who supervised the Rock Eagle camping program. As county extension workers and as 4-H leaders, they were aware of the problems involved in having the same program for all ages.

After dividing into age groups, attitudes of the boys and girls in all three groups improved. Members within each group were housed together; they swam together; they participated in interest (instruction) groups together. The only time the different age groups were together was during meals.

"The seniors did not hear all over again material they had heard before," Mrs. Harrison stated. "Some interest groups were offered to seniors, some to the Cloverleaves. The junior division took the same courses as the Cloverleaves, with some extras added."

Mrs. Harrison said that housing the members together by age groups made the camp more enjoyable for everyone. There was no interrupting by the little fellows in a "grown-up" conversation. And the younger members were ready to go to bed before the seniors. Being in a cottage to themselves, they could go to sleep without the talk of the seniors keeping them awake.

The three-way division is being tried in two girls' projects this year—canning and frozen foods. The subject-matter specialists and 4-H leaders have developed objectives and project procedures in line with the capabilities and interests of the three separate groups.

Also, the county and home demonstration agents who went to Rock Eagle with their club members last summer are now talking in terms of junior and senior camps. And the organization of county councils on junior and senior levels is on the increase, too.

INVITED TO NURTURE PEACE

4-H is a potential force in President Eisenhower's People to People Program

by T. A. ERICKSON, *former State 4-H Club Leader, Minnesota*

PRESIDENT Eisenhower called to Washington on September 1, 1956, a group of leading American citizens to decide on ways to build international understanding and friendship. The 4-H Clubs had the honor and distinction of being one of the 41 groups asked to share in this important conference on the President's People to People Program.

In his presentation, the President made a very significant statement. He said that the problem is for people of all countries to get together to devise, not one method, but thousands of methods by which they can gradually learn a little bit more about each other and how we can strengthen our friendship.

From its beginning, 4-H Club work has been a person to person program. Our philosophy has been to start with the person where he is, give him a chance to learn some simple job in the home or on the farm. As he progressed, he showed his neighbor the new way. This led to clubs and community service; it built friendship, cooperation, and good will.

Starting with something easy, person to person, we can do the same with other peoples. Some of you will remember when President Theodore Roosevelt created the Country Life Commission to help farmers and city people become better acquainted. About the same time, the 4-H Club work for rural boys and girls gradually came to the attention of busy industrialists. Now witness the National 4-H Club Congress where about 1,300 4-H members are guests of several hundred outstanding leaders in business. This is a wonderful example of what can happen when people get acquainted and understand each other's work.

To encourage this the National 4-H Club Foundation has sponsored, in cooperation with the Federal Extension Service and the State Extension Services, the International Farm Youth Exchange, an outstandingly successful venture. Through this plan, young people in 4-H exchange homes for a short period with young people in other countries.

In 1956, 125 Americans spent 5 months in rural communities of Europe, Latin America, Near, Middle, and Far East. Meanwhile, 181 young ambassadors from cooperating countries came to live and work with farm families in the United States. The IFYE plan is a very successful activity for developing friendships between America and other lands.

To encourage the exchange in this hemisphere, a rural youth workshop was held in Quito, Ecuador in October 1956 by the 4-H Club Staff and other technicians from the United States. Over 50 leaders from the Republics of Bolivia, British Guiana, Costa Rica, Ecuador, El Salvador, Haiti, Panama, and Peru attended.

Meeting with them for a reunion were nine of the first United States and Ecuadorian IFYEs. Inscribed on a marble tablet in Ecuador were these words: "The spirit of the farm youth of America here united lives forever in the hearts of its people."

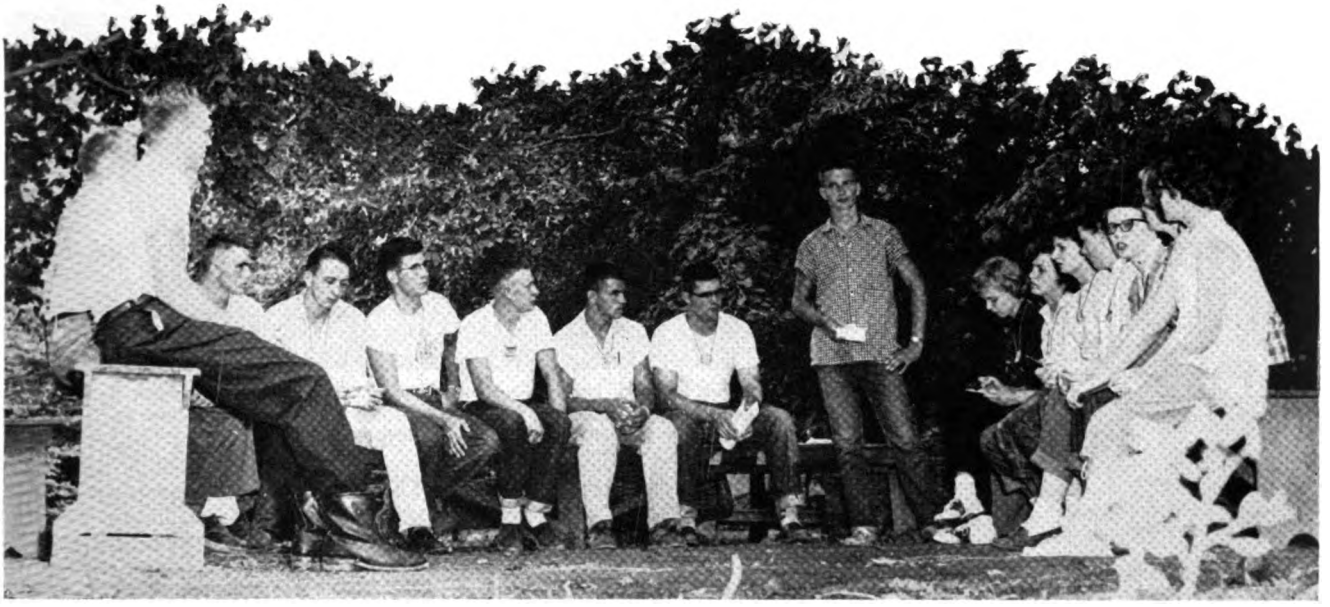
Not many of us can participate in workshops, or even visit personally in another country. But we can encourage friendship through many devices. To help with the IFYE program is one of the best ways we can promote the People to People Program. At our 4-H People to People committee meeting, hundreds of suggestions were made, such as pen pal

(*Continued on page* 118)

An American IFYE, Caroline Varitz Leuthold, Oregon, lived with a Belgian family and learns their way of living. The International Farm Youth Exchange program is one move toward better international relations.

Leadership Development Through Camping

by HARLAN E. GEIGER,
State Older Youth Leader, Iowa



"TRAINING for Leadership." That's the title used in Iowa to describe leadership camps for older 4-H members—camps where young people plan, work, and play together—where they learn to work with people in groups.

"I never knew you could get so close to people," a 1956 camper told his folks after a week at the State 4-H Camp.

That statement contains a hint of the program enjoyed at these camping sessions. Twenty-four hours after they arrive, the young people are in complete charge of planning and carrying out camp activities.

Staff members revert to an advisory role after orienting the campers. Here's the routine employed at the 8th annual youth leadership camp last summer, when 133 Iowa 4-H'ers and other selected young adults, all over 16, participated in weeklong training conferences.

The young people arrive Monday morning. Registration opens at 10 a.m. An hour later, at a general assembly, the staff introduces themselves, and state the general camp objectives.

Following lunch, the staff leads the entire group in a discussion of leadership and group action. They try to define groups and learn how they are formed and how they function. The formation of group objectives and the roles of individuals in groups are also talked over.

This discussion terminates in time for 2 hours of swimming, volleyball, exploring, and similar activities before the evening meal.

After supper the staff plays host at a get-acquainted party. It's the last party the staff will plan for the week.

Lights are out at 10 p.m.—and a good thing! It's "early to bed, early to rise" at the 4-H camp. Camp activities are under way at 6 a.m. the next morning.

A matins program first thing Tuesday morning is the last staff planned and led activity. Of course, the theory sessions are presented by the staff, but the campers conduct the balance of the camp program with only suggestions from the staff.

Having had a day to become acquainted, campers elect cabin or tent representatives which make up a "town council." The council meets each afternoon to transact camp business.

Campers are divided into four groups for the purposes of rotating them through program sessions and committee assignments. Work assignments are supervised by the camp council. This cross-assignment system throws campers into close association with many campers.

Before Tuesday is over, the camp is rolling into the routine that will carry them through remaining days. Class sessions, discussion groups, recreation activities, special campcraft classes—with parties, cookouts, campfire and vesper programs adding pleasant conclusion to the day.

The core program of the Leadership Training Conference includes the following:

1. Kinds of groups, how they are formed, and their importance.
2. The conceptional framework of how groups function.
3. The basic needs of the individual as he expresses them through his interests.
4. Essentials of group formation.
5. The formation of group objectives.
6. The internal dynamics of groups.
7. Group building, group tasks, and individual roles.

(*Continued on page* 118)

Business Backs 4-H

by MARGARITE McNALLY,
National Committee on Boys and Girls Club Work, Chicago, Ill.

Leader training in 4-H tractor maintenance projects is supported by private business concerns. Here some of the business men and leaders in 4-H are seeing a demonstration of teaching methods.

THROUGHOUT the land 4-H Club work is recognized as a proven educational force. Its influence is felt in the home, farm, community, and Nation. The propellent of this vast "learn by doing" program is its leadership—paid and voluntary. But the leaders are effective only so far as the scope of their training and knowledge enables them to be.

Importance of adequate local leader training has been emphasized over and over again. E. W. Aiton, director of 4-H and YMW programs, Federal Extension Service, has stated that among the basic ingredients for 4-H growth are "volunteer leaders who are trained to carry the responsibility for local 4-H teaching and organization work."

G. L. Noble, director, National Committee on Boys and Girls Club Work, addressing a group of local volunteer leaders said, "Certainly there is no single need in 4-H Club work greater than that of more training for volunteer leaders."

Among the many individuals and agencies which do just that are private business and industrial concerns. Many of them are donors of awards in the national 4-H programs. These public-spirited enterprises have included valuable contributions to 4-H leader training, and also awards to 4-H winners. There are half a hundred friends of 4-H whose financial and moral support have helped in a major way to develop better men and women leaders.

Many aids, services, and materials have been provided by these far-sighted organizations so vitally interested in the Nation's youth. They have lent top-notch personnel to conduct training sessions at local, State, and district meetings and to consult with extension folks on their own college campus and in Washington, D. C. Busy businessmen and women have spent precious time in telling the 4-H story, its objectives and needs to company presidents.

Directors of some of the Nation's leading industries have voted funds to pay for up-to-date educational literature, films, and other assistance needed to inform 4-H leaders, county agents, home economics specialists, and club members.

Perhaps one of the most outstanding examples of Extension-National Committee-Donor-Leader cooperation is leader training in the 4-H tractor maintenance. Eight oil companies have participated. To date nearly 40,000 leaders have been trained in a carefully planned program which was launched in 1945. Their travel and subsistence expenses during the training period have been paid by the sponsoring oil companies. A variety of pamphlets, manuals, and charts have been prepared by experts in this field for leaders' information and use. They in turn have passed along their know-how to almost half a million boys and girls enrolled in the tractor project.

A relatively new 4-H leader training program is called Getting the Most Out of Your Sewing Machine. The program was developed by a committee of Federal and State 4-H leaders and clothing specialists in cooperation with the donor organization and the National Committe. Within the past year more than 10,000 volunteer 4-H clothing leaders and extension workers completed the course which includes instruction in using all makes and models of sewing machines. The 4-H girls who enrolled in sewing and clothing projects are the real beneficiaries of this training procedure.

Another donor has published "4-H Home Improvement — A Guide for Leaders" which has been widely used. This modern manual was prepared by Tena Bishop, Federal Extension Service, and Ruth Jamison, Virginia Extension Service, in cooperation with the National Committee. Land-grant colleges and universities conduct schools for leaders and invite representatives of the interested donor-companies to take part. Leader training in the 4-H electric program is one example. The attractive booklets provided serve as useful tools in

(*Continued on page* 118)

4-H junior leadership

A 4-Fold Program

- **To improve the quality and quantity of 4-H Club work**
- **To develop and improve community leadership**
- **To hold interest of older members through maturing years**
- **To provide help to overburdened local 4-H leaders**

A Minnesota junior leader in 4-H demonstrates how to freeze peaches.

Editor's note: **A number of State extension leaders in 4-H have contributed information for this article. John Banning of the Federal Extension Service selected and organized the data.**

4-H *junior leadership is not new in some States and enrollment can be high.* Minnesota writes:

"The junior leadership project in Minnesota ranks second in enrollment in projects in which boys and girls participate. The project was started in 1923 with 155 enrolled. During the 33 years the project has been in existence, the enrollment has grown progressively larger until in 1956 there were 8,298 older boys and girls enrolled. To participate, a 4-H member must be 14 years of age, have 1 year of previous club experience and be enrolled in one or more additional projects."

Indiana writes: "Last year 498 Indiana 4-H junior leaders celebrated a silver anniversary at their annual State conference. With a big 4-day program they saluted 25 years of junior leadership training in the Hoosier State.

"In those 25 years, State conference attendance has been just short of the 10,000 mark—9,097. And during 1956, 4-H Club State leaders announced that their junior leader program alone had passed the 10,000 figure. Last year 10,590 were enrolled in Indiana junior leadership projects."

Not all States have had a junior leader program. New Mexico just recently started. They write:

"In November 1955, a committee of 4-H Club leaders, agents, and State 4-H Club leaders met to evaluate the 4-H Club program in Bernalillo County.

"In order to present a complete picture of the 4-H Club program in Bernalillo County, the agents prepared charts which showed the enrollment and completion, number of boys and girls enrolled by ages, and the number of years in club work, and number of members enrolled in the various 4-H Club projects in the past 4 years. These charts showed that the majority of the older 4-H Club members were not staying in 4-H Club work.

"The committee recommended that a special junior leader club be formed to try to create more interest among the older members as well as to help them learn how to handle more responsibilities. The committee felt that the older members enrolled in the junior leader project did not quite understand their responsibilities and opportunities in their local clubs. Lack of interest among the older 4-H Club members was noticeable at the county recreational activities. It was felt that by forming a junior leader club and conducting a program of interest to them that perhaps the older members would get more from the 4-H Club program."

County extension agents feel that 4-H junior leadership work is well worth their time and energy. Ibrey Mae Oge, home demonstration agent, and Dalton P. Landry, assistant county agent, from Louisiana write:

"The 4-H junior leader program has been a very valuable and necessary program in St. Mary Parish. We feel that it has been a great help in promoting the program and in meeting the needs and interests of our older members.

"In 1951, our parish was selected as one of the four pilot parishes to inaugurate and test a new approach to junior leadership. M. M. LaCroix, associate State club agent, worked very closely with us to plan and execute this program. At that time our

(Continued on next page)

total enrollment was 496 members, of which 15.1 percent were 14 years and older. Today, 6 years later, our total enrollment has risen to 1,163 members with 25.1 percent of the membership being 14 years and older. We feel that the junior leadership program has been an extremely valuable aid in achieving this progress."

All States indicated that the junior leaders want definite responsibility. Vermont writes:

"The local leaders report that the junior leaders help them a good bit in their local clubs. Each junior leader has a definite responsibility in his club. It may be one of the following:

"To obtain one or more new 4-H members, help them get started, and help them carry out their 4-H Club work.

"Help one or more officers plan and carry out their responsibilities in the Club.

"Lead or assist in leading one project group in your club.

"Serve as an adviser to a 'lone 4-H member.'

"Help plan the 4-H Club program for the year and see that copies of the program go into each 4-H home.

"Assist members with planning one or more of the following: Demonstrations, project talks, judging activities, club exhibits, action exhibits.

"Be responsible for organizing and carrying out a community service to your club.

"Be responsible for advising all members about keeping their 4-H records up to date.

"Be responsible for keeping the yearly 4-H Club reports.

"Help plan and conduct club events such as tours, hikes, community 4-H meetings, and plays."

Indiana also mentioned jobs, saying:

"In judging, for instance, LaPorte County junior leaders put on a county judging contest for the younger 4-H Club members. The contest not only helped the younger boys and girls, but it gave important training to junior leaders.

"Another example would be the county fair activities of Noble County junior leaders. They supervised the planting of several hundred trees for the fairground area. It gave a strong boost to the whole program in the county. Such a project makes for community responsibiilty and gives emphasis to a program. But the everyday job in junior leadership remains that of working with 3, 4, 5, or 6 boys and girls who live nearby. Junior leaders show them, tell them, and help them with project work and with keeping records. Beyond that, the young leaders try to understand the people with whom they work, and get acquainted with parents by making home visits."

This age group likes a variety of activities in their own program. Russ Robinson, Waukesha County 4-H Club agent, Wisconsin, writes:

"At the present time the group includes over 100 active members with an average attendance at events of 80. Average age of the members is 16 plus.

"This past year's activities included a Christmas party, softball tournament, basketball tournament, barn dance, hayride, splash party, bowling party, skating party, as well as square dancing and social games at meetings. The group attended Milwaukee Braves games and sponsored a county dance and carnival to raise money for 4-H. At regular meetings they had speakers and films on a variety of subjects, including Dates and Dancing, What Makes Kids Go Bad, Safe Driving, and Shall I Go to College."

4-H junior leaders like their work and will often sacrifice to do it. Utah writes:

"Can you imagine a 19-year-old boy driving nearly 300 miles a week to lead a couple of 4-H Clubs?

"That's how interested some older youth are in 4-H work in Carbon County, Utah. And perhaps the secret of their interest is a countywide Older 4-H Club, a club giving them the opportunity to get together as grownups.

All States are agreed that junior leaders like to be trained for their job and this is very important to the success of the program. Merle Eyestone, Shawnee County Club agent, Kansas, writes:

"Training of members enrolled in junior leadership is not difficult. Training is not the problem. Motivation of the member to put into action what we hope he has learned is our challenge. The motivation of the club

A junior leader in Indiana demonstrates how to use a steam iron correctly.

A Minnesota junior leader in 4-H gives a talk on how to judge poultry.

member is a continuous process for agents and leaders."

Indiana has had a training program in the county, district, and State for over 25 years. They write:

"In addition to the 6 to 12 county training meetings, Purdue University and the Indiana Farm Bureau cooperate each year in putting on 13 district junior leader 1-day training conferences. One boy and 1 girl from each township are named as regular delegates and 2 boys and 2 girls are chosen to represent the county as recreation leaders. Close to 2,500 junior leaders attend these district meetings each year.

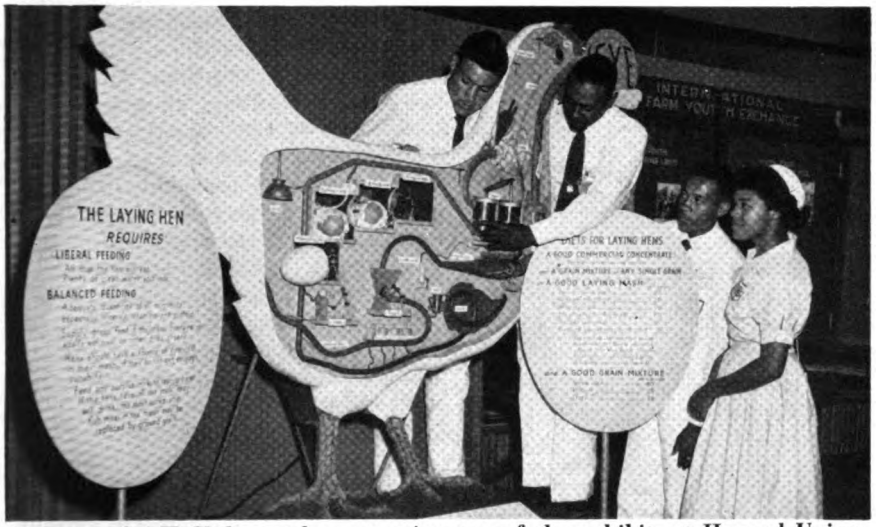
"At the State level, the junior leader conferences are sponsored by Purdue and the Kiwanis Clubs of Indiana in a program that has been going for 25 years. In this 4-day program, the leaders get some inspiration, exchange ideas, collect useful information on projects and methods, and usually make lifelong friends."

It is important to give junior leaders proper recognition. Kansas writes:

"A countywide Who's Who club, in Shawnee County, composed of older 4-H Club members, has increased our junior leader interest. One of the requirements for club membership is enrollment in the junior leadership project. The club offers members a variety of social events and service projects during the year. Highlighting the club's yearly activities is a 10-day educational trip to some part of the United States. Recognition of junior leaders is important, yet less than 3 percent of the members enrolled will receive a trip, medal, or a scholarship in the project. Recognition must come to the other junior leaders through club and county planning. Serving as a superintendent of the fair or chairman of a club or county committee, organizing a club, or getting a 'pat on the back' from the local leader or extension agent will also serve as a form of needed recognition.

"Are we getting longer tenure from junior leadership enrolled members? The 116 members average 4.8 years of club work compared to the 2.6 years for the overall county average. There are 242 members eligible to carry the junior leadership project in the county. Members in Kansas must be 14 years of age.

"Youth are no different from adults when working with and for other people. They must get satisfaction from their experiences. Our training, incentives, and recognition should assist them in securing it."



A group of 4-H Club members examine one of the exhibits at Howard University, Washington, D. C. headquarters for the Regional 4-H Camp in 1956. One hundred and twenty-eight winners from 17 States spent a week in the Capital City. Their full program included some inspiring talks, stimulating discussions, and interesting sightseeing.

Steve Martin, junior club leader in California, displays his bee project equipment to other club members during the annual project tour.

A Step Beyond 4-H

(*Continued from page* 104)

Folk and Square Dance Festivals — Several sections of the State plan and carry out a folk and square dance festival. This gives each club a chance to put on in costume a special folk or square dance. The culmination of this is a State folk and square dance festival held at the Pennsylvania State University in August.

Leadership Awards — With special funds, leadership awards are given to many clubs. These are based on a self-scoring evaluation sheet filled out by the group on organization, education, recreation, and community service. The awards are scholarships to the Tri-State conference and vary from two given to the highest scoring group, one to next highest scoring groups and one-half to the lower scoring groups. This has stimulated interest in evaluating and improving their own programs.

Let's Be Challenged

(*Continued from page* 109)

achievement; and his need for acceptance by his own group (the younger he is, the smaller that group is). However, I must add these findings: (1) Some boys and girls like to compete with others; their reactions to winning or losing in competition varies from stimulus to further growth to despair, discouragement, and lack of motivation; from conceit and vain pride in one's own superiority to humility and willingness to share one's talents and abilities; (2) some boys and girls do not like to compete with others because of many reasons, among them insecurity and recognition of their own lack of real achievement; and (3) constructive effort on the part of the member must come from forces within himself.

Resulting questions raised for 4-H Club workers: Can the awards, or other methods of recognition, be equated to the amount of real achievement on the part of the member? Can participation in a contest in which individuals vie with other individuals be made a cooperative undertaking, so that, whether winning or losing, the participant becomes more than ever an accepted member of the group? Is it a possibility that award systems and contests be set up *by* the competing members instead of being arranged *for* them? If so, would the forces motivating individuals be more likely to come from within them, rather than from outside them and from outside their local environment?

I have been able to illustrate only briefly the multitude of questions that might be raised by considering 4-H Club study findings concerning reenrollment together with basic research findings. Some of these questions can obviously be answered only through more basic research of a deep and thorough nature. Others can be answered only by extension workers who are themselves deeply involved in sponsoring and supervising the extensive educational effort known as 4-H Club work. I hope in the future that the local leaders and the members, from the ages of 10 to 20, are more and more often just as deeply involved as extension workers in the sponsoring and supervising of the 4-H Club program.

Business Backs 4-H

(*Continued from page* 114)

the hands of club leaders. Local power companies often are asked to participate in electrical educational training sessions.

Another example is a 4-H dairy foods demonstration handbook and more recently, another friend of 4-H has offered a "how to" booklet that should be fun for every youthful bread baker.

Hand-in-hand with the literature and visual aids go the clinics, workshops, demonstrations, and meetings where tested methods and tried knowhow are put into practice.

Continuing to encourage participation in community 4-H activities, business supporters are ready to assist where and whenever called upon by the Extension Services.

Retool Periodically

(*Continued from page* 103)

placing. The word, adviser, has been used rather than judge.

Most of the advisers are leaders, former leaders, and people familiar with the 4-H clothing program so that they can be more helpful to the participants. This procedure has been modified by the counties to meet their individual needs and is still being experimented with. However, we think that it has helped considerably to make this a more truly educational experience. In Middlesex and New Haven Counties competition has been eliminated except for the older girls who want to compete for the opportunity to participate in the State revue.

In addition to the project bulletins, records and the separate evaluation forms have been developed for younger and older girls. The aim has been to integrate the entire program and develop it on a progressive basis.

The results indicate that the new program is more adequately meeting the needs of members and is helping leaders to be more effective. In 1951 when these changes were begun, 1,970 girls were enrolled in the clothing project. There are now 3,279, a 66-percent increase. In the same period the total 4-H membership in the State increased by only 24 percent. Also between 1951 and 1956 the number of girls participating in the clothing revues increased from 893 to 1,587 or 78 percent, an even greater increase.

Through Camping

(*Continued from page* 113)

Presentations were made using the flannelgraphs, movie clips, role playing, dialog, and panels. The young people were involved through discussion groups, buzz sessions, evaluating and reporting, role playing, panels, committee hearings, and individual presentations.

On Saturday camp ends. At a final assembly, committees on community problems report their analyses. They've figured the causes and solutions for these problems.

When the campers say goodby after Saturday lunch, they part with many new friends, and they carry away a new vision of leadership and its responsibilities. They've found by actual "doing" at camp what they as individuals can accomplish when working with other people.

Nurture Peace

(*Continued from page* 112)

letter writing, the exchange of garden seeds and photographs, assistance in clothing collections, invitations for foreign students and visitors to attend our meetings and participate in them, and mailing books and magazines.

The story of our People to People Program and ideas on how you can participate has been given the State Extension offices for distribution to county extension workers.

Every one of the two and a quarter million 4-H members and leaders should have the opportunity to do his or her part in helping to build world peace.

As President Eisenhower said, "There is no problem before the American people—indeed, before the world—that so colors everything we do, so colors our thinking, our actions, as does this problem of preserving peace and providing for our own security."

SCHOOL CLUBS AND THE COMMUNITY

by C. I. SMITH, *State 4-H Club Leader, Mississippi*

For many years 4-H Club work has been carried on in Mississippi in close cooperation with the schools. This is as it should be, because 4-H is one of our most effective educational youth organizations. County superintendents of education, county school boards, local boards of trustees, and school principals and superintendents, as well as teachers, are very cooperative and their efforts are of great value in the 4-H program. This cooperation is greatly appreciated. Many teachers serve as leaders and sponsors and they, too are making an important contribution to 4-H Club work.

We are anxious to continue our close working relationship with the schools and to improve and strengthen the 4-H Club program so it will become an even more desirable part of school life.

To strengthen 4-H Club work we believe that the members should also participate in small out-of-school groups that meet in neighborhoods and communities. Enrolled through the regular school clubs, the members will attend the school club meetings and carry on their programs as they have in the past with their officers, leaders, and committees. In addition, small neighborhood groups will make it possible for them to spend more time in meetings. They can meet when they desire in homes, community houses, churches, and in other buildings. They can have community or neighborhood tours, practice livestock judging, prune trees, or have many other activities that are not feasible for school club meetings.

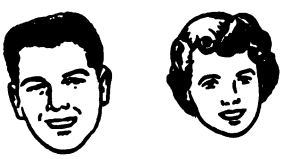
This would serve also to increase the interest of parents in 4-H Club work. Parents can be a part of these meetings near their homes easier than they can attend school club meetings. Many parents become active leaders as a result of having an opportunity to see club work in action.

In Oktibbeha County, there are 12 out-of-school clubs. Eight are attended by both boys and girls. In addition, there are 2 clubs made up entirely of girls and 2 of boys. All of these clubs have active volunteer adult leaders who carry much of the responsiiblity of working with the boys and girls in clubs. The meetings are held in homes and usually last an hour and a half. At least once each year every club member gives a demonstration, makes a talk, or participates in some other way in the club meetings. All clubs meet once each month except three which meet twice each month.

Mrs. Lucille Stennis, the home demonstration agent, says the parents of these club members take a great deal of interest in the program because the meetings are held in their neighborhood, and they learn much more about 4-H Club work. She also said that the people of the neighborhood who do not have 4-H members in their families also support 4-H Club work. They hear about it and see it when meetings are held nearby.

Leaders help the members with their records and their projects. A higher percentage of members complete their projects in these joint school-community clubs. Junior leaders are more active and the quality of 4-H work generally is better because they can spend more time in meetings. Mrs. Stennis, O. F. Parker, county agent, and L. D. Glover, assistant county agent, said these neighborhood clubs provide some of the answers to the questions of strengthening and improving every phase of 4-H Club work. They are making plans to organize more of them as soon as volunteer leaders are available to work with the members.

There are approximately 200 members of these clubs or an average of 17 members per club. According to a recent survey the number of these out-of-school clubs is increasing. Plans are being made in many counties to organize clubs of this kind as a means of working more closely with 4-H Club members.



4-H Leaders

Somewhere between the sternness of a parent and the comradeship of a pal is that mysterious creature we call a 4-H leader.

These leaders come in all shapes and sizes, and may be male or female. But they all have one thing in common—a glorious twinkle in their eyes!

4-H leaders are found everywhere—at judging contests, junior fairs, square dances, and talent shows. They always are preparing for, sitting through, participating in, or recuperating from a meeting of some kind.

They are tireless consumers of muffins, expert at taking knots out of thread, peerless coaches, and spend hours on the telephone.

A 4-H leader is many things—an artist making a float for the Fourth of July, a doctor prescribing for an underfed calf, a counselor at camp, a lawyer filling out reports, and a shoulder to cry on when that dress just won't fit.

Nobody else is so early to rise and so late to get home at night. Nobody else has so much fun with so many boys and girls.

We sometimes forget them, but we can't do without them. They receive no salary, but we never can repay them.

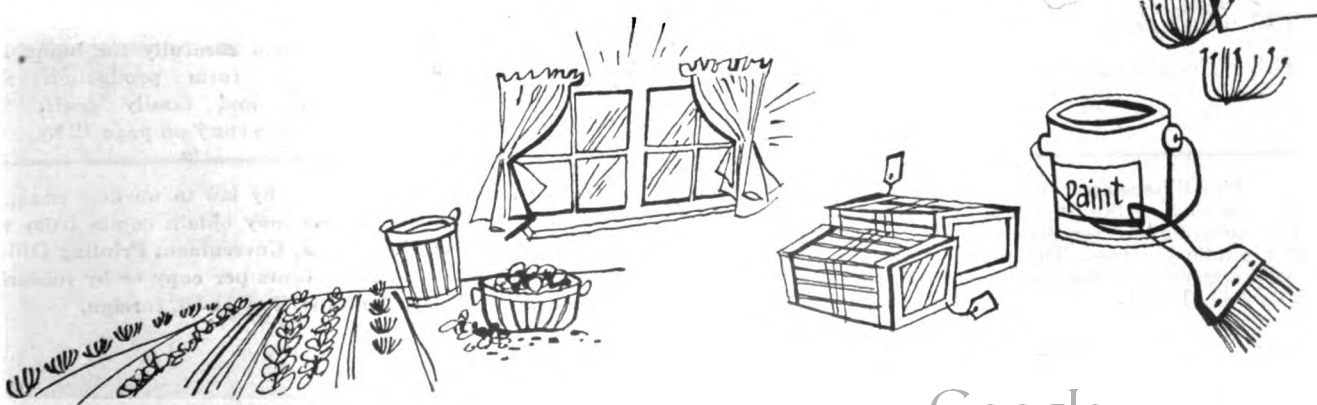
They are angels in aprons, saints in straw hats. Their only reward is the love of the kids and the respect of the community. But when they look around them at the skills they've taught, and the youth they've built, there's an inner voice from somewhere that says, "Well done."

BONNIE HILL, Colorado

Accompanied by Secretary of Agriculture Benson, 6 national 4-H Club winners and 2 local club leaders call on President Eisenhower during National 4-H Club Week. They are, left to right: Patricia Johnson, Georgia; Earl Davis, North Carolina; Secretary Benson; President Eisenhower; Billy O'Brien, Tennessee; Annie Gutierrez, California; Mrs. Clinton Ehrhardt, local leader, Wisconsin; Allie Messer, local leader, Maryland; Linda Schermerhorn, Indiana; and Daniel Davis, Tennessee.

EXTENSION SERVICE Review

JUNE 1957



OF AGRICULTURE • FEDERAL EXTENSION SERVICE

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In this Issue

EAR TO THE GROUND

Townfolk in Tennessee are not only aware of the farmers' problems in rural areas of their counties, but they are doing something about it. After visiting in Bedford, Sumner, Maury, Macon, and Trousdale Counties, I am convinced that the community clubs in Tennessee, sponsored by the chambers of commerce, are contributing richly to the economic and social levels of that State.

An exchange of visits between rural and urban families is common, with the community club meetings a natural opportunity for entertaining town families, especially the sponsoring families. Not to be outdone in hospitality, townspeople organized tours of the local factories, processing plants, and other places of interest to farm families. The tours were followed by a picnic and social occasion in town.

Community clubs in Sumner County help other groups to get started and assist in training the officers for their respective responsibilities. Industries in the county, such as the dairy plant that sponsors a dinner for leadership training, also take on the awarding of honors. Healthy competition among clubs, especially those with sponsors, add humor and effort to the project. So glad for the very interesting look-see in Tennessee.

May I put a bug in your ear? A news bug, that is. You may have heard that a special issue of the Review is in the making to explain the meaning of "cooperative" in the Cooperative Extension Service. Look for this issue in August. We hope it will be one of current interest as well as one to be referred to occasionally when you have an article to write or a speech to give. C.W.B.

COVER PICTURE

Ray Aune, Olmsted County Agent, Minn., stops at the end of the day for a few minutes' chat with the Maynard Carter family, who are enrolled in farm and home development work. The sketches are indicative of the changes that often take place when families plan carefully for home improvements, farm production and marketing, and family goals. See Aune's story on page 124.

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Our Town Is Your Town, Too

by GERALD H. HUFFMAN, *Federal Extension Service*

EVERY extension worker has experienced the pleasant feeling of carrying on a highly successful extension activity. Judging from the comments found in a number of county program projection reports, this improved program planning method is resulting in the kind of professional satisfaction which makes county extension workers extremely proud of their work, proud of their roles as educators among rural people.

For example, take the point of view of a Pennsylvania county extension staff as expressed in the final pages of their first report of program projection progress: "This work is proving to be a challenge surpassing our earlier anticipations. We see more clearly as we proceed that out of it will come the strengthening of our program development committee. For all of us, the county leaders as well as ourselves, program projection accomplishments to date have been a profitable and pleasant experience."

A Wisconsin county agent has this to say on the subject—"I believe that this was one of the most interesting series of meetings with which I have ever helped. It has been interesting in that we have been able to get a community to recognize their problems and take action on them rather than just having a meeting on some particular farm problem such as fertilizer use or grass silage making."

Finally, in a lighter vein, a statement included in a Tennessee county program projection report is enlightening—"The county committee found that program projection planning was like a wad of bubble gum, the more the committee chewed upon it the bigger it got!"

The above comments tell us two things: (1) That extension worker experience gained by initiating and contributing to the program projection process can be stimulating and rewarding and (2) that program projection has no metes and bounds except those set by the number and size of the problems the people face and the time and energy that they and extension workers have to devote to the effort.

It should be emphasized that program projection is not a new method of working with people in the planning of programs. It is, however, an advanced and more effective form of program building or program development than has been carried on by most extension workers in the past. Program projection signifies a renewed determination on the part of extension workers everywhere to devote more professional skill and energy to the educational process of helping people to study and determine where they are, where they want to go, and how to get there in an organized and systematic manner. The results of this determination are beginning to show up in a number of county program projection reports. Among other things, these reports point out that as a result of program projection work:

1. Larger numbers of people are being involved in the program development process than before.

2. Many people, in addition to those directly involved, are being informed of the purposes, recommendations, and accomplishments of the program development effort.

3. Overall county program development committees have been created to evaluate and coordinate the total program building effort where such committees had not existed before.

4. People are being given opportunities to study a much wider array of facts about the situation in which they live and which bear upon their present and future welfare.

5. Program recommendations by the people are taking on longer range dimensions due to the scope of background information studied.

6. People are able to more effectively appraise the resources they have available or need to place program recommendations into effect.

Each of the above points is significant. The fourth point is particularly significant. Helping people to gain better understanding of the situation, present and future, in which they live is fundamental to intelligent program building. In getting this job done county extension workers must rely as never before upon State extension specialists and other specialized resource people as well as upon State supervisory personnel.

Today many people are asking such questions as these: Are our current agriculture surpluses to remain with us as a long-range, continuing condition, or are they a temporary problem? Will our population and shifts in the domestic consumption pattern catch up with the present overabundant production of certain key commodities, or will technological advances continue to outstrip both domestic and foreign demand? If the latter is the case as it seems to have been in the past 25 years, excluding the period of wartime emergency, what are the elements to be considered in the development of a sound long range program that will bring the human and natural resources de-

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160 Farmers Go to School

by RAY AUNE, *Olmsted County Agent, Minnesota*

Our experience leads me to believe that county extension agents, with strong local leader support, can well work annually with 5 to 12 groups, totaling 50 to 100 farm families. In a period of 5 years, it is possible to reach a sizable number who need and are interested in farm and home planning.

TWENTY-ONE groups, totaling 234 farmers, took part in farm and home planning in Olmsted County, Minn., in 1955-56. Working with extension specialists in the preparation of material, we took the groups through four monthly meetings on:

- Principles of farm management and introduction to planning,
- Crops and soil management,
- Developing a livestock program, and
- Machinery and equipment costs and how to plan your farm and home.

After these meetings, six groups combined into a farm and home planning session on the Maynard Carter and James Strain farms at Eyota and Byron, respectively. The couples at these sessions made a longtime farm and home plan for these particular farms.

Of the 234 attending the first meeting, 160 followed through on all four meetings. During 1956, one of us from the county extension office visited all 160. All are now doing farm and home planning.

On our first visit to the farm, we studied the livestock and cropping system and physical resources, using the farm "possibility sheet" to evaluate the present programs and to determine the effect on income from alternative farm plans. Many farmers, as a result of our meetings, had this figured out before our visit. The setting of longtime goals for the next 2 to 5 years is an important step in our first visit. Followup visits get into the accomplishment of the specific goals.

The group approach in farm and home planning in Olmsted County has saved us time, because farm families can reach a certain point in planning by group action. The individual feels he is part of a big program rather than an individual who has been selected for some reason or another. Group action fits well into the overall extension program in locating cooperators on new practices; it serves as a basis for extension program planning; and it helps reach younger farm couples.

The wife is a must in this overall planning. The wife must understand the needs on the farm and the husband the needs in the home. With limited resources, what comes first, a clothes dryer for the home or more chemical fertilizer to increase yields.

Local organizational leaders, who invited the couples and arranged the meeting place, set up all 21 groups. They did a remarkable job in selecting people. Over half are under 40, 10 percent under 30 and one-fifth between 40 and 50, and only one-sixth over 50. Only 9 percent had no previous extension contact. Significantly, a large number are former 4-H Club members.

These organizational leaders attended a kickoff meeting in September 1955, when Ermond Hartmans, extension farm management specialist, at the University of Minnesota, gave them a lively preview of what was going to happen at the fall and winter meetings. From there on, I was kept busy attending the 84 farm planning meetings, plus other duties, until late March 1956. There were no organizational worries, so I could devote my time to educational work.

At the fourth meeting, groups started actual planning on their own farm and considering what adjustments were needed on the farm and in the home. This included soils and crops, livestock, buildings, machinery, farm and home equipment, home yard improvement, and sometimes expansion of the farm business. Changes that would mean more comfortable family living, family planning, and father and son partnerships were all discussed.

The main purpose of this meeting was to prepare the couple for our followup visit to the farm. The agents were surprised at how many recognized many of their major problems and what must come first in a longtime plan.

As a result of the four meetings, the couple was already planning before our visit.

This emphasis on farm and home planning, and the effort to reach larger numbers resulted from the past five annual program planning meetings. Problems raised included: Lower costs per unit of production, labor saving, cheaper building construction, record keeping, adjusting to present situation of larger units, how can a family get a reasonable standard of living. They all pointed to the need for overall intensive farm and home planning and the need to reach many farmers as quickly as possible.

I felt I couldn't justify the time required for individual attention from start to finish. Consequently, the group approach was used as a time-saver and a means of reaching more farm families.

It's the Followup that Pays Off

by ADDIE REEVES, *Alameda County Home Adviser, California*

OUR Clothing Information Day held in Hayward, Calif., drew 400 men and women to see educational exhibits and hear the panel of speakers. It was our piece de resistance, or the show window for a service to consumers, manufacturers, retailers, cleaners, and others interested in clothing that we had been working toward for over 2 years.

The immediate demands for more information would have been overwhelming if we had not foreseen and hoped and planned for just that to happen. It was the result of a worthwhile program well publicized, well attended, and well followed up in newspapers, radio and television. Now we are beginning to enjoy the fruits of many hours of careful planning and preparation.

It was not the work of one person. It couldn't have been. One person was probably responsible for recognizing that people needed and wanted help with buying and caring for clothes and household fabrics. And she was interested enough to do something about it.

After the problem was discussed with those on the staff who were immediately interested, other people within the county and in the State extension office were asked for ideas on how to get the information to the people who wanted to know more about how to buy and care for clothes and other fabrics.

Everyone agreed that the problem was widespread, and that people recognized their needs and would welcome help. Now to make a long story short, here are a few details on the many people who helped to make the Clothing Information Day a successful opener for our mass communications effort that followed.

First, the audience! When you get 300 homemakers really excited about a subject, there's no end to the participation possible. Also present at the meeting were merchants, sales people, retailers, and cleaners. Their interest and questions gave the meeting power and direction.

The horticultural farm adviser, working with the Horticultural Center Farm Bureau, devised a colorful background with flowers and an educational exhibit on flowers as related to clothing. Horticulture is a million dollar industry in the county. The livestock farm adviser prepared an exhibit which answered some questions on wool products and wool fabrics. Wool production is another Alameda County interest. Help with arrangements came from the Farm Bureau women's committee, chamber of commerce, merchants, and the county board of supervisors.

Beginning promptly at 1:00 p.m. and closing at 3:30, a panel of homemakers, a dry cleaner, a clothing specialist, merchants, and sales people discussed questions originating with the audience.

Time did not permit a discussion of every question. This marked the beginning of plans for followup. The first idea was born when a home adviser asked members of the panel if each of them would write out a discussion to the questions directed to them. They agreed. Sixty-five questions were answered and classified as: Ready to wear, care and cleaning, and textiles and labels. With this information, 3,000 leaflets were published. A copy of each of these leaflets was sent to each member of the audience. Dry cleaners, store managers, and others are using the leaflets.

A local newspaper is using the same information verbatim in a column called Consumer Queries. Three or four questions and answers appear weekly on the women's page.

Special sections of the bulletins are being used in one-page answers for sales people to use as stuffers with purchases. An example of this type of information is care of white nylons.

Another idea came from a local dry cleaner who requested an opportunity to discuss problems arising in the cleaning of clothes. Consumers like this idea, so a special session is being planned where dry cleaners, clothing specialists, and homemakers will discuss questions pertaining to family clothing. An exhibit is being prepared for use in dry cleaning establishments that give leaflets on care of clothing to consumers. A question box will be part of the exhibit and questions will be answered by mail by the home adviser or referred to extension clothing specialists.

Experiments have definitely become a part of the followup. One experiment is being carried out by textiles research at the University of California to help determine: Why white wool sweaters turn yellow; can white wool sweaters be satisfactorily cared for in the home, and what would be the best method of care.

Textiles and labels were the subjects of several questions: Was information on labels adequate? How

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We Took Extension to the People

by K. ROBERT KERN, *Assistant Extension Editor, Iowa*

A COUPLE of us were sitting behind coffee cups at Eldora, our thirtieth of 31 county stops with the extension exhibit caravan. A woman of middle age tapped my friend's shoulder and said: "I think it's wonderful that the college cares enough to come to us when we can't go to the college."

We like to think that a fair proportion of 32,495 Iowans shared that feeling after they'd viewed, listened, and participated in the 20 exhibits that the Iowa Extension Service took on the road this past winter.

Going straight to cases, at 31 county stops we were visited by 32,495 men, women, and children. We made more than 250,000 subject-matter contacts. That's based on the average of each exhibit snagging one-third of all visitors for enough time to put the story across. Nearly half the families who visited us asked for more information, their requests totaling 70,000 publications.

Our route totaled 2,200 miles from town to town, taking us within 50 miles of every resident of the State and within less than 30 miles of most folks. We filled two 24-foot vans with display materials. We filled six station wagons with specialists to man the exhibits.

Thousands and thousands of column inches of news copy and advertising space and hours of radio and television time told people we were on the way. We distributed 9,000 posters and over 100,000 brochures. We don't know how many persons got in on the job locally, but a conservative estimate would be around 1,000 who had definite responsibilities in helping get the job done.

Iowa's first big caravan since 1947-48 began in the fall of 1955. A short course and field days committee recommendation solidified lots of scattered chattering about another caravan. Administrative conferences with specialists, field workers, and others added further weight to the staff's willingness to tackle this admittedly tough job. It was, as are most extension activities, added to heavy existing schedules.

Early in 1956 Associate Director Marvin Anderson appointed a small committee to shepherd the project. It included Chairman Maurice Soults, assistant director for agricultural programs; Mary Bodwell, district home economics supervisor; Leonard Eggleton, poultry specialist; and Assistant Extension Editor Bob Kern, as executive secretary.

The caravan pursued five objectives: To convey subject matter, to be part of the total extension program, to explain extension work, to reflect credit upon Extension and Iowa State College, to heighten interest in visualizing subject matter, and to strengthen staff esprit de corps.

Exhibits were developed within certain limits. Each had to be based on a "new" idea and fall within one of four general areas, that is, meeting cost price squeeze, conservation, marketing, or explaining extension work. The overall theme was a broad one, Iowa State College Previews New Ideas for Land and Living.

Exhibit content offered something for everyone. There were exhibits that dealt specifically with farm production techniques; those with homemaking techniques; and exhibits with flavor for rural, urban, and suburban folks, such as landscaping, lawns, buying and selling quality eggs; and the cost of service as a part of our food dollar.

The exhibits themselves included many different devices. We had the real thing, including a full-size milking stall, pipeline milker with automatic washing, and 1,400-pound bulk cooling tank. We had models, including a home sewage system in clear plastic and a cow, who switched her tail until her flies were knocked off by the "treadle sprayer." We had pictures, including slides in automatic and hand-operated projectors, translites, big prints and small ones. We had buttons to push, cards to fill out, demonstrations to watch, and experts to talk with.

We had lots of color and many different materials and textures. You

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One of the popular exhibits was on made overs, a State clothing project this year. Demonstrating is Mrs. Belva Covey.

"This is my HOME"

This feeling of being a part of the community, being responsible for its appearance and development, and taking pride in the area is encouraged in Tennessee 4-H Club activities.

by MRS. ROSSLYN B. WILSON,
Assistant Extension Editor, Tennessee

Pride and interest in their community is pretty evident in this group of Tennessee young people.

ORGANIZED community work in Tennessee has resulted in effective sponsorship and promotion of 4-H Club work. Just as important, it is giving 4-H youngsters opportunity to become partners with their parents and other adults in community progress.

There are more than 800 organized rural and suburban communities in the State. At the beginning of the year most of them make out a plan of work, setting goals for the year. At that time, the needs and opportunities for community support of 4-H Club work are discussed and plans made for action. Plans are made also for the part that each organization, including the 4-H Club, will play in achieving each community goal.

Flat Creek in Bedford County is Tennessee's 1956 champion community, judged to have made more improvement through organized effort than any other community in the State. A major factor in this achievement is the community's activities to promote 4-H work. They are:

1. Sponsored a 4-H Dairy Show, open to members throughout the county, to encourage 4-H work and to promote dairying in the community and county.

2. Encouraged participation in 4-H work. Every eligible youngster in the community is enrolled; 96 members completed 337 projects last year.

3. Provided trained volunteer adult leaders. Through these leaders, promoted small project interest groups which met several times during the year.

4. Helped the 4-H Club make an exhibit to tell the story of community achievements. Exhibits were judged.

5. Sponsored members to district 4-H Camp.

6. Provided transportation to countywide 4-H events.

7. Provided entertainment and recreation for 4-H members.

Pleasant Hill, Henry County's district champion community, had as one of its major goals this past year the encouragement of 4-H work. When the school was consolidated and the children began attending schools outside the community, the adults sponsored a community 4-H Club which has regular meetings at the community center. The whole community supported the club, encouraging project completion and good records, and giving the members every opportunity to show and tell about their activities at community meetings and other affairs.

As a direct result of this support, Pleasant Hill 4-H members received 8 of the 16 medals available to the county for project work, and the club has 4 honor club members. Three other communities in the county now have sponsored community 4-H Clubs, and other counties in the district are interested in this activity.

Several communities sponsor community 4-H Achievement programs. Wolf Creek, in Rhea County, for example, sponsors such an event, giving prizes and awards to encourage 4-H members to complete their projects and take part in county activities. This community allots time at its regular meetings for 4-H public speaking or demonstrations by members preparing for county events. It also sponsors Saturday night parties twice each month for its senior 4-H members.

In most organized communities, the 4-H Clubs take on responsibility for certain phases of community improvement. Senior 4-H members in Weakley County's Gardner Community last year helped raise money for the new community center, and made drapes, curtains, and window cornices. The 4-H Club in New Prospect, Lawrence County, took the lead in park and playground improvements. Apison's 4-H'ers led that 1955 State Champion community in establishing a wildlife laboratory on the school grounds. In other communities, the 4-H Club often takes on community projects such as putting up road signs, painting mailboxes, roadside cleanup campaigns, community recreation, and the like. These young people are often given committee assignments and are frequently made officers in the community organization.

We believe in Tennessee that this planned and directed support of 4-H work by organized communities and the feeling of belonging that the youngsters get from their participation in community progress activities contribute much toward reaching the goals of 4-H work.

Extension to the People

(*Continued from page* 126)

couldn't find a place to use the word uniformity, in our caravan. We had five different sizes of display backgrounds, using perforated hardboard, plywood, bamboo, burlap, monk's cloth, bark cloth, and others.

Our caravan played 1 day in each town, 4 towns per week, Tuesday through Friday. We showed twice a day, 1 to 4 p.m. and 7 to 9 p.m. It was the first time for us with a night time show. And we liked it. One-third of our audience came at night. The night crowds were predominantly families, including children, even babes in arms. The specialists said the night crowds stayed at exhibits longer, talked more, and asked better questions.

The results? We don't know with much accuracy. Two evaluation projects are underway that may shed some statistical light on what happened.

Purely from observation we'd say most Iowa extension workers were pleased with the project. Our committee believes we achieved each of our original objectives. The specialist staff found it a grueling, but stimulating experience. The reports we get from the county workers consistently agree on two points; the county staff was satisfied with it, and they are "still hearing favorable comments from people who attended."

AUTHOR'S NOTE: Our caravan committee has closed the book on this project and disbanded, with four big sighs of relief. However, if any folks think there may be something from our experience that will interest them, we'll be glad to tackle their inquiries.

Actual objects were used in the exhibits whenever possible to attract attention and create interest among Iowa viewers.

Our Town

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voted to the business of agriculture in line with the county's agricultural production requirements?

Questions such as these can be answered only after an exhaustive study of the situation and trends in the situation. These questions and many others in the field of agriculture, family, and community living offer a tremendous challenge to extension leadership to apply all the skills and techniques of educational procedure that can be brought to bear upon the total educational job of which the program projection process is a tremendously important part.

At the present time over 1,000 counties in the United States are well along in program projection and around 500 counties are initiating program projection work. This is a good beginning in putting program projection into action.

It's the Followup

(*Continued from page* 125)

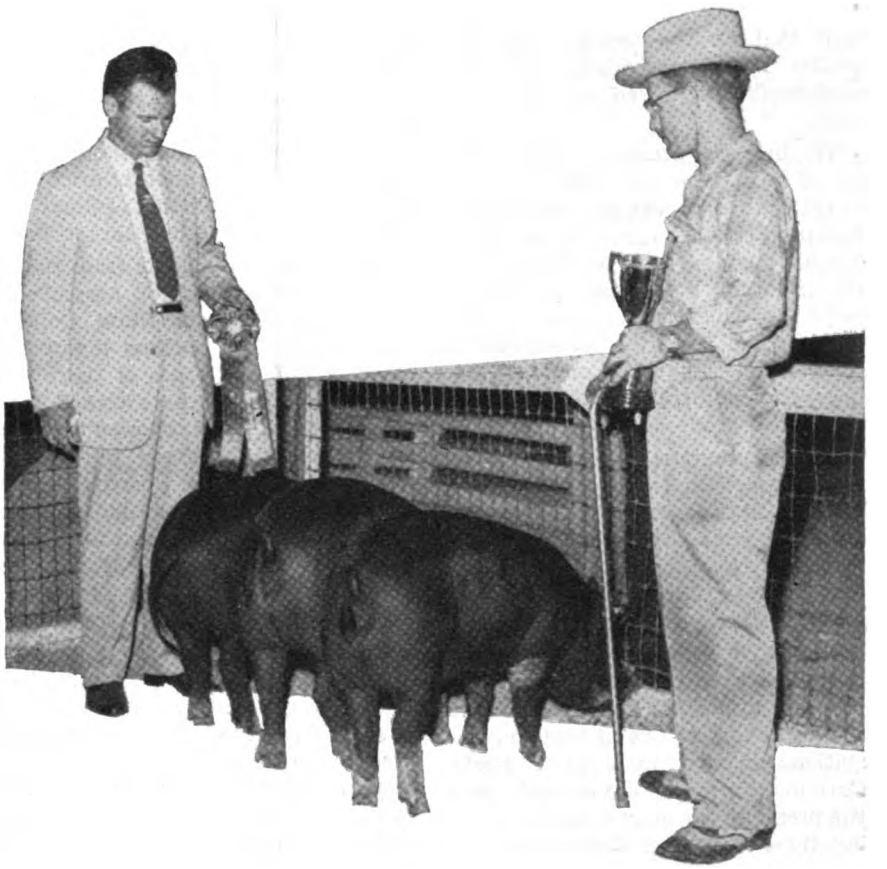
should polished cottons be cared for? Fabrics have been purchased and given various wash treatments: Hand washing, machine washing, hot water, and lukewarm water. Results of this experiment will be presented in the series of project leader meetings.

Home advisers in other counties have used the questions and answers on radio programs and in columns.

Favorable and complimentary comments are still coming in. The 3,000 leaflets are nearly gone. Consumer interest is still high. Merchants and dry cleaners are aware of the possibilities brought about by discussing family clothing with consumers. George Shepherd, executive secretary of the California Dry Cleaners Association, summed up the opinion of the clothing industries when he said, "The meeting which was held in Hayward is a valuable means of getting a better understanding between the consumer, the dry cleaner, and the retail store.

We Planned a Statewide Program To Produce and Promote Meat-Type Hogs

by J. K. BUTLER, JR.,
Animal Husbandry Extension Specialist, North Carolina



The champion pen of Yorkshires, exhibited at Selma, N. C. These pigs are good representatives of U.S. No. 1 pigs in the show.

THE meat-type hog has been a very popular subject for discussion in all areas where swine production is of any importance, and North Carolina has been no exception. These discussions probably follow very closely the pattern of such conversations elsewhere throughout the country, always ending with someone asking, "Can we really do anything about this problem?"

An educational program seemed to be the answer, and one of the first steps was to demonstrate to our purebred and commercial swine breeders just what a meat-type hog is.

We began at the Fat Stock Shows and Sales held in eastern Carolina each spring, where pigs are graded and sold on a grade basis. In addition to grading the live hogs, carcass demonstrations were used to demonstrate the difference in carcass value between a meat-type hog and one with less muscling and more lard. Farmers began to see that a meat-type hog meant a more meaty pig with less waste that is at the same time a rapid gaining, economical feeder producing a high percentage of desirable cuts of good quality.

A demonstration which has proved very popular and has done much to educate producers in North Carolina on quality of market hogs is conducted with 4 pairs of animals, representing the 4 USDA slaughter grades. One animal from each pair is slaughtered to give carcass data. After the discussion of each carcass, the live animal who was a pair mate to the slaughtered pig is driven into the ring. This has been very effective, since most farmers seem to relate live hogs at the demonstration to live hogs at home much more rapidly than they relate carcasses to live hogs.

One of the major problems in encouraging the production of meat-type hogs has been a price differential. Guy Cassell, livestock marketing specialist at North Carolina State College, discussed with market operators and packers in North Carolina the possibility of buying on the quality basis, and his efforts hastened this type of buying in North Carolina. After slaughtering several lots of our Fat Stock Show pigs, these packers and market operators became more interested in buying on grade. Price differentials between grades became the rule rather than the exception.

Following the success in getting price differentials for hogs in these sales, we began to reappraise our program and decided to hold special demonstration sales in cooperation with local hog markets of packing plants throughout the State. L. B. Outlaw, livestock marketing specialist, has done much of the grading work in these shows and sales.

Demonstration Sales

Mr. Outlaw used two plans. In the first plan all pigs grading U. S. No. 1 were selected and a premium above the quoted market price was paid for these pigs. In another plan, when hogs were brought in and graded, sealed bids were taken from various packers. The packer-buyers gave a price differential by grades and the packer with the highest bid received the hogs. These demonstration sales created much interest, and it was evi-

dent that on the second trial, the quality of hogs on market day was considerably improved over previous sales.

The first real break in our marketing of meat-type hogs came on June 1, 1955, when a packing company of Kinston, N. C. agreed to go on a quality buying basis. After studying the situation, both from the standpoint of educational value to the farmers and from the standpoint of competition on local markets for hogs, the company decided to go on a modified grade buying program.

In this program, U. S. No. 1 hogs were selected from each group brought in by a farmer and he received 50 cents above the board price for these No. 1 hogs. Any hogs not grading No. 1 in his lot were purchased at the regular board price for top hogs on that date.

The packing company began this program by buying hogs on grade at the yards and at two of their buying stations located in eastern North Carolina. Farmers were not only paid the premium for more desirable hogs, but these hogs were discussed in detail with the farmer, and he was encouraged to produce more hogs of this type. This move by the packing company encouraged other hog buyers throughout the State to begin doing the same thing. At the present time approximately 20 hog-buying stations and packing plants in the State are paying a price differential for hogs either on a modified basis such as the one outlined above or on a strict grade basis.

Grade Basis for Buying

In early 1956 a packing company with a hog-buying station in Rocky Mount, N. C. became the first North Carolina hog market to buy hogs on a strict grade basis with price differentials between all three grades. Their grades follow very closely USDA standards for slaughter hogs. The price differentials pay more for the U. S. No. 1 group of hogs, the No. 2 group averages something close to the board price for all hogs in the State on that date, and the No. 3's or over-fats are discounted.

This program has met with very favorable reception among farmers in the trade area, and all hog-buying stations now using either a grade or modified grade basis of buying hogs find that this system of buying is working. Four of our major hog-buying stations are quoting price differentials in the North Carolina Department of Agriculture Market News.

During 1956 specialists from North Carolina Department of Agriculture and North Carolina State College have visited four packing plants located in different areas of the State when a pen of hogs were graded, tattooed by grades, and followed through on the kill floor where the grades were checked. The packer-buyers have been much interested in this type of demonstration, and they have certainly gained more confidence in grades placed on hogs by specialists working with the grading program.

The improvement in the quality of market hogs in North Carolina has been greatly aided by the production of more meat-type boars by purebred breeders in the State. Assistance has been given to these breeders in setting up cutting stations and assisting with cutting and measuring carcasses from litters nominated for certification.

The interest in using improved herd sires to grow more desirable market hogs is illustrated by the fact that during the early part of 1956 when hog prices were at a low ebb throughout the country, we had the greatest demand for purebred boars of good quality ever experienced among our commercial hog breeders in North Carolina. More commercial hog men in North Carolina are using purebred boars of desirable type than ever before in the history of swine production in the State.

A packing company of Clinton, N. C. has done a great deal to promote the use of purebred meat-type boars with a boar lending service to farmers in the Clinton area. Young boars are placed with farmers for use in their own herds and neighboring herds. After the boar is used until his size or inbreeding becomes a problem he is castrated and exchanged for a young boar at the packing plant. We do not feel that we have solved the problems of meat-type hog production here in North Carolina, but we are making progress.

People Want Bulletins

As most extension workers know, the job of teaching can at times be very rewarding. We try all the ways that we can think of and the ways of others to get the information we have to the people. We use the radio, TV, newspapers, and distributed bulletins, but still we are not reaching all the rural people.

To help solve the problem in Nicholas County, when I was county agent, I visited 26 rural post offices and requested the help of the postmaster in constructing a bulletin rack where I could display 6 to 10 up-to-date information bulletins. Most of the postmasters, who were part store owners and part-time farmers, were quick to jump at the chance at having good bulletin racks placed in their post offices. Therefore, they not only constructed a bulletin rack, but also took the responsibility of overseeing the ordering and distribution of bulletins. When their supply ran low a postcard to me brought a new supply of appropriate bulletins.

In the urban area it was a different procedure. A local garden club would take the project of keeping an orderly and filled bulletin rack so that the people of their town could benefit by having up-to-date garden and home economics information.

In one town of 1,900 people, over 500 bulletins were being taken from the rack each month. Enlist the help of others in promoting your extension program. They will really pitch in and help.—**John J. Flanagan, Area Agent, Rural Development, West Virginia**

Summer School News

Louise Young, home management specialist at the University of Wisconsin, will collaborate with J. B. Claar of the Federal Extension Service in teaching the Farm and Home Development class in the Regional Summer School at the University of Wisconsin, June 10 to June 29. Mr. Claar requested the assistance of Miss Young in order that the home phase of farm and home development receive adequate treatment in the course.

Families learned how to smoke hams at very little expense.

Give Us An Incentive

by P. H. STONE,
Federal Extension Service

THE history of the Agricultural Extension Service has been full of efforts to coax and arouse action in improving family and community living.

These experiences are brilliant testimonials to the resourcefulness and initiative of extension workers who were faced with the task of giving practical meaning to the philosophy of helping people to help themselves.

One such instance is the story of the development of the "ham and egg" show at a rural area in Fort Valley, Ga.

In November 1914, a small, lean looking fellow was sent to Houston County, Ga., on a sort of trial mission, as one of the first two Negro extension workers to be named in that State. Extension itself was relatively new. Few of the present-day techniques were known and the placing of Otis O'Neal in Houston County to work with Negro farm families was an experiment. He had been a student in the Episcopal Church school in the county and had also studied at Booker Washington's Tuskegee Institute. This gave him the best possible entree in his new work.

Houston County was in the heart of a rich farming area, with a large Negro population which serviced the demands of heavy cotton growing. Shabby homes and living conditions were typical of the area and the time, but O'Neal was most impressed with the tragic provisions for eating. Hungry people, he reasoned, were in no shape to listen to or act on advices and suggestions unrelated to food. He visited home after home and everywhere there was the same story —no planned dependable source of family food, no gardens, no chickens, no hogs. He was advised to see the best and probably the most influential Negro farmer in the county, who might be able to give him some good pointers on getting started.

Major Amica was intelligent and talked pointedly, but there was an air of defeatism and hopelessness in his remarks. This feeling was reflected around the Amica home. A few stalks of collards stood across the branch from the house. Three or four Dunghill hens and as many roosters moved uneasily about the yard and the old open shed back of the kitchen. Referred to as the smoke house, the shed housed three carcasses of what had once been hams. Only the bones and some skin next to the hocks were left. Holes in the skin and slimy appearing trails on the bones indicated that flies and hairy worms had beaten the family to the meat. Amica made it clear that such things as a family supply of cured meat in that climate was impossible, for he had tried it and here was the proof. He was skeptical about other things, too. Uncertain rainfall in the late spring and early summer made vegetables for home use a sort of up-and-down proposition; and home-raised eggs, except in the spring, just didn't exist, he said.

O'Neal's introduction to his new job shocked and confused him. The people needed better food, but they didn't know how to get it. They needed a lift in their spirits, and he hoped this would come as a by-product of the program he was dreaming about. They needed to be taught, but they needed to be a part of the teaching process. The teaching, O'Neal visioned, should have three aspects: It would have to concern something that people wanted very much, the steps involved must not be complicated and some element of drama must be included to sustain interest and promote a feeling of importance on the part of the participants.

Where To Begin?

These were some mental conclusions O'Neal reached as he continued his rounds of home and farm visits during the week and his chatting with farmers in Perry and Fort Valley on Saturdays or at country churches on Sundays. As the direction to take became clearer, O'Neal found himself face-to-face with the knotty problem of procedure. Where would he begin? How would he approach the problems so obvious to him, but maybe so dim to the people? How would the family factions, denominational antagonisms, and community feuds be resolved?

It was here that Major Amica was able to score heavily. He knew the people and was respected by them. His knowledge of where the elements of leadership in the communities rested and how they would fit into a working whole was uncanny. Through his counseling, a key committee of farmers and farm women, representing every community in the county, was assembled and welded together. The work of motivating and conditioning these leaders into a dedicated group willing and eager to assume major responsibilities for neighborhood action was no small achievement.

Their election had brought together the influence, the techniques,

and the skills gained from proven leadership in other areas, in the local burial societies, lodges and churches. But the task of getting these factors transferred and pledged to an unselfish communitywide program was a genuine tribute to O'Neal.

Start With the Individual

The plan of action from the start was simple. Without spelling out the conditions prompting the action, it was agreed that emphasis would be placed on homes, gardens, the family cow, chickens, and hogs, with the crowning event to be an annual ham and egg show. The show, however, was not to be restricted to ham and eggs. This was merely an intriguing name. Actually, it was to highlight and reflect the progress of the whole program from year to year.

The ham and egg show quickly became more than a display of the better grade of farm-raised products. It represented an annual revival of the people's aims, a pageant where they themselves became the chief characters while the townfolk and visitors from far and near looked on with admiration.

Rural schools closed for the big day so that the 4-H'ers could stage their colorful achievement parade. Dramatic skits, glorifying the hog, the cow, the hen, or vegetables, were regular 4-H contributions to the annual programs. Adults often staged fiery debates on the relative merits of some pair of factors in family living. The round-table discussants represented every community and were in reality the evaluation device for the movement.

An extension agent explains the advantages of the new seed variety.

Of course, there were the demonstrations and the lectures by extension workers and officials and the inspirational addresses by State or national leaders, but back of this, and dominating the picture, was the solid achievement of the people, reflected in the extent and quality of exhibits and in the light in the faces of these farm folks who had participated in the program. Finally came the awards to individual and community winners and in later years, the sale of surplus exhibits.

After the program had been going for more than 40 years, Bob Church, the present agent, asked certain pertinent questions about the show. Has it served its purpose? Where shall we go from here? These questions were asked of every segment of the area's people. The answers were unanimous. Let's keep the show and improve the program.

An Analysis

This local attitude today prompts a brief analysis of certain factors that have been at work over the years in this situation: (1) In the beginning, each community with its school, its one or more churches, and its local society or lodge, became a core of independent action, under the stimulation of its leadership. (2) A positive, friendly rivalry developed early between communities, challenging both community ability and leadership strength. This rivalry involved, for example, the proportion of total families enrolled in the community program; remodeling .of church and school buildings, reports on the annual community improvement tours; 4-H Club enrollment and project results; the community exhibit in the ham and egg show; meeting quotas in the annual barbecue; the trend in home and pantry improvement; and uniformity in the services and visits of the agents. (3) There was almost complete involvement of people within the area, in one way or another.

The Fort Valley High and Industrial Institute (now Fort Valley State College) was, from the beginning, the site of the show and the center of key committee action. The school gave its facilities freely, gave enthusiastic editorial support as well as full progress coverage. The public supported it both in attitude and attendance.

Changes have come to this part of Georgia as they have come to rural communities everywhere. In retrospect, it would be difficult to designate specific changes and say that results are due solely to the influence of the Fort Valley Ham and Egg Show and the community program it came to symbolize. Rather it would be more accurate to point out some of these changes and concede that this volunteer movement conceived in the mind of an early extension worker was an important factor in the changes.

Otis O'Neal, who began the work as an experiment, retired after thirty-seven years of service that merited a Superior Service Award from the U. S. Department of Agriculture for developing an effective extension program for the Negro farm families of Houston and Peach Counties.

The Fort Valley Ham and Egg Show is listed by many authorities as one of America's national folk festivals.

The nutritional and housing problems noted in the beginning do not exist here now.

Prior to the era of school consolidation, this area led the State in improved rural school buildings.

For many years, the percentage of youth eligible for 4-H Club work enrolled in 4-H Clubs was the highest in the State.

There is a striking number of 4-H alumni from this area now furnishing strong local leadership in Georgia and other States.

The Episcopal Church School that 'lived close to the people' has now become the State land-grant college.

Twenty-four county ham and egg shows are being held annually throughout Georgia and have been developed in several other States.

In this case, it seems that O'Neal's formula for getting sustained action worked. People need help but the teaching must be practical and it must involve those who are learning. It must start with a felt need, develop in simple steps, and include a vision of a better life on earth.

CAMPING

Provides an excellent learning climate for lessons in human relations

by C. P. DORSEY, *State 4-H Club Leader, West Virginia*

THE first county 4-H camp in West Virginia was held in Randolph County in 1915. It was conceived, planned, and directed by J. Versus Shipman, the county agricultural agent, with the help of his wife; the Reverend R. Cary Montague, Episcopal rector; and Lutie Cunningham, a local school teacher.

With no precedent to draw upon, the camp provided a 3-day program of directed recreation and instruction for about 20 4-H boys and girls. William H. ("Teepi") Kendrick, then State Club Leader, and his wife attended and participated in this camp.

From this humble beginning, Mr. Kendrick and others had the inspiration and vision to promote and develop a statewide 4-H camping program, which for many years has been one of the most important phases of the West Virginia 4-H Club program. Those county camps led to the establishment of a State 4-H Camp at Jackson's Mill in 1921, another pioneer adventure, which now embraces 523 acres of land, more than a score of substantial buildings, and other improvements.

Through the years there have been tremendous developments and changes in the 4-H camping program in West Virginia. In 1956, 9,137 4-H Club members, assisted by 1,081 leaders and extension workers, attended 71 county 4-H camps.

County 4-H camps are scheduled by county extension workers, subject to the approval of the State 4-H Club staff. Capable, experienced camp instructors are employed during the summer by the State Extension Service, and 2 to 4 of these people are sent to assist with each county camp.

Three State camps for older 4-H Club members are held at Jackson's Mill each year. One is for boys and girls, 16 to 21; one for boys, 14 to 21; and one for girls, 14 to 21. During 1956, 805 4-H members attended these three camps.

The programs of 4-H camps have changed, but the basic objectives of teaching fourfold development, inspiring boys and girls, and helping them to learn to live and work and play together remain the same.

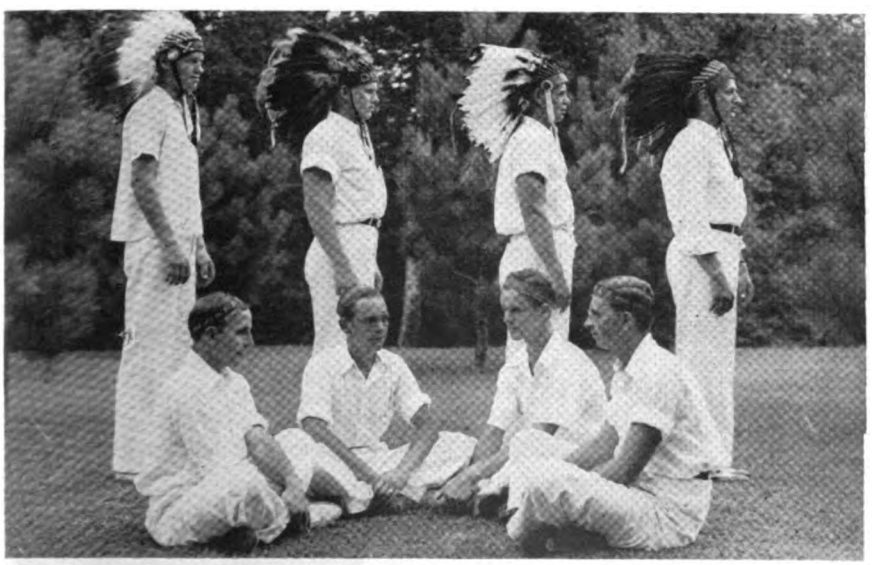
All 4-H camps follow about the same program pattern. The mornings are devoted to classes in crafts, water safety, first aid, recreation and music, leadership training, good grooming, 4-H information, charting, demonstrations, judging, some specific subject-matter groups, and other subjects determined by local 4-H leaders, club members, and extension workers. One general assembly is held each morning just before lunch.

The afternoons are devoted primarily to group activities, discussion sessions, recreation of various types including games, special contests, and swimming.

After dinner in the evening comes the daily inspirational or vesper program, with camper participation strongly emphasized.

Then they have the council fire program of music, scout reports, challenges, stunts, and stories, from which the campers go to their cottages tired but happy.

Indian lore and traditions play an important role in the camping pro-



Camp administration is part of the campers' business. Here are the chiefs and sagamores of a State 4-H Boys' Camp at Jackson's Mill, W. Va.

gram. The club members are divided into four Indian tribes—Delaware, Mingo, Cherokee, and Seneca—at the beginning of each camp. The tradition is that a club member continues to belong to the same tribe at all county and State camps throughout his years of 4-H experience. The leaders in camp become the "Big Feet" tribe, and serve as advisers to the tribes.

This grouping by tribes becomes the basic division of the campers for all competitive events and activities of the afternoon and evening programs. Each tribe is led by a chief and a sagamore, the chief's assistant. This plan also reduces disicipline problems to a minimum, and provides for the handling of special problems which may arise during camp.

Yes, it's a long way from that first 4-H camp in 1915. Thirty-seven counties now have their own permanent 4-H camp sites. Facilities vary all the way from a kitchen, a shed to eat in, and tents to sleep in, to adequate buildings, swimming pools, and other facilities. As these various counties improve their facilities, more and more of these camps are becoming county recreational centers with governing boards of trustees. Some of these county camps now handle various types of youth and adult educational groups, and have a full schedule from spring until fall. Some are beginning to "winterize" and provide facilities on a year-round basis.

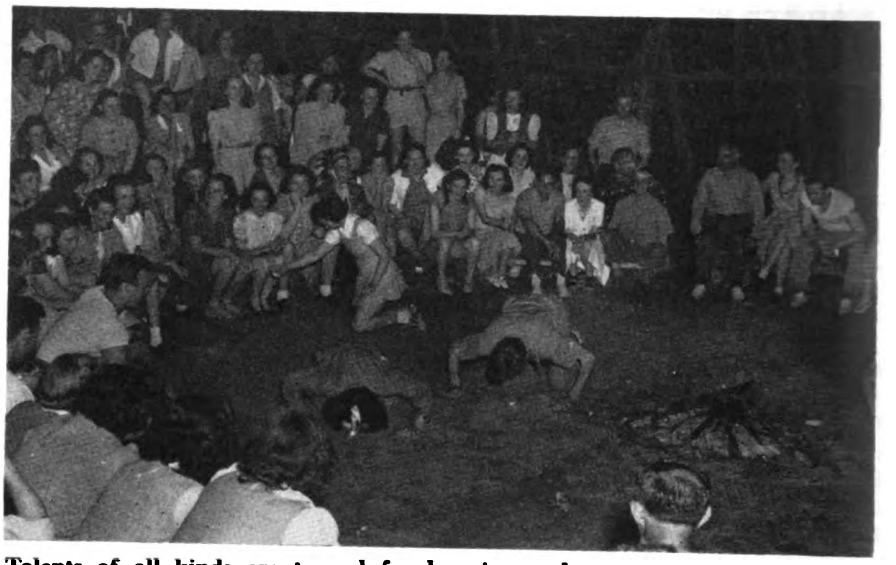
Each year, more and more 4-H'ers attend county camps. As enrollment increases and interest grows, this means that more counties are holding 2 camps (2 counties have 3) of 1-week duration. When two camps are held, the club members are divided according to age. The groups are ages 10 to 13 or 14, and ages 14 or 15 to 21. This provides an excellent opportunity to more nearly meet the interests and needs of different age groups. Then, too, the camps for younger members give older club members opportunities for leadership development.

Why is our 4-H camping program growing? The best answer may be found in what some older 4-H'ers say about what camp means to them:

"Camp teaches 4-H'ers how to live and get along together."

"I like the feeling of competition, while we also learn the value of true sportsmanship."

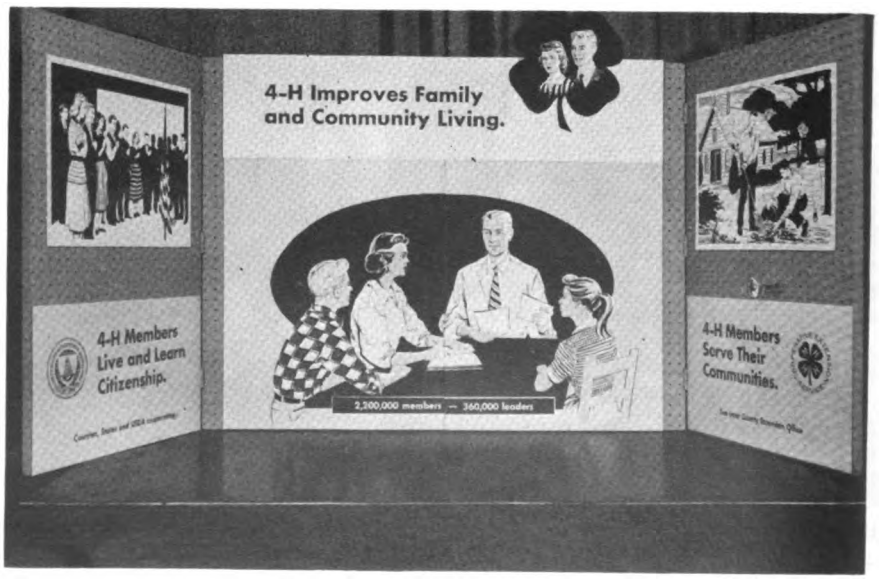
"The spirit of cooperation is unbelievable."

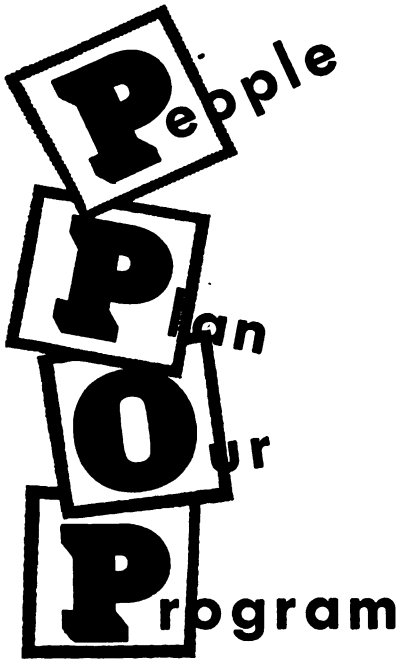


Talents of all kinds are tapped for learning and entertainment around the campfire. This is a scene at a 4-H camp at Jackson's Mill, W. Va.

4-H Exhibit Kit No. 2 Now Ready

Citizenship, community service, and the 4-H family are featured in the second silkscreened 4-H exhibit kit which is now available from Ad-Print Silk Screen Process, Inc., 727 Third Street NW., Washington 1, D. C. The price is $6.00, which includes all mailing and handling charges. The material in the number two kit is designed for the standard pegboard background, plans for which are available from your visual editor. Kit number one is no longer available for distribution. The supply of kit number two is rapidly dwindling. We suggest you place your order as soon as possible.—**J. D. Tonkin, Federal Extension Service**





by FLOYD LOWER,
County Agricultural Agent,
Columbiana County, Ohio

For many years the people of Columbiana County, Ohio have taken the leadership in extension program planning through committees selected by various groups and enterprises. The number of such planning committees has gradually increased over a long period of time until now practically every interest in agriculture, home economics, youth and community work is represented by some type of committee. Columbiana County is an agricultural county located in northeast Ohio on the border of a great industrial area.

The County Extension Advisory Committee consists of representatives of the principal farm enterprises, the county 4-H council, the home extension council, farm organizations and members-at-large. The committee, consisting of 24 members, works and counsels with the agents in determining and analyzing the needs, interests, and desires of the people.

The committee as a whole or subcommittees correlate the recommendations and requests of various groups, formulate a long-range and a current extension program, and appraise extension activities and methods. They are concerned with development of leadership and adoption of the best educational procedures.

The home extension council, consisting of three persons for each township selected by the women of the respective townships, helps to plan and conduct the entire adult home economics extension program. They organize local groups, find local leaders, select projects, set up local educational meetings, and solicit attendance in their local communities. Various subcommittees function for specific tasks in a countywide effort.

Similarly the county 4-H council, together with a number of subcommittees, assists in planning and conducting the entire 4-H program. This includes judging, advisors' helps, activities, selection of leaders, organization plans, and all phases of club work.

A county agricultural council, which is an overall coordinating forum-type organization, provides for discussion of various public questions of countywide interest.

Most of the agricultural enterprises have organizations with elected officers and executive committees or elected county committees to advise the Extension Service in planning and conducting the program in their respective fields.

In addition, there are several committees which represent more general interests and which cut across all types of farming such as agronomy, agricultural engineering, and farm management. Farm supply dealers and certain business interests, as well as farmers are represented on these committees. In practically all cases, the people select most or all of the members of the various committees.

The county extension advisory committee, the home extension council and the 4-H council meet quarterly. Most of the agricultural committees meet one to three times per year to plan extension activities. Some of those meetings are held at the close of winter institutes and others involve an entire afternoon or evening.

The procedure followed in all cases is for the people to list the major problems that exist, to suggest solutions to those problems, and to plan extension activities directed toward the solution of the major problems.

One of the most common procedures in agriculture is for each committee to plan a countywide meeting. Many of these meetings include an adjoining county. Winter meetings in which the best speakers available, including out-of-state persons, present the latest information, are the rule. But many of the groups also hold twilight summer meetings on the farms in the county.

The use of advisory committees involves more meetings for the extension agents; yet it enables them to keep in touch with the major problems of the various groups and enterprises. The agents haven't time to get the same information by individual farm visits. Working with committees undoubtedly means a larger program and more work for agents, but it also means that the Extension Service is of more use to the people.

Last fall an effort was made to evaluate the extension program in Columbiana County. The aim was to decide what phases needed emphasis and to determine what might be eliminated or what should be added.

The County Extension Advisory Committee named 40 committees consisting of five to ten persons each to meet, without an extension agent present, to study the extension program in their particular fields and to suggest improvements. The 4-H work and the adult work were handled separately.

The chairmen met with a subcommittee of the extension advisory commitee and learned the procedures for conducting the evaluation committee meetings. The procedure included the study of the situation, problems, objectives, progress made; the analysis and criticism of the program; and suggestions and recommendations for the future.

More than 250 participated in the study and learned more about the extension work in so doing. The suggestions made will be helpful in developing more useful programs.

When the people feel that they are getting benefits from the extension program and when they learn they have a responsibility in the planning and conduct of extension activities, they will gladly participate in extension program planning.

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Filmstrip C-55 Farm and Home Development

40 frames—$4.50. Lecture notes included.

This color filmstrip is intended to help agents explain to groups the concept of farm and home development, what it involves, and what farm families can expect to gain from it. Agents can develop their own script built around the local situations and from the outline that accompanies the filmstrip.

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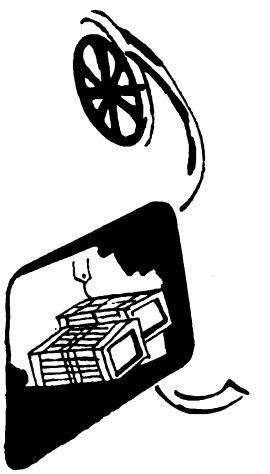

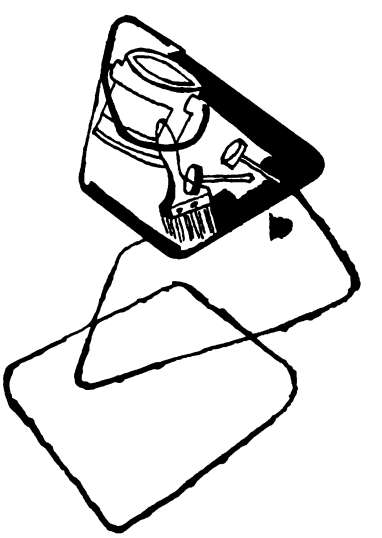

All filmstrips may be purchased from Photo Lab, Inc., 3825 Georgia Avenue NW, Washington 11, D. C. They may be purchased as slide sets at an additional cost of 5 cents per frame for cutting and mounting in cardboard readymounts.

EXTENSION SERVICE Review

JULY 1957

Baltimore Riders Are Extension Readers
See story, page 139

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue —

EAR TO THE GROUND

Next month some other lucky person will be enjoying the job of planning and putting out this magazine. I didn't realize when Clara Ackerman turned over the job to me three years ago that it would be such a satisfying and happy experience.

Working in Extension is like that. In planning the August issue of the Review, which attempts to explain the meaning of 'cooperative' in the Cooperative Extension Service, I am continually impressed with the strong foundations built through the years by this interweaving of cooperative relationships.

In the August issue, you will find historical and inspirational material that is well worth treasuring. Administrator Ferguson shares with you his understanding of the term 'cooperative' as it's meant in extension work. Deputy Administrator Kepner gives us a picture, through the use of examples, of the way policies and programs are determined in this complex organization of ours.

President John A. Hannah, Michigan State University, describes in a very readable, interesting article, the development of the land-grant college and its responsibilities as a partner in the Extension Service.

Extension's beginnings and how it grew is told with many anecdotes by Gladys Gallup and L. I. Jones of the Federal Extension Service. Louis L. Madsen, Director of the Institute of Agricultural Sciences, State College of Washington, tells how the trio, research, resident teaching, and extension, works together to serve residents of his State.

Many others are contributing information and ideas to this special number. We hope you will be pleased with it.

And now the time has come for au revoir. I'd like to thank each of you who has contributed to the Review and urge you to continue to send us accounts of your worthwhile experiences in Extension.

If you ever get to Kissimmee, Florida, look me up at Orange Gardens. Best of luck to you all. CWB

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 31, 1955).

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We used the facts we learned from 500 Interviews

Baltimore bus riders enjoy reading Extension homemaking information on "Take One" flyers provided by the transit company once a month.

by MARGARET E. HOLLOWAY, Home Demonstration Agent, Baltimore City, Md.

BALTIMORE is a quaint old Maryland city chock full of tradition. Unlike most large cities, it is not a part of any county. Because of this, an extension program for homemakers was familiar to very few residents. When I accepted my position as home demonstration agent for Baltimore City in 1948, I truly started from scratch.

Because this kind of adult education had not been carried on in many urban areas in the United States I had little to use as a guide in developing the program. Therefore, before organizing homemakers' clubs I used all available media for reaching people, that is TV, radio, newspapers, and newsletters.

To set up the program for organized clubs, questionnaires and other methods were used as guides. These findings were also used in programing for mass media. But was the program what people wanted and needed? From time to time the agent and leaders working with her wondered. Membership in our homemakers' clubs was only 1 out of 250 of the potential. No one could estimate the homemakers reached by other media. Was the program really of value to the homemakers? Much time and energy were going into TV programs, but was this the right place for that time and energy to go? No one knew the answer.

At one of the annual State extension conferences, the results from a survey conducted in Cecil County were presented. Afterwards I talked with the Maryland Extension sociologist, Wayne Rohrer, about doing a similar study in the city. He became interested and talked with some of the Federal Extension staff about it. Because of the interest expressed by urban homemakers all over the United States and because only a few cities had the benefit of an extension program, it seemed appropriate to study the progress made in a city. Why not Baltimore? It could be used as a guideline for future development in expanding the urban program.

Survey Objectives

Much beforehand preparation was needed. The approval of the Baltimore City Council of Homemakers had to be obtained first. Conferences started some 9 months before the actual survey took place. Just what were we trying to find out? We decided that the purposes of the survey were:

1. To determine to what extent homemakers in Baltimore City were receiving information from the home demonstration agent or from club members.

2. To determine the extent to which homemakers were using information received through the home demonstration program and, if so, what information was being used.

3. To discover how homemakers were receiving information.

4. To determine how homemakers preferred to receive information.

5. To discover some interests of homemakers; on what homemaking subjects did they want more information.

6. To discover some of the characteristics of the homemakers, both members and nonmembers.

The homemakers' programs 6 months prior to the survey were carefully studied, and specific questions on the subject-matter areas involved were formulated. Each topic covered had been used at club meetings, on TV, and/or radio.

Club members to be interviewed were selected by random sampling from the total list of homemakers' club members. Homemakers not enrolled in club groups were chosen by random sample areas to represent a cross section of the population. This sampling was all done by E. E. Houseman, Agricultural Marketing Service, USDA.

Goal—500 Interviews

Up to this time I did not know what I was getting myself or the homemakers into, but "fools walk in where angels fear to tread." To me, 500 interviews meant just that—500 interviews. Actually, to obtain this number more than a thousand calls had to be made. This was much more of an undertaking than I had anticipated. However, when plans were presented to the Baltimore City Council of Homemakers' Clubs, their

(Continued on next page)

willingness to help gave me courage to proceed. Truly, without their assistance the survey would have been impossible.

I was now faced with the tremendous task of finding homemakers who would be willing to ring doorbells, have doors slammed in their faces, be exposed to attacks by family pets and the inevitable—blisters! Forty-two "eager beavers" and the State staff members involved were trained for interviewing by Mrs. Jewell Fessenden and Mrs. Grace Larson of the Federal Extension Service, and by Wayne Rohrer.

The press, radio, and TV stations all cooperated to forewarn homemakers that the survey was under way and urge them to participate.

What We Learned

The Baltimore City survey was under way! In all, some 500 homes were visited. Here are some of the findings:

- In general, urban home economics extension does not differ widely from rural work. Some aspects, such as the absence of 4-H Clubs or farmers' groups, which are typically related to extension work; less emphasis on home gardening, preserving home-produced foodstuff, and the very size of population alone make urban work different.

The city woman is basically like her country cousin, in that she wants the best for her husband and family. She differs mainly in her mode of living.

- While a relatively small number of women are actually reached through home demonstration clubs, the spread of information through them is very wide. Seventy percent of the club members report that they share what they learn at club meetings with others.
- Forty-four percent of all the women in the city have had some contact with the Extension Service program. This figure represents more than 100,000 women in Baltimore, to say nothing of those outside the city limits.
- Sixty-five thousand women in Baltimore listen to the home agent's radio programs. Twenty-four thousand of them used an idea they had heard.
- Ninety-five thousand women saw the TV programs. More than 30,000 used an idea they saw.
- The question was asked, "In your own words will you give me your opinion of the homemakers' club program in Baltimore." Benefits mentioned by homemakers fell into general areas of homemaking skills and social values. Some mentioned benefits in both areas and some mentioned more than one benefit in a single area.
- Nearly 8 out of 10 members mentioned the help they had received in a specific problem relating to the job of homemaking. For example, managing the home, making homework more interesting, and stretching the family dollar are typical of the kind of help mentioned.
- One-half of the club members indicated the social values of meeting with friends. This appears to be an important byproduct of this educational work.
- One member said, "My whole home shows results. Our club creates friendly relations. It brings all religions together. I always get new ideas from each program."
- "I take off from work to go to club meetings, as it means so much to my home. The homemakers' club is the nicest thing in Baltimore," was the opinion of one club member.

From their experience in interviewing, the club members themselves learned a great deal about the needs and interests of women who do not belong to home demonstration clubs. From this knowledge it will be easier for them to help plan programs to reach women with preschool children, women who are retired, working women, and others who cannot easily belong to clubs.

Needless to say, I was gratified with the findings. No longer did we need to hope the things we were doing were the right things. No longer did we need to wonder whether folks used the ideas presented on the radio and TV programs. No longer did we need to wonder whether homemakers pass on information. Now we knew a lot more about the homemakers themselves, the age groups we are working with, their income level, their education, and the like. We know now what people want and how they want to get it.

After the results were tabulated, a meeting was called for all who had participated in the survey. The facts were presented by Evelyn Scott, district extension supervisor; Mrs. Florence Low, State home demonstration leader; and Wayne Rohrer. Later every club was visited by the home demonstration agent to explain the survey findings to the members.

Using the Information

When program planning time rolled around, the flannelgraph was used to present the facts. In this way we had the wants and needs of the people before us while we planned the 1957 program. The findings were also kept in mind in planning TV and radio programs, as well as furnishing information for newspaper articles. Kept up to date, we have enough suggestions for the next 5 years.

The Baltimore study showed that a home demonstration club program could be effectively expanded through TV, radio, and newspaper teaching. In fact, our conclusions are that these teaching methods afford our only opportunity to reach many people with extension education.

Since so many want to receive their information by TV, it was decided that our next step should be toward another TV program. There are 3 TV stations in Baltimore City. I have done a weekly TV show on Station WBAL-TV since 1948 and presented programs on the two other channels at various intervals. During the recent National Home Demonstration Week I did a program with 12 homemakers on the Homemakers' Clubs in Baltimore, over Station WMAR-TV. The station was so pleased with the telecast they have asked me to do a semimonthly program—another step forward!

Not minimizing radio or TV or their potentials, I still knew that my greatest medium for reaching people and for leaving lasting impression was the written word. Therefore, I interviewed the editor of our city's largest newspaper and showed him the survey results. What a thrill it was to receive the "GO" signal to

(Continued on page 142)

We Need Practice Tuning In On Other People's Minds

A good communicator is audience-centered

A less effective communicator is message-centered

by LESTER A. SCHLUP, Federal Extension Service

by RALPH M. FULGHUM, Federal Extension Service

BRINGING the warmth of farming and homemaking science to people in ways that encourage adoption of profitable practices is one of the chief jobs of Extension communications, meaning communications in its broadest sense. At least, that's how it looks to us.

Science is patiently building a new world in which we can better ally ourselves with nature, including human nature. We need to become more sensitive and responsive to the findings of science. How else can we cope with an environment steeped in complexities and which is largely inadequate for our most cherished needs and desires.

To grow in ability to successfully meet the challenges of a clamorous world of gigantic issues requires a myriad of decisions that are forced upon us hourly and dally year after year. That requires intelligent understanding.

It is the function of the Cooperative Extension Service to bring facts, inspiration, and leadership to farm people so that their decisions can be made with wisdom. Blending knowledge with people's minds and actions is a job requiring infinite skill, patience, and warm-hearted attitudes. It calls for the most effective communications that extension folks can devise.

"Our chief tragedy in today's world is our widespread inability to communicate," wrote Dr. H. A. Overstreet in The Great Enterprise. He stated further that "Not only is the Iron Curtain lowered between nations; it is also dally and hourly lowered between individuals and groups. Obviously, if in all our practices of life we could learn to listen and be listened to; if we could grasp what other persons are saying as they themselves understand what they are saying, the major hostilities of life would disappear, for the simple reason that misunderstanding would disappear."

To be sure, we'll never be able to tune out some of the static in people's reception to our voiced and written ideas. But if we put our minds to it, we can step up our skills of lucidly and persuasively saying what we really mean.

We can brighten our teaching contacts by building into extension programs the communications knowledge we already have at hand. That doesn't necessarily mean that it is entirely a matter of passing on knowledge and encouraging its application by the use of concise, precise, and dynamic language. That is vital, of course. But another thief of time and robber of success is the unorganized, woolly thinking that we hurriedly devote to the substance of our communications.

It is indeed heartening to all of us to know that Extension has recognized the need of building better communications efficiencies. It is now devoting a great deal of time, talent, and money to this aim.

FEW efforts to improve ourselves and modernize our extension teaching have been so enthusiastically accepted and so contagious as those of the past year on broad communications training.

The core of the training program featured involvement of people, visualization, and an audience-message-channel-treatment on how people learn, how they act in a group, and how can we best combine our methods of communicating to bring about the most effective results.

The basic training materials and methods were jointly developed and financed by the State Extension Services, the Federal Extension Service, and the National Project in Agricultural Communications. This was done under the guidance of a committee of extension agents, specialists, and supervisors, headed by L. E. Hoffman, Associate Director of Extension, Indiana.

Communications training teams from 25 States and 1 territory have attended 3-week Train the Trainer sessions. About a dozen more State teams will attend similar sessions this summer. So far these State teams extended the training, through 100 county communications conferences, to many hundreds of county extension staffs. Aimed at better communications in program projection, Farm and Home Development, marketing, and other on-going extension work, this training has been localized and

(Continued on next page)

taught in learn-by-doing ways.

We still have ahead of us the very important phase of further tying this training into our programs and work-aday plans, and perfecting our techniques for radio, visual, newspaper, publications, and person-to-person presentation.

What They Say About It

To feel the surge of interest and strength of the support for this kind of training, read the following quotations from some of the persons who have participated in the training sessions:

George D. Corder, Kentucky: "The communications workshop caused many of us to ask ourselves 'Just how good a teacher am I?' I'm sure that everyone in attendance now realizes that successful communications require skill, planning, and preparation. It is more than standing before a group and talking to them."

E. B. Winner, Missouri: "It has greatly broadened our on-going training program, provided a new handle in our training efforts, and brought forth fresh ideas for our use."

Charles A. Bond, Washington: "After the session for county chairmen, one of the agents said, 'This thing on social action . . . I want a chart of that whole procedure. I'm going to keep it right on top of my desk and before I go out to a meeting, I'll look it over so I don't miss any of the steps.' "

W. A. Sutton, Director, Georgia Agricultural Extension Service: "We try to remember at all times that the Extension Service is an educational organization and our major responsibility is to carry information to the people of the State and to present this information in such a manner that it will be accepted, and changed practices will result.

"We believe that communication 'per se' is not so important, but that communication as a definite part of our on-going training program can hardly be over-emphasized."

Ernest J. Nesius, Associate Director, Kentucky: "Communications and public relations are so closely related you can't have one without the other. Public relations means that we pursue every avenue for which we are responsible, doing our very best to get information to people and stimulate them to allocate their own resources to its use."

L. E. Hoffman, Associate Director, Indiana: "We do not teach unless we communicate. We have come to the conclusion that our staff must know not only subject matter, but they must know also, to be effective, how to communicate it to others. In the past we have had a week's training for new agents, devoted to philosophy and organization of extension work. This year we are planning three weeks of training, almost entirely on communications."

Communications involve us all, and we all can gain by exchanging ideas, basic concepts, and successful experiences with each other. The Review will be used as often as possible to channel pertinent information on communications to you.

From 500 Interviews

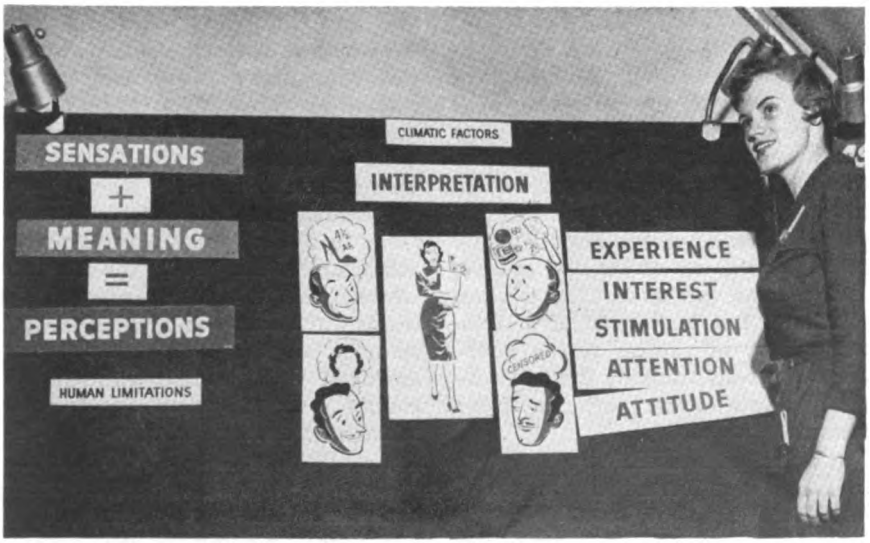
(Continued from page 140)

write two articles a week. Generally speaking, at least one release a week appears in print. Our final goal is to have a column appear on a certain night in a certain section under a byline, but for the present, we are satisfied that the information is used.

More small neighborhood papers have been contacted. I am now writing for two neighborhood weekly papers and three monthly publications. Written articles for these neighborhood papers do not always appear in print; competition is keen. However, when they are printed, they reach many families.

While I was still bubbling over with this latest avalanche of good fortune, still another door opened. This time it brought Doris Yendall, public relations representative from the Baltimore Transit Company. During the course of our conversation, she mentioned their leaflet, Read as You Ride, which had been discontinued during the war, and their interest in resuming distribution. I immediately seized upon this as the ideal way of getting the printed word before 10 million riders. Arrangements were made with the company's public relations director, Clyde T. Headley, to submit a rough draft on homemaking articles which would be adaptable to their leaflet. I submitted material for two issues.

Lo and behold, the 10 million bus riders a month are now potential 10 million readers of Extension homemaking information!



Marliene von Bose, assistant editor, Illinois Extension Service, uses the flannelgraph to help get her ideas across in one of the monthly communications training conferences for the State Extension staff.

Macon County, Tenn. Takes a Physical Checkup

by GEORGE F. LUCK, Macon County Agricultural Agent, Tennessee

The new shirt factory in Macon County, Tenn. that gives employment to many rural women supplements the family income, but adds to home problems.

FOLLOWING an intensive, honest look at itself, Macon County is pursuing a long list of self-prescribed recommendations to build its economy and social situation to vigorous health.

Macon is one of Tennessee's five "pilot counties" in rural development work. A Rural Development Committee was organized to study the complex countywide situation and work out plans for action. This committee is made up of representatives of all county organizations, agencies, and other leaders. Extension is only one of these groups; we've deliberately kept in the background because we feel, as do the others, that to make it any one group's "program" can be fatal to progress made possible through a united effort.

The committee's study of the situation in Macon County found certain trends actually alarming. For example, more than 1,000 farmers (about 40% of the total) in 1950 sold less than $1,200 worth of farm products. This situation was gradually growing still worse, what with the decrease in farm prices and further acreage cuts in tobacco.

The farm population was decreasing; farm size increasing (average size is still only 70 acres). Lack of available capital was a real problem throughout the county.

Tobacco accounted for about half the total farm income; dairying 10 percent; livestock 15 percent. Expansion of dairying faced such needs as increased soil fertility, better management, adapted land use. Initiation of dairy and livestock enterprises involved fencing; fencing demanded capital.

The county had only one factory employing men; about half of those working there did part-time farming. A second factory employed women, which added to the income of many families but also added to family problems in homes of such women with small children.

A survey of rural homes showed need for help with nutrition; sanitation; clothing selection, care, and construction; home furnishings; management; and family relationship and personal development.

These are some of the highlights of the study findings, which in turn spotlighted some outstanding needs —such as understanding on the part of more people of what could be done, and desire to help do it; technical assistance, especially in starting new farm enterprises; capital; vocational training for industrial work; and new industry.

Facing the need for immediate improvement of the situation, as well as the attainment of longtime goals, the Rural Development Committee set up certain objectives and began working toward them. Goals were set for farm production; a program was started for attracting new industry which would use one of the county's most plentiful natural resources—timber; a plan got under way to set up new markets for farm products.

The county extension office operated as an active part of the Committee, as did other agricultural groups. We offered encouragement, ideas, suggestions, and information at our disposal. And we geared our program activities into whatever action was indicated to achieve the goals set up by the Committee.

In the year and a half since the program got under way, considerable progress has been made. Projects of special significance have been an increase in strawberry production; a new factory; and a trades class building for vocational training in anticipation of added industry.

The Committee had decided that promotion of the strawberry enterprise would be one of the quickest ways to add to farm income in the county, particularly among those with small acreage and lack of capital. Climate and soils were favorable. A processing market was already established. The goal set was for 1,000 additional acres of strawberries within five years; this past year, 800 acres were set, with an anticipated increase in income of close to $300,000 for the growers. A cooperative market for fresh berries was established, and a market for wild blackberries is being set up also. A grade A egg route

(*Continued on next page*)

into Nashville is getting under way as promotion of the poultry enterprise.

Another project was the vocational training of men and boys in woodworking, to create a potential labor force for a furniture or other wood products factory. Of 95 high school freshmen boys in 1956, 37 took agriculture; yet for every five of these, only one farm would be available. The boys not wanting agriculture had no other choice except civics.

The crowded school had no room for a woodworking class; nor was any money available for a new building. The County Board of Education gave the Committee five one-room rural school buildings left vacant by consolidation. Some of these buildings were sold, and the money used to buy supplies; others were torn down and the materials brought to the high school, where the boys put up a vocational building. The facilities will also be used for adult classes in woodworking.

A labor survey was made; then the businessmen of the county and some of the more prosperous farmers subscribed $100,000 to help get a factory building for the new industry the Committee helped locate in Macon County. The new factory employs 500 women and 100 men. We were active in this project, feeling that whatever helps the ecenomy of the county also helps agriculture.

Most of the agricultural agencies have directed their efforts to helping achieve the county's goals. The Farmers Home Administration has put a part-time supervisor in Macon to help with the credit problem. The Soil Conservation Service has added an assistant to help handle the growing work load stimulated by the program. The Extension Service has added an assistant county agent and an assistant home agent to help implement and serve the accelerated pace of agricultural and homemaking change.

Among our Extension activities have been a number of schools for farmers in farm management, dairying, animal husbandry, and poultry, with specialists in these fields from our headquarters staff helping conduct them. We have made special effort to get families who need help the most out to these meetings.

The program has helped stir up interest in improved agriculture, and we are receiving more requests for help. For example, farmers of the Enon Community asked me to conduct a weekly school for them. I wasn't too confident that we could get enough out to keep it going, but we started it October 8 and held it every week for five months. Attendance rose from 11 to around 60. Specialists, neighboring farmers, county agricultural teachers, the SCS technician, and myself all took part in the teaching.

Although the rural development program has really just started in Macon County, it has already brought out leadership and stimulated new effort and hope, as well as increased income, wherever the people have taken part.

A scene in the fresh strawberry market established as a result of rural development work in Macon County, Tenn.

Cranberries Prefer Cool Handling

Techniques for raising and packing high quality fresh cranberries have become well established, but proper handling methods from the time of shipment through to the consumer had not been well-defined. Reports of poor quality fruit at the retail store level were frequent.

Surpluses had plagued the cranberry industry for 10 years, resulting in unstable markets and discouragingly low returns to growers. The problem was to reduce the surplus and maintain a reasonable balance between the sales of fresh and processed fruit. The industry's leaders agreed that the fresh fruit market offered the best possibilities for some immediate expansion.

The extension advisory committee agreed to obtain some factual data on color, size, soundness, weight, general condition, and appearance of cranberries at the shipping point and in the retail stores. With this data, specific research might be done to improve the condition, salability, and consumer acceptance of fresh cranberries.

A wealth of information pertinent to the cranberry industry was obtained from the study made at the Cranberry Experiment Station. Four major facts emerge: (1) Packing house samples showed 3.7 percent unusable berries at shipping point. (2) Retail store samples showed 23.2 percent unusable berries at this level. (3) Fruit decay was the cause of about 90 percent of the unusable berries. (4) Complete refrigeration in the retail stores sampled reduced losses by approximately 50 percent.

Immediately, upon the conclusion of the study, the Cranberry Institute prepared a flyer, pointing out, among other handling techniques, the value of displaying fresh cranberries on a refrigerated rack. A copy of this flier was enclosed in each carton of cranberries shipped in the fall of 1956. Prospects for both growers and consumers of cranberries are looking up in 1957. —*J. Richard Beattie, Extension Cranberry Specialist, Massachusetts.*

If We Wish to Lead

by ERNEST J. NESIUS, Associate Director of Extension, Kentucky

TRADITIONALLY, we Extension people have concentrated on farm and home practices. Success has been measured by the number of practices adopted, or the number of people adopting a practice. The traditional recommendation has three dimensions: quantity, kind, and instructions for use. Sounds like a prescription, doesn't it? This is standard form and there is nothing wrong with it. It summarizes a situation into a conclusion. However, many of us believe we are ready to move into a higher echelon of decisions and do more than just be disseminators of information.

Teaching farm families the information for problem solving is the major objective in Extension education. We do not solve the problems of those families with whom we work, but instead (a) we try to understand their problems; (b) we assist them in thinking through to find solutions; (c) we provide such information as we in Extension possess and think will be helpful to them in problem solving; and (d) we guide and encourage them in following through.

Five Principles

Now let's get down to the meat of the coconut.

The success of tomorrow's Extension program is practically guaranteed when the following five principles are carried out in their full intent.

1. When by far the most of your energy and mind are devoted to the problems of today felt by the people of your county.

2. When these problems command your time, mind, and hands in approximate proportion to their importance.

3. When the people in your county recognize the problems and possess a willingness to attack them.

4. When you are recognized by the people in your county as the interpreter of the information they need in solving their problems.

5. When you, and the people in your county, are willing to spend some time today anticipating and planning for the events that are most likely to happen tomorrow.

Today's Problems

The first of the principles just stated said, "When by far, the most of your energy and mind are devoted to the problems of today felt by the people in your county." Extension was founded on a problem, a felt need. The cotton boll weevil was about to devastate southern farms. It was known how to control it, but there was no good method of getting the information to many farmers. The Extension Service was born out of this need. Let's never forget this important point.

The character of a particular problem, that is, income, is constantly changing. Every day seems to produce new problems. We cannot build a permanent structure on the problems of today. For example, our colleges are organized by subject matter and thus we have departments. This is a permanent structure for working on problems which are continually changing. A particular problem may require the subject matter of several departments. The fact that colleges have departments and we have problems may seem like a paradox, yet it is not. The information we use comes from a fountainhead of many spigots. We merely draw from each spigot what we need today. From the point of view of your office, the problems represent a continually shifting and changing panorama of demand for your services. You, to do your job well, must keep the whole horizon in view and remain in control of your forces to attack the shifting frontline. You are backstopped by the University.

When you are successful, as described above, you will have a flexible and dynamic program. Your program will be in tune with today. You will not be working on yesterday's problems. Your approach to problems will be functional and not departmental.

If you were to list today's problems and then group them in broad classifications, you would probably find most of them in the following groups: (a) economic growth, (b) productivity of human resources, (c) reduction of poverty, (d) young-farm-family development, (e) family welfare, and (f) old age and security.

What Is Most Important?

The second principle said, "When these problems command your time, mind, and hands in approximate proportion to their importance." Tomorrow's Extension program will be made out of your time, allocated by your mind, and in many ways carried out by your hands.

Not in a single county can we be accused of using our resources on the nonimportant problem. Just as the man that drives a mule today is underemployed, so are you underemployed in terms of your opportunities if your time is being spent on inconsequential problems. It is necessary that you analyze each of the problem areas very carefully to evaluate the effects of alternative actions.

The best single measure of importance is an estimate of the consequences of certain actions. Even when you have the consequences listed, it will be difficult to compare them to determine their relative worth. For example, suppose you devoted 20 percent of your time to increasing the yield of corn as contrasted to 20 percent of your time among the low-income families in your county. On the one hand you could say, "In 5 years I can increase

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the total production of corn in this county by 10 bushels per acre or 500,000 bushels. On the other hand, I might work closely with the low-income families to obtain off-farm employment or to move them from the farm to an industrial center." Now I leave with you this question. Which would be the best use of your time? The answer, of course, will have to be given by the people in your county when you draw them into the job of allocating your time. However, you will want to make sure that they are appraised of the total facts involved in both consequences.

Determine the important problems and work on them.

Look Ahead

For the third principle, we recognized success "When the people in your county recognize the problems and possess a willingness to attack them." To all of us, there is a horizon of opportunity beyond which we cannot see. The distance between where we stand and where our horizon is may measure, in many instances, our vision of what could be.

Oftentimes before people can recognize problems they must be made to see the possibilities in rather clear perspective. They must be able to see the trees as well as the woods; they must be able to see that there is a brighter tomorrow than the gloomy today. Reducing all of this to its simplest language, it is the responsibility of the county extension office to bring before the people of your county, first, the facts about their situation, and second, the opportunities that are theirs when these facts are changed.

How To Use Information

Farm families today are bombarded with information from every direction. One of the phenomena of the day is the competition for the time of people to get them to center their attention on certain things. Mass media are good, and through them we can spread the seeds of many ideas; and other sources of information, such as magazines and commercial advertising, are good.

What farm families want is someone to assist them to sort through this mountain of information to find those kinds which are best for them in their situation. Only people who are skilled in interpreting information can provide this kind of assistance. When you, as an extension agent, are acting in the role of interpreter of information to farm families, you are performing service of the highest type. Service in this way is problem solving, which is really choice making or decision making.

To be a skilled interpreter requires more than having an expert knowledge of counseling, or being expert in subject matter. It requires also an intimate knowledge of different situations among the people in your county. Counseling, and being an expert in subject matter, can be learned from books or from learned professors. On the other hand, it is only through your own devices that you can learn about the situation in your county.

Types of decisions made by farm families may be classified by levels. The lowest in the echelon is the simple farm practice, such as adding protein to the livestock rations, or canning beans in a pressure cooker. There is a second level higher, centered around a total farm enterprise; for example, beef, or a total segment of the home; for example, home furnishing. There is still a higher order that includes all the enterprises to make the whole farm or the whole home, and there is still a fourth and higher order where the farm, the home, and the community are combined. This is the family area.

As a source of information, we have spent much of our time in the lower echelon of decision. In the future we should spend more of our time in the higher echelon.

You and the People

The fifth principle guiding us to success was: "When you and the people in your county are willing to spend some time today anticipating and planning for events that are most likely to happen tomorrow." You will note particularly that we say here, you and the people. This principle is listed as the fifth one, but it will have been the result of yesterday's effort; therefore, in many ways this is the first of the five principles just covered. It is program projection, program development, or whatever you may want to call it. It means that you need to involve many people and to solicit their thinking and understanding and willingness to participate. It means the carrying out of four basic steps: To plan, to project, to expect, and to allocate your time, and to get commitment from the leaders in your county to allocate their time toward objectives which all of you agree are the desired ones for your county.

Is all that I have said different from what you have been doing? I would like to reemphasize some of the ways that it is different from the traditional:

1. It features a unified approach to all of the family problems, beginning with the highest type and going to the lowest and simplest of the farm practices. In this sense it brings together most of the forces considered by the farm family.

2. It is a problem-solving approach with the problems put in their proper perspective, both in terms of expected results and the expected amount of attention needed to attain the expected result. This is in contrast to the county agent or home agent who takes a single horse and rides it hard, gets a lot of publicity and lets the rest of the problems take care of themselves. The day of the big campaign is passed, except for emergencies or singularly important problems.

3. Yesterday we dealt almost entirely with economic questions. We recommended practices and established demonstrations. Of course, there is no intention to do away with these. However, tomorrow we will be concerned more with the tough decisions that farm families are facing; to help them weigh the alternative action by pointing out the consequences, and providing information. The fact that we can do this reflects signs of maturity in Extension and the confidence of the people in our abiilty to assist them in their basic problem-solving experiences.

"I'll Show You Why"

Consumer education activities appeal to older youth in Missouri

by WILLIAM H. COLLEY, Assistant Editor, Missouri

Roylin Hilty, St. Clair junior leader, is presenting an illustrated talk on quality eggs. Since 1954, older 4-H'ers have been talking on this subject.

CONSUMER education activities for 4-H'ers over 14 are gaining momentum in Missouri. In the past 3 years, 168 older 4-H members gave 377 illustrated talks on quality eggs to some 15,415 consumers. Last year, 40 retail store exhibit-demonstrations attracted 12,110 more consumers. Via radio and television these persistent 4-H'ers have reached countless other consumers.

There are two reasons why this consumer education activity on quality eggs really clicks: It appeals to older 4-H'ers. Here's something in which they can invest some of their own talent, personality and manner of presentation. Missouri's 4¼ million consumers like and need this kind of information.

Back in 1954, Ted Joule, poultry marketing specialist in cooperation with other extension specialists, developed a 15-minute illustrated talk as an activity for 4-H'ers over 14.

Nine pilot counties in Southwest Missouri tested the illustrated talk on quality eggs during 1954. Twenty-seven older 4-H'ers enrolled and attended a training session. This was conducted by the Extension Service in cooperation with the Egg Division of the State Department of Agriculture, the Poultry Inspection Division of the U.S.D.A., and the Missouri Farmers Association.

Achievements of the 27 4-H'ers were so convincing that the activity was developed on a statewide basis in 1955. The following objectives were set up:

(1) To provide consumers with factual information on quality eggs.

(2) To provide 4-H'ers over 14 with opportunities to participate in additional leadership and public speaking events.

(3) To provide programs that encourage improvements in Missouri's poultry industry.

(4) To provide activities that will keep older 4-H'ers active and interested in the 4-H program.

Training sessions were set up in 6 areas and attendance was limited to 5 4-H'ers, 1 adult leader, and 1 county extension agent per county. A total of 102 4-H members, 18 leaders and 44 agents attended these training meetings. Enthusiastic cooperation was secured from many organizations.

The activity flourished. Thirty-nine 4-H'ers gave 110 illustrated talks on quality eggs to 4,328 consumers, not to mention the number they reached through radio and television.

In 1956, 127 older Missouri 4-H'ers took part in the program, giving 233 illustrated talks to 9,824 consumers.

Early in 1956, Joule and other specialists added a new wrinkle—a retail store exhibit-demonstration on quality eggs. Here, the 4-H'er uses a display consisting of egg posters; candler; scales; cartons of eggs of each size and grade; hard-cooked eggs of each grade; and eggs of each grade broken out on plates. The 4-H'er demonstrates and talks to customers who patronize the retail store. Usually a State egg inspector and an extension agent are on hand to help.

Before the end of 1956, 40 of these exhibit-demonstrations were given in 24 counties. Attention of 12,110 consumers was attracted by this effective method of disseminating information.

An interesting followup on how consumer education activities influence egg purchases was made in St. Joseph, Mo. In 1954, a survey showed that two retail stores were selling a total of 1,200 dozen eggs per week. One store was selling 95 percent unclassified eggs. After consumer information programs, including this 4-H activity, were conducted in the area, these two stores were contacted again. One year later, they were selling a total of 6,000 dozen eggs per week and 90 percent were graded. This survey indicates consumers will demand graded eggs following an active consumer education program, if local stores will handle them.

There are several current developments in this 4-H consumer information activity. Two freshman scholarships to the University of Missouri have been provided for 4-H'ers doing outstanding work in this activity. Seventy-six counties have requested additional training in the activity. Consequently, six training sessions will be held to cover the State. The

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OUR FOODS STORY
featuring general knowledge and current news

by DR. GEORGE S. ABSHIER,
Consumer Marketing Specialist, North Carolina

MOST people like to eat—many want to eat better, but don't know how.

And few like to be told. So our job of reaching the public with information on food that would help them shop and eat more wisely is a major effort every week.

Our objectives are two-pronged—to improve the demand for North Carolina farm products and to educate consumers on the subject of food. Each week we are concerned with two leading subjects, current food news and general food knowledge.

In story one we attempt to teach consumers something about seasonality of foods, by listing as best buys, the various products that are in plentiful supply, high quality, and attractively priced. However, more than listing simply the best buys, we attempt to teach consumers more about food marketing by explaining surpluses or shortages, changes in seasonality, effect of weather on quantity and quality, sources, varieties, selection, and care and use. Since Raleigh and Durham are serviced for the most part by the same wholesalers, the same food situation applies to both market areas, and the same stories can be used in both cities.

The second story is designed as a feature article about one food item or shopping principle. This story is for general use and attempts to give a concise but complete picture on the area of production, pertinent marketing facts, consumption trends, pointers on selection, and its nutritional value, care and home use. This product is normally one in peak supply, such as peaches, potatoes, milk, lamb, and eggs. Features have been prepared also on labels, frozen foods, beef grades, and how to determine a good buy.

Telling the Story

These food stories are published each week in a mimeographed pamphlet Tarheel Food Shopper. This Shopper is sent to the extension agents in North Carolina, as well as to nutritionists, food buyers, food editors, and others interested in food distribution or use. In addition to the Shopper itself, the extension information office prepares short news releases for all daily newspapers and radio stations in North Carolina based on the features in the Shopper.

Use All Media

The use of this consumer information in Durham, N.C. is an excellent example of acceptance. To expose all consumers in the area to the information, it was necessary to use all media.

The specialists, along with the Durham County farm and home agents visited the daily and weekly newspapers, radio stations, and the TV station to explain the objectives of the program. The method of collecting and anlyzing information was discussed; a sample Shopper was shown; and suggestions on use of the information were discussed.

The visits paid handsome dividends. All the people contacted readily agreed to use the information. Mrs. Frances Jarman of WDNC Radio gives the list and explanation of best food buys on her Monday program. On other days of the week she gives an occasional recipe featuring one of the good buys. The other radio station does not have a foods editor, but quotes directly from the Shopper on morning disc jockey programs.

The Durham Observer prints one or two columns each week, featuring good food buys or giving a complete story on the featured food.

Jack Watts, county agent, uses the food information quite often in his daily farm column in the newspaper. In addition, arrangements are being made to provide an exclusive column to the Daily Herald-Sun to be printed as a special column each week.

Mrs. Peggy Mann makes good use of the Tarheel Food Shopper on her daily cooking show on television station WTVD. Each Thursday she lists the good food buys on a blackboard. From this list she also prepares a menu for each day of the week. These menus are printed and mailed to 1,500 of her listeners.

In addition to these regular, local methods, special programs on food selection, use or care are conducted for various clubs or groups in the area. These are arranged through the home agent or county agent. The slide set Stretch Your Food Dollar has been popular for these meetings. Mrs. Marilyn Hartsell, the home agent, uses the information as a guide on TV programs and demonstrations.

The story reaches Durham consumers through another outside source. The specialists conduct a Market Basket show each Wednes-

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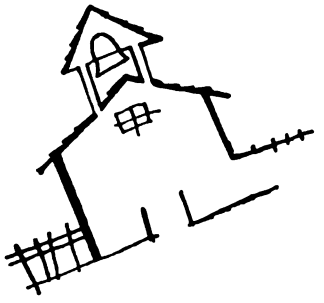


10 reasons for

Going to School Again

by J. PAUL LEAGANS, Professor of Extension Education, Cornell University

ADVANCED training in our profession of extension education has become vitally important to us all. Each of us knows that the quality of extension work, like that in any profession, can never exceed the professional quality of the people who carry it on. In view of this fact, we need to give more attention to the problem of increasing our professional know-how. Continuous improvement is necessary to keep up with the parade of change and progress that characterizes our current political, economic, and social situation.

During the last few years we have experienced almost a rocket type speedup of interest and activity in training extension workers at all levels. At least 25 land-grant colleges now offer undergraduate courses in extension education. States are giving increased emphasis to induction and inservice training, and graduate programs for extension workers are now organized in a dozen land-grant colleges.

I would like to list for you some of the important factors giving rise to the need for advanced training in extension education. I want to mention 10 ideas that appear to me most significant and to comment briefly in support of them.

Standards for professional proficiency are constantly rising in all fields of endeavor.

We can see evidence of this on every side: In industry from the machine operator to the top executive; in transportation from the truck driver to the plane pilot; in government from the clerk to the department head; in education from the elementary teacher to the university professor; in agriculture from the farm laborer to the processor. Our problem in the Extension Service is the same. Professional skill and know-how, adequate last year, is not good enough this year. The trend is likely to continue. Such a trend is evidence of progress itself.

Effective extension work results from choice, not from chance.

Effectiveness in extension results from design, not drift—from a plan, not from trial and error. It is an intentional process, carefully designed to attain specific ends which together contribute to broader and higher ends. Good extension work results from conscious, clearly conceived, purposeful, and skillful, executive, educational activity. The shotgun approach to Extension has never been very effective and is becoming less so. We must now use the rifle. We must identify our targets, shoot straight at them, and hit them with all the force we can pack into our ammunition. One of the important characteristics of the 20th century is its requirements of decisiveness in action.

It is an intricate and complex educational task today to design and execute extension programs that significantly change the action of large numbers of people.

This process has become one that challenges to the hilt the artistry of the greatest educators. Several factors complicate our problem. Among them are heterogeneity of our clientele; the need to base programs on the needs and interests of the people; our dependence on voluntary participation; competition for the attention of people; and the growing number and complexity of problems with which Extension is being asked to give assistance. We must clearly recognize that we are now dealing with a dynamic parade, not with a congregation. The difference is highly significant.

Education is the central force in effective extension work.

Its emphasis on education is probably the most important way in which true extension work differs from the work of many other agencies in our field. Education is, therefore, the most important trait of the Extension Service. It must be guarded zealously. The significance of the mark we make on people is measured, not by what we do for them, but by what we cause them to do for themselves. True education does not consist of filling a bucket but of lighting a lamp. We need to learn how to do this job with the greatest of skill. It requires far more than the relatively simple task of dispensing subject-matter and recipes.

The central idea in extension work of "helping people learn how to help themselves" has proved to be a good idea.

The idea advanced by Seaman Knapp, expanded into a publicly sup-

(Continued on next page)

ported educational agency, is being bought to the extent of 100 million dollars in the United States this year. There is, in fact, almost a world movement to adopt and adapt this unique idea to solving the problems of rural life. In my judgment, the future of Extension will be determined by the quality of contribution it makes to helping people learn how to improve their economics and social situation through their own efforts, and with their own resources.

Effective educational leadership requires that a gap exist between what the leaders know and can do, and what the followers know and can do.

This is the primary condition from which all professional leadership ultimately derives its usefulness and sanction. Many extension workers have become aware of this principle through embarrassing experiences. Many are now concerned that the gap may sometimes be dangerously narrow. Wise personnel selection and appropriate advanced training offer our greatest opportunity for keeping this gap at an effective width. These are our best sources of assurance that Extension will not be lost in the passing parade.

It is not what a person merely knows, but what he comes to believe, that determines what he does when he is free to act as he chooses.

Knowledge alone is usually not enough to stimulate desired action. Human beings tend to passively resist change, even though the change recommended may be good for them. Extension is dedicated to helping people put knowledge to work for them. Hence, effective extension work requires that we go far beyond the mere dispensing of facts and "recipes." It requires that we help people see the value of applying the new knowledge, and the connectiveness of the subject matter to their problem as they see it. It requires that we help people gain the skill necessary to properly apply the new knowledge. Diffusing subject-matter facts is a relatively easy task. Getting people to understand and apply them properly is the difficult one. It is at this point that extension work presents its greatest challenge. It is at this point that the good extension worker is separated from the less good. It is at this point that the true art of teaching must be put to the test.

To raise the level of living of farm people requires that extension give attention to:

a. The family and its individual members,
b. The home as a physical unit,
c. The farm as a business enterprise, and
d. The keeping of these in reasonable balance.

This fact is easy to see when we recognize the inseparable interrelationship of the family, the home, and the farm as a socioeconomic unit. You will recognize that I am referring to Farm and Home Development now receiving much attention in Extension. In the use of this approach, we have posed one of our greatest professional problems; one that is highly complex, but not insurmountable. This is the most important one in extension work today and, at the same time, the most difficult one to apply effectively.

There are two major areas in which extension workers must have adequate professional competency.

a. Technical subject matter — or what to teach.
b. Educational process — or how to teach.

Our basic legislation states specifically that Extension's job is to (1) "aid in diffusing" . . . and (2) "aid in the application of the same."

If we are to "aid in diffusing" we must know what to diffuse. If we are to "aid in the application" we must have the skill required to induce people to apply ideas. No longer is there validity in the argument for training in technology versus training in educational process. It is not a question of one or the other, but of one and the other in appropriate amounts. Both are clearly necessary. The real question is how can we combine training in each of the areas most usefully.

There is now developed a body of knowledge about extension education that is being recognized by university graduate schools as a major field of study leading to both the master's and doctor's degrees.

Conclusions

From the foregoing points I have drawn four conclusions which seem to me quite defensible.

1. No longer is 4 years of undergraduate training in any field enough for extension workers. There is too much to be known, there is too much we must know to permit an end of formalized study after 4 years of undergraduate work.

2. Inservice training programs, at their best, are not adequate for the job.

3. Something new is now created in some of our graduate schools designed to meet the special professional needs of extension workers.

4. Adequate training for extension work requires increasing attention to advanced study.

"I'll Show You Why"

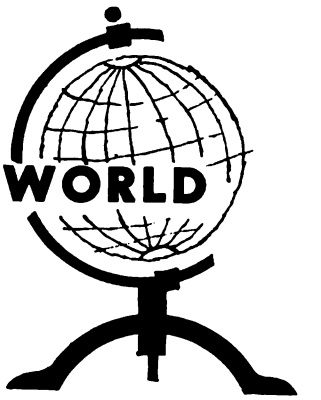
(Continued from page 147)

exhibit-demonstration presentation is finding an important place on merchandising and food shows.

This idea is also reaching into the broiler industry. In May, representatives of the 4-H nutrition and poultry marketing projects conducted training meetings on consumer demonstration on broilers. These meetings were for older 4-H'ers enrolled in poultry, food preparation, or junior leadership projects.

The success of this consumer education activity is encouraging because of its appeal to older 4-H members and because Missouri consumers are getting the unbiased information they want and need. It may be desirable and possible to provide these activities for older 4-H'ers on many other major farm commodities, thus providing an effective method of informing the public and another way to further strengthen the 4-H program's appeal to older youth.

On Extension's Trail AROUND THE WORLD



In Spain

Until recently, Spain was one of the few European countries that did not have some form of agricultural extension service.

Spain is primarily an agricultural nation and recently has become conscious of the need for developing its resources. As a result, 20 extension offices have been created, with a new group of men being trained to staff another office. The Spanish Extension Service is not a copy of that system in the United States. It is a carefully planned organization suitable to the culture and conditions that exist in Spain.

A severe winter, such as that of 1955, which caused a grave loss in orange and olive production, upsets the nation's entire economy. Many outmoded practices are seen. The tourist may pass a few tractors and other equipment, but usually he sees burros going round and round endlessly, as they draw water from the shallow wells for irrigation. Or he will watch groups of women hoeing young wheat, or lumbering oxen hauling crude equipment.

In rural parts of Spain, burros still provide the power to draw the well water. Extension work is gradually bringing about better sanitary conditions and more modern farming practices.

On the whole there's much evidence of poor production in the badly pruned olive trees and the scrawny cattle and sheep. With the new extension service, farmers are becoming familiar with young agricultural technicians, equipped with motorcycles, who are in the field every day speaking to farmers about the cooperatives and modern techniques of farming.

The farmers know that something is wrong, for they are caught in the jaws of an economic pincer that is hurting, but they do not know what to do. This makes them more receptive to new ideas than they would be ordinarily.

A very healthy change has taken place in the attitude of the government technicians. The young graduates of the agricultural colleges now express a desire for going into the field to obtain practical experience. More are requesting training in other countries.

The experiment stations are now being used to a greater degree in training the new graduates, and greater emphasis is being placed on the practical things to complement the excellent theoretical training they get.

As is always the case with adult education work, the results will not be evident for some time to come, but the most difficult part, the beginning, has been made.—*Anacleto G. Apodaca, Institute of International Education, Spain.*

In Paraguay

This is the story of Eleanora Cebotarev, a local leader of a 4-H girls' club, a unit of the Clubes Agrarios Juvenile of Paraguay, in the town of Capitain Miranda.

Eleanora is one of those dynamic, progressive, go-getter leaders that leaves no stone unturned if she believes her club needs help. Only 8 girls were enrolled and she knew that she and her coleader could work with many more. First of all, she felt that the rural youth movement was not being too well accepted in the community. Secondly, she needed a sewing machine for her girls.

Capitain Miranda is in an area where tung nuts are grown and sold to the processing plant. This arrangement leaves the farmer in a position where he accepts whatever price the trucker pays, and the payments are often delayed.

Eleanora approached some of the farmers and proposed that they let her club act as agent to buy their tung nuts. Many farmers were reluctant, her club members felt it was too much responsibility, but the owner of the factory encouraged her because he had heard of the wonderful work of 4-H in the United States.

"I finally convinced my girls that we should at least try," said Eleanora. The Club's first tung nut marketing venture was encouraging. They obtained a loan, then bought and supplied bags to the farmers, hired a truck to pick up the nuts, weighed them, and took them to the processing plant. Farmers not only received

(Continued on next page)

their payments immediately but were paid 50 percent of the club's commission.

At Christmas each farmer received a greeting card from the club in which he found a bonus check. Eleanora said, "The following year all the farmers wanted us to handle their tung nuts. Our club grew from 8 to over 48, and we bought 2 sewing machines."

This tung nut marketing project did much for the community. The farmers received a better price for their product, got paid immediately, and received a Christmas bonus. The girls got their sewing machines and the boys of the community became interested in having a club.

Through Miss Cebotarev and her club, the boys approached private and government agencies that handled farm supplies and equipment and agreed to carry on a mutually satisfactory distribution program involving sugar, flour, wire fencing, and other supplies. Membership among boys' clubs has increased and all clubs are now planning to build a community house.

An old barn has been repaired and remodeled, and serves as a meeting and recreation hall for the clubs. The Clubes Agrarios Juvenile are now well known in the town of Capitain Miranda. Where did this young lady get all this enthusiasm and motivation? She wanted to do something to repay her community and her country of adoption, Paraguay, for the new life that was offered to her and her parents.—*E. H. Sefton, Federal Extension Service.*

In Vietnam

Rural Vietnamese youth held the spotlight recently in Binh-Quoi village 50 miles from Saigon when members of the newly-formed 4-T clubs competed in a poultry exhibition. The 4-T is equivalent to the American 4-H, meaning in Vietnamese, Trio-oc (head), Tam-long (heart), Tay (hand), and Than-the (health).

Introduced into Vietnam by Franklin Ernst, agricultural extension specialist of the U. S. Operations Mission, the first club was organized in November 1955. By the end of March 1956, 102 clubs had been formed with a membership of 1,868. These 4-T clubs are so popular in Vietnam that membership is expected to reach over 5,000 in early 1957.

While the boys and girls learn to raise livestock and grow crops successfully, they compete with each other in producing the best chicken, pig, or carrot. Meetings are sponsored by groups of interested adults in a practical and informal type of education supplemental to their regular school work.

4-T Junior Club members of Binh-Quoi pose with village elders.

Public Affairs Covers Varied Field

Taxes, schools, foreign affairs, and water resources appear to be heading the list so far this year in public affairs work by State Extension Services. South Dakota, for example, has launched a general educational program on local taxation, using as resource material an experiment station bulletin showing sources and uses. Alternative methods of raising revenue are presented.

Michigan has prepared an analysis of water rights in that State as one of the "Open Meeting" series.

Although the Great Plains States are concerning themselves with the immediate problem of stabilization, national issues are being considered in some of these States.

Virginia is giving considerable attention to the school finance problem.

The cotton States are studying the future of U. S. cotton. They are reevaluating the influence of price, volume of exports, and opportunity to regain domestic market through new finishes, better quality, and new products.

Minnesota farm forums have been appraising the impact of the St. Lawrence Seaway when that big project is completed, including a look at its influence on foreign trade prospects.

In connection with work in this area, you'll be interested to know that the National Agricultural Policy Conference will be held September 9-13 at Turkey Run State Park, Marshall, Ind.

Our Foods Story

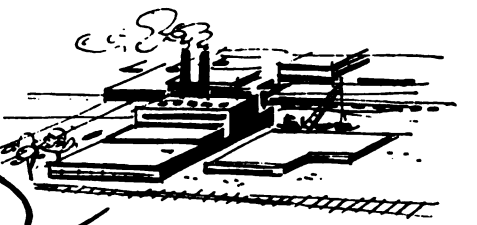
(Continued from page 148)

day on WUNC-TV. This program is carried as part of the network on WTVD, Durham, as well as on three other TV stations in North Carolina.

Although we have not evaluated the impact of this program, we are convinced that it is reaching the people, and as long as extension workers use the material, the newspapers print it, and radio and TV stations beam it to their audiences, we believe there's a need for it. We hope it is serving both our objectives.

What we can do for the

PART-TIME FARMERS



by MURRAY A. STRAUS, Assistant Professor, Department of Rural Sociology, Washington

PART-TIME farming has been with us for a long time and is found in many areas of the country. But one of the truly remarkable developments of the postwar years has been a vast movement into the suburbs. A large part of this mass migration has been to part-time farms. The number of part-time farmers has also been swelled by former full-time farmers who now work for wages and also continue some farming. Improved roads, dispersion of industry, shorter work weeks, and the increasing difficulty of earning a satisfactory living from a small farm are among the many factors accounting for this national trend.

In many areas part-time farming is even more prevalent. In the coastal counties of Washington, for example, about one-half of all farm operators were employed off the farm 100 days or more. These part-time farmers are not only a numerically important group, but their contribution to the agricultural production of Washington and many other areas where they are found is also important.

Extension is committed to serve this numerically and economically important group. In practice, however, extension methods are still primarily oriented toward full-time farmers, or the operators of the larger part-time farms. Data for Washington from a recent study by the department of rural sociology show a marked difference in the degree of contact which part-time and full-time farmers in the under-45 age group have with Extension.

Less than half of the part-time farmers studied checked Extension as a source of information. This is to be compared with more than two-thirds of the full-time farmers. Although over a third of the full-time farmers interviewed attended an extension meeting during the preceding year, less than a sixth of the part-time farmers did so.

Of course, these figures can be looked at from the opposite point of view. That is, it is an important achievement that almost half of the part-time farmers in the State made direct use of Extension during the survey year. Similarly, considering the difficulties which a part-time farmer has in using Extension, it is encouraging that 16 percent did attend meetings, 22 percent had a farm visit, 31 percent visited an extension office, and 18 percent had a telephone contact with Extension.

These figures represent both considerable success in the efforts of the Washington Extension Service to meet the needs of this group, and also the need for further work with part-time farmers. How to reach this growing population of part-time farmers poses many problems and represents a challenge to Extension in many parts of the country.

Who Needs Extension?

In evaluating the significance of the figures on part-time farmers' contacts with Extension, it is important to remember that the part-time and the small-scale farmer is probably the one with the least knowledge of scientific farming information. However, the Washington data show him to be at least as well educated, on the average, as the full-time farmer studied. And often he is eager and receptive to extension teaching.

Office Hour Problems

Most part-time farmers find it difficult to contact a county agent because he works the same hours that the part-time man works off the farm. Many agents find that they are doing evening and Saturday work for this and other reasons. Some system of staggering the working hours so as to have some one on regular evening and weekend duty might prove valuable, especially if publicized. Evening hours would probably enable Extension to reach some of those now missed and at the same time help regularize agents' hours.

Perhaps meetings and discussions should be planned for people with relatively little experience on farms. Or it may be wiser to devote more time to writing for newspapers, radio, and TV.

Where To Locate an Office

Another problem illustrated by the case described is the location of the extension office downtown in a large city. This problem affects all extension activities and is related to the question of how to serve those who live some distance from the county seat. It is well known that use of Extension drops off sharply as the distance to the agent's office in-

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NEWS and VIEWS

A team of four Hawaiian boys and girls on the island of Oahu are credited with having the longest 4-H radio program in the Nation.

1,000 Conservationists

This is the 11th year for Montana's annual 4-H Conservation Camp. Nearly 1,000 persons have received training in conserving soil, water, birds, fish, game, crops, livestock, grasses, trees, and the like.

Each county may send one girl and one boy, selected by a local committee, who are interested in conservation, mature enough to take an active part in the camp program, are willing to share what they learn with others, and will prepare a written report of their after-camp conservation activities.

The camp was started in 1947 to train young people in the various aspects of conservation; to provide for leadership development; and to have them enjoy a camping experience together. Emphasis has been on workshops or special interest groups where each camper can choose one field of work to follow throughout the camp. These groups have as many "learn to do by doing" activities as possible, including demonstrations, field trips, and laboratory work.

Functional education in health, sanitation, and safety has been a regular feature of the camp. Campers are taught proper hand washing, dish washing, setting tables, garbage disposal, and other health and safety habits.

The camp has been shifted about the State to take advantage of different environments, to better serve the various areas, and to provide variety in experiences.

Since 1949 International Farm Youth Exchange delegates also attend. Countries represented have been: Switzerland, England, Ireland, New Zealand, Finland, Puerto Rico, Norway, India, Scotland, Chile, Belgium, Egypt, Jordan, and Iran. 4-H'ers in Saskatchewan or British Columbia are invited, too.

Other youth groups are invited to send representatives. Delegates have attended from Future Farmers of America, Farmers Home Administration, Farmers Union, Grange, and Farm Bureau.

Montana campers demonstrate that soils with good covers hold the moisture longer than those without.

Our 4-H Dramatic Festival

In Missoula County, Mont. the annual 4-H Dramatic Festival is a high point of the year for many young people, and has been for the last 11 years. In 1947, the county agents started the one-act play activity. They believed that the experience in dramatics would give the boys and girls a kind of training they were not getting elsewhere, an opportunity to develop in other ways, perhaps give youngsters who did not "shine" in other activities, a new outlet.

Montant State University holds an annual training school for 4-H leader play coaches. The staff helps with sources of plays, standards for selecting plays, demonstrations on makeup, casting, and judging.

The festival has strengthened the community spirit and set the pace for other enterprises. The Kiwanis Clubs in the county provide rating ribbons and entertain one of the winning 4-H Clubs at a dinner meeting. Last year 17 plays were given in the county.

This year 14 plays were given in the 5 districts, and 5 of them were selected for the county festival. One was a Chinese play, The Lost Princess, and another had a setting in India. Both of them provided opportunity for learning something of the culture of the two countries, an important offshoot of the project in dramatics.

A group of 4-H'ers who have fun with dramatics in Missoula County, Mont. where the communities are convinced that there is much to be learned from participating in plays.

Through the years the quality of the productions has steadily improved. One of the boys who got his start in dramatics through these plays has followed dramatics through college and plans to teach it in high school.—*Geraldine G. Fenn, Associate State 4-H Club Leader, Montana.*

Understanding that Creates Friendship

What pressing problems face the Near East? How do foreign students at the University of Maine explain their nations' stands on current issues? What are the differences in law and justice in various countries throughout the world? Who are the great men and what are the great issues in the world today?

These and many other questions on various aspects of world affairs have brought forth stimulating discussion among the 20 or so members of the Young Men and Women's study group in Union, Knox County, Maine.

Mr. and Mrs. John Burns and Mr. and Mrs. Robert Clark, young farm couples from Union, were instrumental in starting and leading the group. Through the National 4-H Club Foundation, the group was started in January 1954 as part of the experimental discussion program with rural young adults. W. W. Eure of the Foundation was project leader at that time.

About 20 young married people meet at the Clarks' home every other Friday night during the winter season. Discussion material is furnished each person in advance and a discussion leader is chosen. Lively discussions with pointed questions and sincere differences of opinion make for stimulating meetings.

The group often invites guest speakers and uses movie films, photos, slides, recordings, books, pamphlets, letters and objects of interest from foreign countries. Guests have included people who have been abroad, the county attorney, foreign students, International Farm Youth Exchangees, extension personnel, and others. State extension and other university people have helped plan the programs.

Proving their great interest in people from other lands, members of the Union group have entertained 3 IFYEs for a total of about 20 weeks. Two of the young men were from Nepal and the other from Iran.

Enthusiasm, an honest desire for knowledge of other countries and to understand the other fellow's viewpoint, and a sense of wanting to be of service to others—all these go to make this Maine discussion group one of the best in the Nation.—*John W. Manchester, Associate Extension Editor, Maine.*

"Not Guilty"

"Not guilty," was the verdict given at a recent TV trial of the Vermont Dairy Cow.

Prosecuting attorney Foghorn Rockwood (who is the assistant county agent when not prosecuting on TV), launched a strong attack against Bossy. He accused her of being lazy, producing evil-smelling milk and causing the farmer a loss of $200 a year.

Defense counsel Spellbound Dodge, Vermont's outstanding extension dairyman and a true defender of dairy cows, ably met these accusations one by one, submitting illustrative proof (in form of cartoons) of Bossy's innocence, showing poor quarters, poor pasture, and the ravages of flies.

Judge Mop Head Chandler banged the gavel and gave the final verdict of "not guilty." Plywood Bossy looked completely unconcerned.

NOTE: This was a TV program we did last month that was quite successful. Dick Dodge, our extension dairyman, came up with the idea. We have now mimeographed the script and will send it to all our county agents and other dairy groups. We are also planning a similar mock trial on animal health.—*Karin Kristiansson, Assistant Extension Editor, Vermont.*

Four Years on the Air

A team of four Hawaiian boys and girls on the island of Oahu is credited with having the longest 4-H radio program in the Nation.

Originating and conducting the weekly program since April 1953, these 4-H'ers have been heard regularly over station KANT in Kaneohe, Oahu. The two boys are brothers, Clarence and Kelly Choy. The girls are Kay Mitata and Paddy Lum.

What do they talk about and how they have kept the program going so long? Kay says, "News and comments about 4-H activities, with an occasional interview of some outstanding 4-H personality for variety."

New Faces, New Places Enrich Graduate Training

by LEONARD L. HARKNESS, *State 4-H Club Leader, Minnesota*

A REWARDING year of graduate study in the field of public administration convinced me that other extension workers also should somehow adjust their plans to include such an experience. I had no idea that I could afford to take time from my many activities as State 4-H Club Leader to concentrate on acquiring a master's degree in public administration. A combination of circumstances made it possible for me to do just that, however, and now I'm pleased to record my evaluation of this experience.

The factors that helped me decide in favor of a year of graduate study were these: Encouragement from members of the State 4-H staff and the director of extension, the assurance of sabbatical leave privileges which meant one-half salary from the university; and the granting of a fellowship from Resources for the Future, a subsidiary of the Ford Foundation. Probably not everyone contemplating a year of graduate study can count on this measure of help, but my year's experience has convinced me that such an educational venture will return sufficient dividends to more than repay a considerable personal investment of time and money.

Graduate study following a period of government service has a very broadening influence on the individual. As we work from day to day and year to year, we tend to slip into a routine, some call it a rut, and at the same time we're so close to our problems that it's difficult to see them in proper perspective.

In my case, I was privileged to study and work with representatives of a number of government agencies such as the Forest Service, the Soil Conservation Service, the Geological Survey, the Bureau of Reclamation, the Fish and Wildlife Service, the U. S. State Department, and others. There were only two of us from the Agricultural Extension Service in the group at Harvard, and both of us were in daily contact with these other men. We worked with them on committees, engaged in seminar discussion with them, and had many opportunities for social intercourse. This exchange contributed greatly toward the broadening of our interests and our understanding of each other's problems and programs.

Some of my friends have asked whether my time would have been better spent if I had taken my year of graduate study in a field more closely related to extension work. My answer has been that my work as a State 4-H Club leader is primarily an administrative job in a public agency. As such, a year of study in the following subjects seems pertinent: Government Administration and Public Policy, The Planning Process and Communications, Economics of Agriculture, Agricultural Policy, State and Local Government, and Land Use and Conservation.

Another feature of my year deserves mention. This was my first opportunity to study in a private institution. All of my previous work had been done in land-grant universities. I'm convinced that both types of schools play a very important role in the educational processes of our country.

One of the real benefits of graduate study for someone who has been in a government service is that the practical day-to-day problems are left behind, but not forgotten, as consideration of theory becomes more important.

They Tell Their People

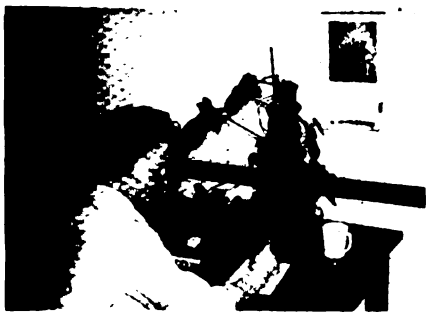
Training extension field workers in the use of the newspaper in publicizing their programs is paying off big dividends in Louisiana. This conclusion is not idle speculation, for it is based on actual data furnished editors by the field force.

Take the case of L. P. Batte, assistant county agent in Tangipahoa Parish, in charge of farm and home development. In his scrapbook, covering the period of February—December 1956, Batte published 63 stories, more than one a week, which racked up 394 column inches and he had reproduced 59 pictures, which he made himself. There is little doubt that readers of newspapers in this parish are aware of farm and home development.

Take a look at a year's stories written by the agents in St. Landry Parish. The daily paper is printed by the offset method. This makes it possible for energetic and publicity-minded agents to get pictorial as well as narrative coverage of their activities. Their bulky scrapbook for 1956 shows they had 3,786 column inches and 197 pictures on extension activities.

Then there's the case of Dorothy Powe, associate home demonstration agent in charge of consumer marketing in one of Louisiana's metropolitan cities, Lake Charles. One month's count revealed that "Dot" had chalked up 10 stories which covered 183 column inches and 4 pictures.

The flourishing but small parish of St. Mary has three publicity-minded agents who put their programs and achievements before the public in their one weekly paper. One year's tabulation shows that they had 104 stories, covering 1,069 column inches and 45 pictures during the year of 1956. This was an average of over two stories and practically one picture per week which is not a bad record in a small weekly paper that has little usable space in news columns outside of school board and police jury proceedings. — ***Marjorie Arbour, Extension Editor, Louisiana.***



Homemakers, all over Detroit, find today's market tip as near and convenient as their telephones. Mrs. Rose Pangrace is taking notes on the best buy and menu suggestions.

For Marketing Tips

Dial TR 3-0151

by MIRIAM J. KELLEY, Assistant State Leader, Home Demonstration, Michigan

DETROIT homemakers have a new marketing service. To get current marketing tips, they just dial Trinity 3-0151. As they have dialed for the correct time or the day's weather, they now dial to get the latest scoop on food marketing information.

Any hour, day or night, 7 days a week the information is as near as their telephone. This is possible because Detroit consumer marketing information agents are putting food buying tips on telephone tapes as a new service for consumers.

From 45-second spots, dialing callers get local prices; cost comparisons on better food values; suggestions for meal planning; and what to expect as supply, quality, and price situations change in the Detroit area.

Detroit consumers like their new service. From only two newspaper announcements describing the "dial for market tips" service, the Detroit office has averaged over 20 calls per hour. On an 8-hour count, calls have not dropped below 480 calls during the more-than-a-month that the service has been in operation.

One Detroit homemaker who is blind called to say, "This is the best service ever made available to the blind. We also need marketing information, menu suggestions, and tips on using foods."

A homemaking teacher reported that her students first told her about "dial for market tips" and asked that they make this a regular part of home economics classwork. Now the class of more than 100 students include marketing as a weekly part of their study.

"On trial" for 3 months, the phone answering service is financed by the Michigan Milk Producers Association. If calls continue on the present basis, the Michigan Bell Telephone Company will cooperate in installing the number of machines necessary to take care of calls and to reduce the number of busy signals. Two machines are in use and a separate recorded message must be made for each.

Mrs. Marjorie Gibbs and Forrest Strand, Detroit marketing information agents for the Michigan Cooperative Extension Service, believe there is no better way to put marketing information at the fingertips of Detroit's 3½ million consumers.

On April 1 when the service started, the message explained why large eggs were a better value than medium or small of the same grade. What to look for in choosing beef for specific uses and how to plan meals around the more economical pork cuts were also included in the first week's tapes.

If you get to Detroit and dial Trinity 3-0151 you, like thousands of Detroiters, will likely hear something like this: "Hi there—this is Marge Gibbs—This week there is an abundance of the higher grades of beef in Detroit markets . . . These include U. S. Prime . . . U. S. Choice . . . and U. S. Good . . . in that order of quality. Prices on steaks are lower now than they are likely to be next month. If you have freezer space, a few extra steaks bought now . . . U. S. Prime or U. S. Choice grade . . . can be convenient time- and moneysavers for summer cookouts planned later. The U. S. grade, stamped on the beef cut in a purple shield, is your best guide to getting the quality you want. Steaks of prime and choice grades are satisfactory for broiling at home or outside over charcoal grills."

"Hello—this is Forrest Strand . . . Planning ahead for Easter dinner? Whether you want ham . . . turkey . . . beef or lamb, a look ahead can save time and money next week when everyone is doing last-minute shopping. Today, let's look at the ham situation. Ham supplies are good . . . there's lots of variety in size and type . . . prices are expected to remain about the same as this week. If your family can use a whole ham, consider the convenience of buying the boneless, canned ham. It's ready to heat and serve, easy to carve, gives 3 or 4 servings per pound because there is no waste. If you prefer the whole ham, bone in, and baked at home, figure about 2 to 3 servings per pound."

Agents Ask for Farm Management Workshop

by PHILLIP J. TICHENOR, Extension Information Specialist, Minnesota

When Farm and Home Development got under way in Minnesota, county agents found it necessary to brush up on basic farm planning. So as a wise step, they asked for and received a training workshop in farm management.

A series of training sessions on farm and home development had been held in April 1955. In a winter followup meeting, the problem was stated simply by Goodhue County Agent G. J. Kunau.

"What we really need is farm management training," Kunau said. "County agents understand individual phases of farming. But we need more know-how on putting these blocks together."A pair of extension farm management specialists at the university, Ermond Hartmans and Hal Routhe, heartily agreed.

Roy Bennett, a State Soil Conservation Service official, had earlier talked to Skull Rutford, State agricultural extension director, about getting a farm management session for SCS farm planners.

So after the first two sessions, Hartmans and Routhe held a series of meetings for SCS men, covering material given earlier to county agents. At the final workshop, SCS and county agents met together.

At the first session, Hartmans and Routhe presented the basic principles of good farm planning. They explained concepts of good farm business organization, how to compare costs and returns for livestock, and drove home an axiom of farm management: "Where land is critical, choose enterprises that give a high return per acre. If labor is limiting, work out a plan to provide high return per hour."

During the second series of training sessions, Hartmans and Routhe gave the agents a guide for planning meetings with farm families in their own counties and trained the agents in a "farm possibility technique" for applying management principles to individual farms. Already, more than a dozen counties are planning or conducting such meetings and using this "possibility" technique.

Part-Time Farmers

(Continued from page 153)

creases, and this is especially important in the case of part-time farmers pressed for time.

The establishment of branch extension offices has been tried and is one solution which might be advantageous in some areas. Washington experience indicates that branch offices staffed permanently with at least one agent and secretarial help are quite successful. However, experience in numerous communities indicates that the system of holding office days in various communities has not been successful, even when established on the basis of local request and given wide publicity.

The sharp drop in the use of phone calls outside of the free phone area of the extension offices is also well known. One way to make the economy of phone contacts with Extension more widely available is through the "intercity receiving service" offered by many phone companies. This service enables people in specified toll zones to phone Extension without charge to themselves.

Education, Not Service

In considering ways of meeting the special needs of part-time farmers we must be careful not to overlook certain fundamental principles of extension work. Among these principles are personal involvement, the attempt to meet felt needs, and, above all, the idea of Extension as education rather than only technical service.

When the concept of Extension as education is kept in mind the vast scope and need for Extension among part-time farmers and rural residents becomes particularly striking. The farm and home unit approach has emphasized the importance of education, especially in such crucial areas as learning to use scientific sources of information, rational planning to achieve family goals, and decision making. These are educational objectives fully as valuable for the part-time farm or rural resident family as for the family which depends on farming for a livelihood.

Many other methods might be considered in trying to expand the coverage of agricultural extension work among part-time farmers. Bulletins aimed at the needs of part-time and residential farms, and twilight tours are examples.

This service requires a redistribution of work to match the changes in our farm population and to more evenly spread our extension activities. In areas like certain Washington counties where there are relatively few full-time farmers, a redistribution of emphasis is a necessity if Extension is to serve the public as it is meant to do.

Portable Bulletin Case

How to display bulletins at meetings was solved by Bill Fitzgibbon, former assistant county agent, Pinal County, Ariz.

This portable bulletin display rack is hinged so that the narrow sides fold in for transporting. The bulletins hang on 32 L-hooks with room for up to 20 bulletins on each hook.

The measurements are 28 by 40 by 2 inches with each "wing" 14 by 40 by 2 inches. One-eighth inch plywood was used to cover the 2- by 1-inch frame. A handle on top makes carrying easy when sides are folded in a hooked-in place. — ***Alan F. Vincent, Pinal County Agricultural Agent, Arizona.***

They wanted a TRADE MARK

by VICTOR R. STEPHEN, *Staff Artist, Pennsylvania*

How the agricultural economics extension section at the College of Agriculture, Pennsylvania State University, gives a "new look" to its information releases.

About a year ago the publications committee of the agricultural economics extension section, through W. M. Carroll, took a look at the informational material sent to agents and farmers. It was in all shapes, sizes, and types of printing. None of it was easily identifiable as coming from this section.

The immediate problem was designing a new masthead for Farm Economics, the monthly newsletter sent regularly to a mailing list of more than 15,000. But the long-range problem was to develop an easily recognizable format for the many commodity letters which extension specialists send out to inform county agents, farmers, and business groups on up-to-date trends and developments.

Planning

We felt the masthead should carry not only the name of the publication and information about the College of Agriculture, but it should also include the line "from your county agricultural agent." This was done because the agent sends the individual copies from his office and he should have credit for the part he must play if the information is to be used to full advantage in the county.

An outline map of Pennsylvania with a farm scene superimposed had been used on an earlier issue, and it was decided to retain this motif. However, what was really needed was a characteristic design element or trademark that would mean to anyone who saw it that this was a part of the agricultural economics extension program. It would be used on the series of commodity letters and any other publications of the section.

Development

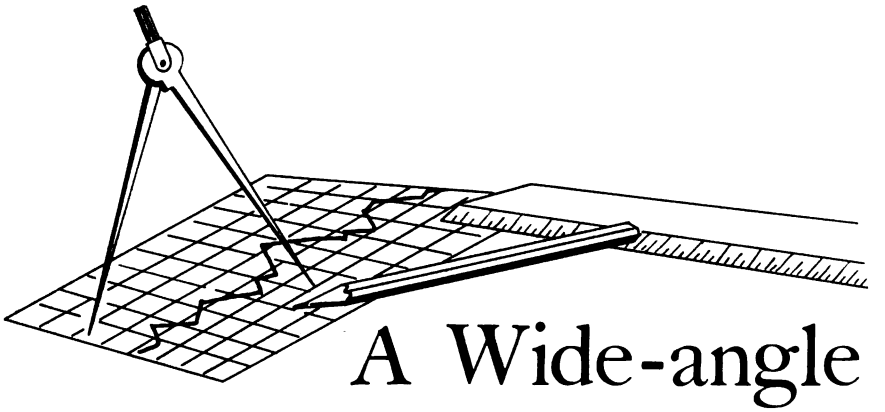
From the new farm economics masthead, we took the heavy black rectangle with the words, "from your county agricultural agent," in reverse type on the bottom bar as our trademark. We used a different picture and title for each commodity letter. The printing was done in different colors, green for forest products, red for flowers, brown for potatoes, and so forth. The headings are printed in advance on mimeograph paper so letters can be run off quickly as needed. Another time-and money-saver is the printing of an address flap on the lower third of the back sheet so that when folded the letters become self-mailers. This eliminates the cost of envelopes and the time needed to stuff them, something all agents and secretaries appreciate.

Results

In little over a year the mailing list for Farm Economics has jumped from 9,000 copies quarterly to 15,000 copies monthly with prospects for other increases soon. There are eight commodity letters in use. All reports are that persons getting this information with the "new look" like it.

Extension artists in Pennsylvania designed the eye-appealing page on the right to take the place of the uninteresting one on the left.

Newly designed formats for regular releases on marketing information written by Pennsylvania specialists.



A Wide-angle view

by Leigh Cree White, Home Demonstration Agent, Schuyler County, N. Y.

It creeps up on you, that feeling that you could have done the job better. I know. It's been creeping up on me. And perhaps the clearness of that realization is because I left one job and took another last year.

It's strange, but human, that most of us can't see our jobs better when we're doing them. There's a wide chasm between looking at one tiny segment of the job and looking at the whole job. How can one get that wide-angle view?

Think Through the Job

Several times a year I'd like to take at least one full day to look at the job from a high hill. It doesn't do any good to try to think through 1 year or 5 years when the work is piled high on the desk, and just thinking about the future makes you nervous.

A full day of thinking and reading, and reading and thinking about where the job was, where it is, and where it can go could produce alterations in the route. Statistics help you think. Statistics about your county may prove you didn't know the situation as well as you thought.

Then to help me along the route of this thinking-out process. I'd look further for professional help. In Extension we have a wealth of it. Too much lies dormant. The 3-week summer courses in Etxension training bring new insight, new initiative to many agents.

Study

What things do we need the most help in? Probably not subject matter. Most likely the way we work with people. Sociology, psychology, philosophy are familiar terms to a county worker, but often not familiar enough. Anything that helps us get outside our feelings, our job, into the minds and hearts of others helps the extension program.

A summer course which gears these sciences to extension work could be just what is needed to make the job hum.

Is the detour on your route the fact that though you work well with people and know the subject matter, you fall down on presentation? What about taking a summer or night school course in public speaking, demonstration techniques, or tools for the meeting?

What about reading one of the many pamphlets and books on mass communications? William B. Ward, professor of agricultural journalism at Cornell, serves it up in a book, Reporting Agriculture, published by the Cornell University Press, Ithaca, N. Y.

Hadley Read, Illinois extension editor, has written some very helpful ideas on Getting Information to Farm Families, a publication available from the University of Illinois, College of Agriculture, Urbana, Ill.

Read Regularly

Most of us subscribe to professional magazines. But I'm plugging for definite time set aside to read them. Are you aware of all the sound, practical help that lies waiting for you upon turning a page in your professional magazines?

It's this old initiative that puts wheels on the program. It's the wide-angle view of the job that creates initiative. Though talking and acting are sometimes reluctant partners, I'm hoping that my forward look will be as searching as my backward look is at my extension job.

EXTENSION SERVICE Review

AUGUST 1957

now showing

the County, State and National COOPERATIVE EXTENSION SERVICE

Special Issue

DEPARTMENT OF AGRICULTURE • FEDERAL EXTENSION SERVICE

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue —

EAR TO THE GROUND

This issue embraces the principle of cooperation, the lifeblood of Extension. A few decades back, Liberty Hyde Bailey said that "Unforeseen events change the constitution of human relations and make set projects impractiable and often dangerous. We need beacons more than programs."

Education's big problem has always been that of getting its bearings, of determining which way to go and how to get there. The vigorous manner in which Extension has demonstrated the spirit of cooperation in every facet of its organizational life is what has helped it to distinguish the beacons from the prevailing mist and what has enabled it to steer a straighter course.

People share in setting out the beacons and in charting the path toward them. Federal, State, and county governments are partners in the financing of Extension. Land-grant colleges and USDA join in providing technical knowledge and professional leadership. Unpaid volunteer leaders link arms with Extension in passing out helpful information, as do many other organizations, the church, and industry. Extension's strength is the combined strength of many. This skillfull weaving of cooperative relations up and down and back and forth is what this issue is about. We hope that it will give you a better insight into Extension's dynamic democratic philosophy in working with human nature rather than at cross-purposes.

This, by the way, is the last issue that Mrs. Catherine Beauchamp completely planned and organized before joining her husband in Florida. It is a final tangible expression of her ardent enthusiasm for the Review and her reverent devotion to the cause of Extension. She wholeheartedly gave her vibrant personality, her talents, and her spiritual strength to each issue created during her 3 years as its editor. Like everything else in Extension, the Review is a cooperative undertaking. Under Mrs. Beauchamp's leadership, the Review has achieved a high pinnacle of cooperative effort, since many Extension leaders, Federal and State, have been involved in the planning, and many others wrote the articles keyed to advance the objectives we all seek. We are indebted to her for raising the Review to higher standards of quality—LAS

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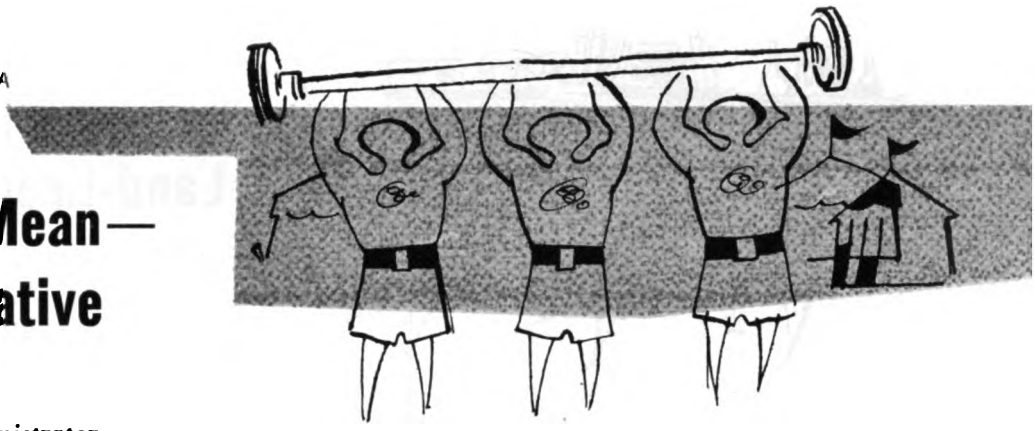
The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at $1.00 a year, domestic, and $1.50, foreign.



What Does It Mean— We are cooperative

by C. M. FERGUSON, Administrator, Federal Extension Service

To you and me as Extension workers what does the term "cooperative" mean? Is it just a handle to make us and those with whom we work feel good? Does it have meaning as we find ourselves in everyday contact with folks in the counties—our colleagues in Extension—people of other agencies—members of Congress, of legislatures, of county government? How did this word happen to get into our name? Why is the land-grant college concerned with the Department of Agriculture? On the other hand why is the Department concerned with the program of the college? These are good questions. Let's turn back a few pages in history and see how it happened to be this way.

That Drive for Education

With the Pilgrims and those who followed came ideas—love of adventure and freedom—great hopes and ambitions of building a new world over a new and untried pattern—keeping much that was good—discarding much that did not fit, but with all a burning desire for a better world—greater opportunity for everyone regardless of the station to which he was born—a driving desire to see that the next generation would have better educational opportunities than the one before.

Out of this ferment of ideas in a new and growing world came the concept that education must break the bonds of tradition and reach out to the masses—to those who tilled the fields, husbanded the livestock, made the homes—and to those who were the artisans of that day—the blacksmiths, the carpenters, the tinsmiths. It must reach those who were in occupations soon to become an integral part of two new sciences.

Increased Technology

The occupation of farming was to become the science of agriculture. Homemaking would become domestic science and later, home economics. The mechanic arts would be known as engineering. Out of the thinking of the leaders of that day came the congressional action which made possible the creation of the land-grant colleges. The act said to provide for the teaching of agriculture and the mechanic arts "in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Born of the same demands and in the same year, 1862, was the U. S. Department of Agriculture, "primarily for research and instructions in agriculture." Ideas were taking form. Colleges were growing up in the woods and on the plains. Many disciplines were being directed to the subjects at hand, botany, entomology, zoology. These began to have a new meaning. A new terminology described course content. Agronomy, field husbandry, and animal husbandry found their places along with a new application of chemistry, microbiology, and physics.

A Need for Research

A void of information began to be apparent. Research was needed. Experimentation began and science, formerly of academic interest only, was put to work to solve the everyday problems of farming. The Department and the colleges put scientists to work, hunting for things new to the world of that day, new plants, new strains of livestock, new ideas, new information coming from scientific effort, which was soon to be known as research.

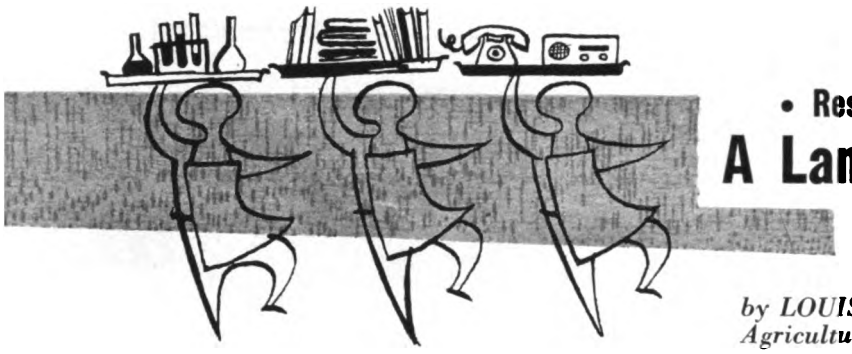
Both the USDA and the colleges were beginning to be pressed for information. Farmers were not only anxious to see their sons and daughters in college, but they, too, wanted to become a part of this growing student body. Research was finding its way to the farmstead and the home. The agricultural evolution, geared to its counterpart in industry, was picking up momentum. There was emerging a pattern of cooperation.

Of National Concern

As the last century drew to a close, the Secretary of Agriculture in the Yearbook of 1899 reviewed the progress of the century. Congress for the fiscal year 1899 had appropriated almost 3 million dollars, of which $720,000 went to the 48 experiment stations. In that year over 7 million copies of bulletins and pamphlets were issued. "Brief popular pamphlets continue to afford the most acceptable means of widely disseminating the results of the Department's investigations" the report said.

Dr. Seaman A. Knapp, formerly president of Iowa State College, later a member of the USDA staff, was developing a philosophy of teaching by demonstration. Farmers' institutes

(Continued on page 178)



• Research • Teaching • Extension

A Land-Grant College Trio

by LOUIS L. MADSEN, Director, Institute of Agricultural Sciences, State College of Washington

PROBABLY no two State agricultural colleges in the United States are organized just alike. State College of Washington has its unique qualities, too, and I should like to give you an inside look at the relationships among extension, research, and resident teaching.

We think of these three as a coordinated intramural teamwork relationship interlocking at certain points. This was made possible by the establishment in 1946 of the institute of agricultural sciences. The director of the institute serves as coordinator for the College of Agriculture (resident teaching), the Washington Agricultural Experiment Stations, and the Extension Service in Agriculture and Home Economics.

The dean of the college, the director of experiment stations, and the director of extension act as an administrative committee along with the institute director as chairman, who represents the institute to the college president.

This differs somewhat from the more traditional system with a dean and director as chief administrative officer and with associate deans and directors in charge of various segments of the college's agricultural work.

We do not hold up our system as a rod of Moses to set the people free, nor do we claim that we have solved all our problems of living together and working together as a team. Experience indicates that the human element is more important than the organizational structure. As for the basic functions and purposes at Washington State, I suppose they are much the same as for other land-grant colleges.

Most of our teaching faculty on the Pullman campus also engage in research work. In addition to the main experiment station at Pullman, we have seven outlying stations.

Research Workers' Job

The job of the research workers, of course, is to further the provision of the Hatch Act to "aid in acquiring and diffusing . . . useful and practical information." At Washington State home economics and veterinary research also are a part of the institute of agricultural sciences.

Now, that word "diffusing" is also a part of the Extension organic act. And so it may seem that confusion might arise between the responsibilities and the work of the research scientists and the extension workers. And in fact confusion does exist sometimes.

Research workers publish material, primarily for other researchers, technicians, and extension workers but, in a way, for farmers, too. And many farmers come directly to the outlying stations for how-to-do-it information which lies primarily within the scope of extension.

We have set up certain devices to clarify the fields of operation among the three segments of the institute and to provide a system of two-way communication from the farm through extension workers to the institute and from the research part of the institute back through extension to the farm.

We have biennial conferences of all the agricultural and home economics workers. We have joint subject-matter committees of extension and research, so that ideas are exchanged, problems threshed out, and a mutual program of subject matter agreed upon.

Extension and experiment stations jointly employ specialists in soil testing and what we call outlying testing, which is a system of controlled demonstrations on farms in specialized areas. Extension has stationed a horticultural specialist at one of our outlying stations to take the load off research workers who otherwise would be doing extension work by force of circumstance.

Extension specialists and research workers collaborate in publishing printed progress reports of research for the information of farm leaders and county agents.

Coordinated Coverage

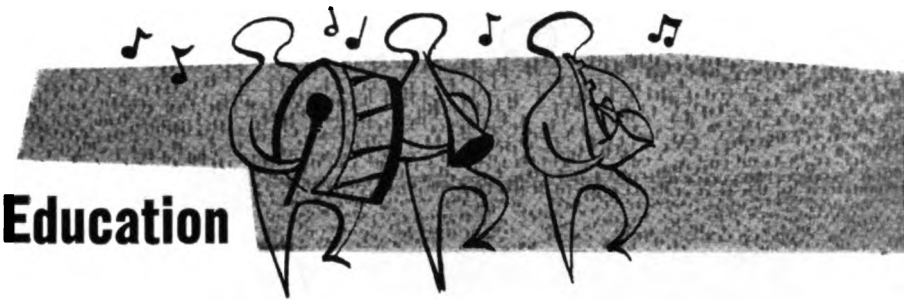
Our institute information activities are combined to bring about coordinated coverage through mass media and other channels by the three segments of the institute.

In addition to a general monthly newsletter for all members of the institute, special subject-matter newsletters, with news of current developments, also go to agents.

The fact that county agents are full-fledged members of the college faculty speaks for the high regard in which they are held by the college. We try in a number of ways to keep the agents informed and try to channel most of our current information for mass media use through them. They are acknowledged as the spokesmen for the college in their counties.

Right now we're making an intensive study of our teaching methods

(Continued on page 179)



Harmony in Education

by JOHN A. HANNAH, President, Michigan State University

At a time when there is so much discussion over the question of Federal aid to education, it is curious that so little attention is being given to the significant fact that in the land-grant college system, we have an example of Federal endowment of education which has worked well for nearly a century.

It is equally remarkable that in the effort to find a workable formula, no one has suggested that useful guidance might be found in the ingenious cooperative principle involved in the financing and conduct of extension work. After almost half a century of experience, this Federal-State-County relationship is still fresh and startling, and certainly worthy of examination.

It was because the Congress and President Lincoln recognized the need for a national system of colleges of a new kind to teach new subjects that the Morrill Act became law in 1862. These colleges were intended to serve "the agricultural and industrial classes" and to prepare them for the many fields of useful activity to which traditional educational institutions were paying scant, if any, heed. In the Morrill Act we have the first strong affirmation that it serves the national interest to have large numbers of our people well educated, and that equality of educational opportunity is one of the inalienable rights of Americans.

The mission of these new land-grant colleges was to serve the educational needs of the American people in every way possible. It continues to be their mission today.

Ninety-five years ago, the overwhelming majority of our people were engaged in agriculture—either directly as farmers, or indirectly as processors, transporters, or purveyors. First efforts of these new colleges were concentrated on teaching; they were gradually extended to research, and eventually to extension of educational services to people on their farms and in their homes.

The creation of the land-grant colleges or something akin to them was inevitable in a country engaged in opening up vast new areas of virgin territory while at the same time it was adjusting to the demands of the industrial revolution. That their faculty members would not be content to teach only what was already known, but would be avid to discover new knowledge, was inevitable. That some means would be found to extend these traditional services into the farthest corners of our country was also a natural development.

Thus we should take pride, not so much in the fact that in America we have created a unique tripartite program of education, but in the fact that those who founded the land-grant colleges, established the Agricultural Experiment Stations, and created the Extension Service, planned so wisely and so well that the system works even better in this modern era than it did in past decades when demands upon it were not nearly as great.

Colleges' Responsibility

The basic responsibility of the land-grant colleges to the Extension Service is to provide information, encouragement, and inspiration; to train its leaders and workers; to give it nourishment and sustenance in every form. How close this relationship is and must be is best understood by imagining the Extension Service cut off from the campus and those who work there. Possibly extension work could continue, but certainly it could not be as strong and vigorous and effective as it is today. And by the same token, without the Extension Service the college could not perform its traditional tasks as effectively or efficiently.

Extension's Obligations

Since this is a partnership arrangement, Extension has some obligation to the parent colleges as well. It is obligated to reflect faithfully and accurately the spirit of the land-grant college, to carry from the campus the information so abundantly available there, and to bring back to the campus faithful and accurate reports of the needs, the ambitions, and indeed the hopes of those who benefit from the services extension workers provide.

Not the least in importance is the role of Extension as the constant reminder to those on the campus that each year more than a million citizens join with Federal, State, and county governments to plan, conduct, and evaluate the largest program in adult education the world has ever known.

In view of the great changes taking place in the world, one hesitates to make predictions. Certainly the steady decline in the number of farm families and the flight to the suburbs from the crowded cities will have

(Continued on page 171)

Our Public Wants To Know

by LUKE M. SCHRUBEN, Federal Extension Service

OUR out-of-school education system, the Cooperative Extension Service, is unique in its concepts of cooperation. To achieve cooperation by three levels of government is of itself unique. To pursue and succeed with this method in both program formulation and sharing of program costs is rare indeed. While local leaders help county extension staffs study their problems and plan their programs, the appropriating bodies of county, State, and Federal Governments are the ones that decide how much money shall be set aside for Extension work.

In 1957, $118,903,000 was available to the States for extension work. Of this amount, 42 percent came from Federal sources, 34 percent from State moneys, 22 percent from the county treasuries, and 2 percent from private sources.

Reports Are Obligations

Having taken the responsibility for spending the funds appropriated by our governmental bodies, extension workers have the obligation to report to them on the progress of our program. Every county, State, and Federal official who is interested in extension wants to know and has a right to expect a report on what is done with the taxpayers' money. The type of report will vary depending upon the situation. The reporting requirements as set forth in the Smith-Lever Act generally do not meet the full needs of all the people concerned. Most county extension workers are aware of this and prepare supplementary material for theirs and others' use.

County governments' contribution of 22 percent amounted to about $26,000,000 in 1957. Most county extension workers take pride in reporting progress and the work planned for the next year to their local legislators as well as to their people in the county. Most of these reports are directed to specific important problems within the county and what was done about them. This type of reporting for laymen brings into focus the kinds of problems faced by extension workers, such as soil and water conservation, pest control, farm housing, grassland farming, health, nutrition, safety, and the contributions they make in solving these problems.

An illustration of this point is found in the adequate reporting achieved by a certain Wyoming county extension staff. They wrote a progress report on all phases of agriculture, home economics, and youth work, in terms of specific problems and their solution, telling who participated in program planning and how the plans were carried out. The mimeographed report was given to all those concerned—county officers, organized groups, press and radio people, State and Federal legislators, and some university and U. S. Department of Agriculture officials.

The Educational Arm

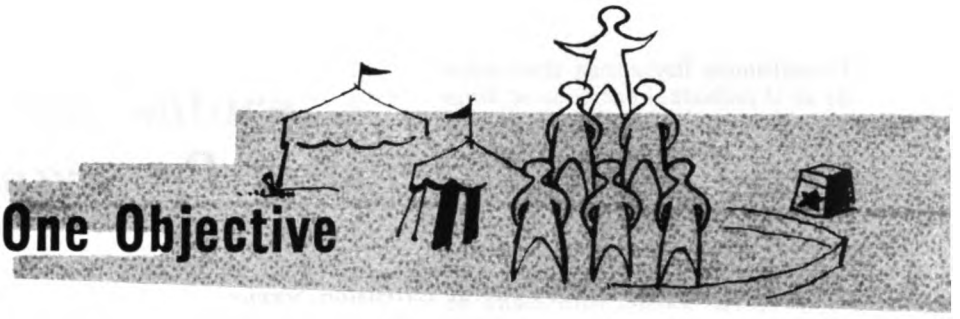
The Federal Extension Service is the educational arm of the Department of Agriculture and also speaks for the State Extension Services. It has a responsibility to report to the Department, the Bureau of the Budget, and the Congress, the achievements of extension workers, the program adjustments being made, the program requirements based on research results, the problems needing solution, and the proposed extension work to be done. Members of the Committee on Extension Organization and Policy also assist in their capacity as leaders in our vast network of cooperative relationships.

Keep Government Informed

United States Senators and Representatives are vitally interested in the results of various government programs being carried on in the districts and States they represent. The Federal Congress appropriated almost $50,000,000 to support extension work in 1957. These men and women cannot act in their official capacities unless they are well informed. These officials are generally thoroughly aware of the problems considered important to their constituents. They are not so familiar with what extension workers are doing about them.

To evaluate accurately the relative merits of a multitude of requests for money, Congress and other appropriating bodies must know what is being accomplished with funds. Changes in emphasis and redirection, geared to specific problems, as well as the measure of local planning and participation—all of these are the yardstick with which our accomplishments and future plans are evaluated.

Partners With One Objective



by P. V. KEPNER, Federal Extension Service

PARTNERSHIPS find their justification in the fact that two or more persons or groups, through the organized pooling of resources to attain a comon objective, can function more effectively than if each partner operated alone. Within partnerships, even though there may be different functional responsibilities performed by the different members, characteristically there is mutual agreement among all the partners as to general courses of action to be pursued.

Such is the case with the Cooperative Extension Service.

But how, you may ask, can the Department of Agriculture—the Federal unit in this partnership—and the 51 separate State and Territorial Extension Service units work out effectively common policies and programs?

Fortunately, this is not as difficult as it might appear to the uninitiated. Through the Extension Committee on Organization and Policy (for identification see Extension Service Review, July 1956*) and its various subcommittees, a very effective mechanism exists.

Some Examples

The following brief examples illustrate how this process functions. Over the years since the passage of the Smith-Lever Act, nine additional acts directly affecting cooperative extension work were passed by the National Congress. Variations of these acts created additional administrative work detracting from efficiency. Likewise definite ceilings prevailed on the amount of Federal appropriations which could be made in support of this cooperative public service. This necessitated a new law, every time the current ceiling was reached, which would authorize the Congress to appropriate additional funds.

This situation raised a major policy question: Should the Department of Agriculture and the State Extension Services undertake to have all these laws consolidated, modernized, and arbitrary appropriation ceilings removed, or should the previous pattern be continued?

This question was considered by all State extension directors and administrators of the Federal Extension Service. It was also made a matter of policy consideration by the Extension Committee on Organization and Policy. This committee established a subcommittee of State directors to work with representatives of the Department of Agriculture in drafting proposed legislation for final consideration. When the subcommittee's recommendation was finally developed, it was approved by the Organization and Policy Committee and recommended to the Executive Committee of the American Association of Land-Grant Colleges and State Universities, representing the States, and to the Secretary of Agriculture, representing the Federal Government. Both approved following the course recommended. The legislation jointly developed and approved was recommended to the Congress and was enacted. (Public Law 83—83d Congress, June 26, 1953.)

This action is typical of the way questions of major policy of concern to both primary parties in this partnership are jointly considered, mutual agreement reached, and positive action taken.

Of the many examples in the field of joint program development, a recent and significant one is that of the unit approach. This is the more intensive on-the-farm and in-the-home counseling with farm families, frequently referred to as Farm and Home Development.

There had been over recent years a fairly universal recognition of the growing need for shifting extension efforts in this direction. However, organized attention apparently was required to bring this need sharply into focus and to give it appropriate impetus. Again the Organization and Policy Committee, representing both primary partners, took the leadership. Early in 1954 this matter was discussed by the committee with the Assistant Secretary of Agriculture for Federal-States Relations. Subsequently it was discussed with the national leaders of most of the general farm organizations and commodity groups, and others.

Agreement was reached that such intensified educational work with farm families was both essential and proper. The Organization and Policy Committee adopted a resolution urging all States to use new funds being requested that year from the Congress primarily for this purpose. Both State and Federal extension workers participated in regional conferences to develop the most efficient methods for use in this revised program emphasis. Such joint consultations are being continued, of course, with respect to this and other aspects of program emphasis.

Subcommittees

Many of the matters to which the Organization and Policy Committee gives attention are studied by sub-

(Continued on page 174)

What is an Extension Program

by EUNICE HEYWOOD, Federal Extension Service

From time to time extension workers are called upon to answer the question, "What is the program of the Extension Service?" If the query comes from someone completely unfamiliar with the Extension Service, it soon becomes necessary to explain the purpose of the Cooperative Extension Service and its relation to the land-grant college, the U. S. Department of Agriculture, and to county governing bodies. Such information has been ably presented elsewhere in this issue, but the seeker after knowledge may want more detailed information as to just what extension workers do and how they do it. This is the $64 question. Every extension worker should be prepared to answer it in a way that reveals the scope of extension work and at the same time is specific enough for the uninitiated to understand.

Confusion of Programs

Part of the difficulty we face in doing this is due to our flexible use of the word "program." We speak of the "county extension program," the "4-H Club program," the "dairy program," the "home demonstration program," the "nutrition program," and so forth. The experienced extension worker knows that the last four, while complete programs in themselves, are parts of the total county extension educational program. But it is often confusing to those not intimately involved.

Another difficulty is one that occasionally confounds even the veteran extension worker. It is the rather wide variation in program emphasis and methods of operation among States, and, in some instances, between counties within the same State. True there are more similarities than differences in the way all extension work is conducted, but it is important that we recognize that one of the distinctive characteristics of extension work is its ability to adapt to the needs of any area.

Some differences are due to the way extension work developed in a certain place. For instance, 4-H Club work is closely allied to schools in some parts of the country and quite apart in others. Other common variations among States are found in such things as the amount and type of extension work done in urban areas, and the degree of program integration between agriculture and home economics, youth, and adults. While it may not be wise to generalize about the way all extension work is carried on, the basic philosophy of helping people to help themselves is common to the Extension Service throughout the country.

This leads to a third and most important point that must be stressed if we are to answer fairly the original question, "What is the extension program?" Beyond the general statement of program covered in the basic legislation and some broad statements of objectives, there is no overall national or State extension program as such. Instead, there are over 3,000 county extension programs. While there are major problems in agriculture and home economics that are of State and national concern, the development of programs to solve such problems begins at the local or county level. Thus extension programs are tailored to fit situations and needs as seen by local people. In many instances, careful analysis of a problem may indicate that the solution involves State, regional, or even national action. Examples of this are found in such fields as marketing and brucellosis eradication.

A fourth point of possible confusion is the tendency on the part of some extension workers and many cooperators to confuse extension plans of work with the extension program. The generally accepted distinction between the two terms commonly used in the Extension Service is as follows:

A county extension service program is arrived at cooperatively by the local people and the extension staff and includes a statement of:

The situation.

The problems that are a part of the situation.

The objectives and goals of the people.

The recomendations or solutions to reach their objectives on both long- and short-time bases.

A plan of work is a statement of the action to be taken by the extension staff and the people, within a definitely stated time, to carry out the recommendations in the program. The plan of work includes:

What is to be done.
Who is to do it.
How it is to be done.
When it is to be done.
Who is to be affected.
How results will be measured.

Objectives

As extension workers we speak glibly of extension programs, but how many of us can present a clear picture of the total extension educational effort in one county? A fairly typical list of objectives that might be found in an extension program in a rural county might read as follows:

Maintenance of soil fertility, improvement of livestock practices and marketing facilities, improvement of

(Continued on page 179)

Linked With Human Nature

by L. A. SCHLUP, Federal Extension Service

Once in a while it does a soul good to rationalize for himself and document a philosophy which laces the affairs of his environment with meaning and arms him with constructive zeal. Some years ago, I prepared a statement which, to me at least, justified my ardent adherence to the cooperative Federal-State-County principle of the Extension structure, and gave me more faith in it as a practical means of linking the common welfare with the aspirations of individuals. Since this Review issue is devoted to the cooperative nature of extension work, the kernel of that personal philosophy follows:

Man is a paradoxical creature. Since the pressure of population forced him out of his leafy refuge in the trees . . . and even before . . . he has had to contend with a dual expression of his personality. The two horns of his dilemma are rugged individualism and group action. Selfish aims and public interest aims frequently clash.

Men have organized their various types of social orders against external attack, to preserve security, to guarantee justice, to curb the anti-social tendencies of individuals who are uninhibited, to administer the affairs of the group, and for many other purposes of the common good.

What is the answer, then, as far as Government public service effort is concerned . . . the answer to man's desire to be both a rugged individual and a member of a group which takes collective action in preserving the interests of all individuals? How far can we advance the principle of collective public service interests at the expense of individual interests without endangering the security of democratic institutions? How far can we go in advancing the interests of the individual without endangering the common welfare?

One answer in Government may be the middle course, the course that steers between the two extremes, the course that violates neither the social nor the selfish side of human nature. That course is taken by the Cooperative Extension Service. It knits in one fabric the needs of a central point of approach to nationwide problems, the needs of the State, as reflected in the term "State's rights," and the needs of the county, the local community, and the individual. Free enterprise and national group effort are merged in the Cooperative Extension Service. It is a unique example of how a Government organization can be allied with human nature in a community of objectives expressed through a diversity of local approaches . . . a democratic philosophy which encourages individual enterprise and the best features of cooperative action in the intensely human struggle for a better life.

The Cooperative Extension Service, through county extension agents located in every rural county and some cities, brings to the people the latest technical knowledge from the laboratories of the U. S. Department of Agriculture and the State experiment stations. But when the knowledge reaches people, it is not academic. It is geared to the problems which people face and becomes a part of their habits and everyday living.

This is primarily because people themselves take responsibility in determining how extension work should operate. People are partners with their county, State, and Federal governments in maintaining and guiding extension work. It must be so if the advances in individual thinking and action toward better living are to become their permanent acquisition. It must be so if the individual is to exercise the inalienable American right to build his future as he chooses.

Government can't be smarter than Main Street nor the country crossroads. Progress in seeking a better life, whether it is fast or slow, must be allied with human nature in the manner that is basic in the philosophy of the Federal-State-County Cooperative Extension System. To me, this cooperative principle means the vitality of Extension's destiny in a democracy where the rights of the individual share with the common welfare. It gives the Extension edifice a secure foundation.

CALENDAR OF EVENTS

SEPTEMBER

The National Home Demonstration Council—Ohio State University, Columbus, Ohio—Sept. 8-11.

OCTOBER

National Safety Congress—Oct. 21-24, Chicago, Ill.

National Association of Home Demonstration Agents—Oct. 22-25, Minneapolis, Minn.

NOVEMBER

American Association of Land-Grant Colleges and State Universities—Nov. 11-14, Denver, Colo.

Outlook——Nov. 18-22, Washington, D.C.

Farm-City Week—Nov. 22-28

DECEMBER

National 4-H Club Congress—Dec. 1-6, Chicago, Ill.

National Association of County Club Agents—Dec. 1-4, Chicago, Ill.

We Pooled Our Resources . . .

*by J. W. CHAMBERS, County Agent, and DOROTHY BOND, Home Demonstration Agent, Richmond County, Ga.**

***Other members of the staff are W. F. Bazemore and E. J. Bible, Jr., assistant county agents; Carolyn Paradise, assistant home demonstration agent; and Mrs. Mattie R. Collins, clerk.**

How do you coordinate a county extension program? That's a question we asked each other when we decided to pool our resources to make our extension services go further.

With added responsibilities extension agents today find that it is very important for the overall county program to be properly coordinated. To have a well-planned program, each person on the county staff should have a part in planning and carrying it out.

Much of the work, such as regular radio programs, newspaper articles, and television shows, is divided equally and rotated weekly among the agents. A schedule is posted on the bulletin board well in advance.

Special activities in which we are asked to participate, such as programs at civic clubs and garden clubs, community drives, and serving as judges, are another important phase of our work. We try to handle these special requests on an equal basis by letting only one extension worker represent the organization when possible. In this way, our time is better distributed and a better balanced program is obtained. Our public relations are kept on the highest level, which is the secret to the success of any county extension program. It also aids in the personal attitude of each worker.

The harmony that exists among all extension agents is reflected by the program of work and measured by the many outstanding accomplishments the county organization has made during the past years.

Long Service Helps

Another important point to consider in a well-coordinated county program is the length of service each agent has within a county. We believe a person can do a much better job after his first year in a particular location. Although the Agricultural Extension Service is basically the same over the United States, it's different in the different sections, States, and even the counties. Most of the really outstanding accomplishments are brought about by long-range planning and working.

It is difficult to accomplish an outstanding record within a short length of time. We have had only a very few changes in personnel within the past 15 years. The staff includes 6 persons, and there have been only 5 changes in the entire group during that time.

Good local and State working relations are a "must" in a well-balanced and coordinated effort. Each year we try to include all county and State cooperative officials in the Agricultural Extension Service program in several outstanding events in the county program. This has helped develop the program and gives all the officials and interested persons an opportunity to observe how much progress has been made.

Monday morning conference of the Richmond County extension staff. Left to right: L. B. Bible, asst. agricultural agent; Mrs. John Collins, clerk; W. F. Bazemore, asst. agricultural agent; Carolyn Paradise, asst. home agent; Dorothy Bond, home agent; and J. W. Chambers, agricultural agent.

The entire county extension staff strives to develop a better county in which to live. Realizing that knowledge is the first essential to service, we always depend on the State and Federal Extension Service to provide program outlook as well as the very latest information in agriculture and homemaking.

In Richmond County, Ga., we have regular Monday morning staff conferences of about 1½ hours to plan our joint meetings for the week and to discuss the schedule of each staff member. These conferences are designed to stimulate a desire to do the best job possible; and to give each agent an opportunity to report on completed projects and activities, and plan ways for the agents to cooperate and assist each other.

Teamwork is the key to all phases of extension work for both adult and youth. For example, in 4-H Club work, a county agent and a home demonstration agent are responsible for regular 4-H meetings each month. Occasionally the county agent presents the program to the joint groups —both boys and girls—and at times the home agent is in charge. Agents travel together to meetings when possible.

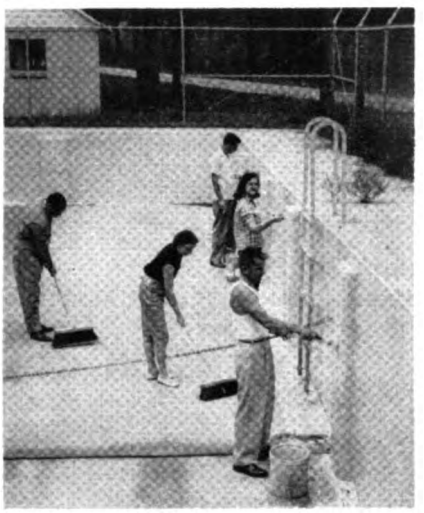
At community meetings the Extension Service is represented by a county agent and a home demonstration agent. All extension agents attend countywide meetings.

At small group meetings, each extension agent agrees to serve as an adviser or chairman of each phase of the meeting. This works out well when everyone knows his or her responsibility at the meeting. Overlapping of efforts and energies is eliminated.

4-H Camp — A Joint Endeavor

Through the coordinated efforts of all extension agents in Richmond County, a $100,000 county 4-H Club camp has been developed within the past 15 years. The camp received its charter this year. It is operated and maintained entirely by the five extension agents, the 4-H advisers' council, and the home demonstration council.

The Richmond County 4-H Club Camp is the meeting place for all countywide activities related to extension work — dress revues, talent contests, family cookouts, picnics, and the like.



The Richmond County extension staff paint the swimming pool prior to the 4-H Club camp.

Harmony in Education

(Continued from page 165)

their effects upon extension work. But one of the most remarkable characteristics of Extension is its resiliency and adaptability. Rural conditions today are far different from what they were half a century ago, and yet extension work grows in strength and usefulness. There seems to be no reason to doubt that it will continue to adapt quickly and readily and willingly to the conditions of 10, 20, and 50 years from now.

Educational Integration

The years ahead will afford to Extension a major opportunity to become an even stronger part of the overall land-grant college and university programs. As new public needs arise and are identified, extension workers will find new challenges which will demand their best efforts. They can and should develop ever closer cooperation with divisions of their colleges and universities other than agriculture and home economics which have missions in the vast area of adult education. The boundaries between specific areas of responsibility should become less distinct. This can be the case if extension workers will take the initiative in making available to others their specialized resources and their know-how in dealing with individuals and with groups. Other workers in off-campus education could learn much from extension workers.

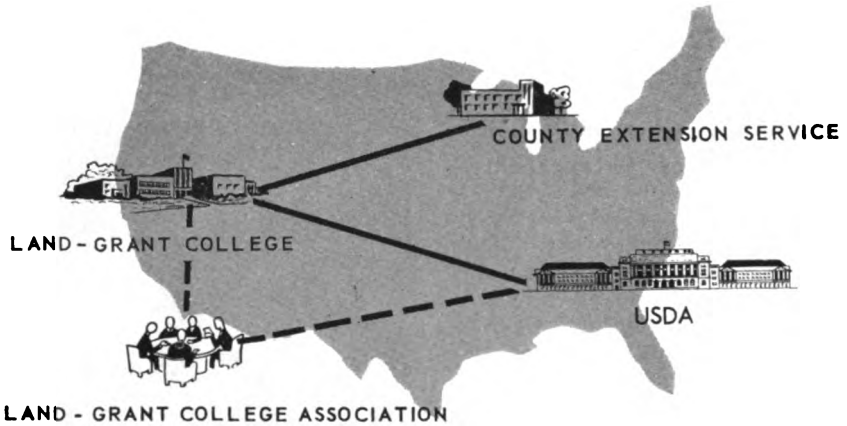
As agriculture realizes more and more that the problems of agriculture are really problems of concern to the entire population, extension workers could well learn that they have much to contribute to the solution of broader and deeper problems than those with which they have coped in the past.

Extension workers have a real opportunity in the university programs in the underdeveloped areas of the world. Many of these countries have basic problems of food supply and extension workers can make a real distribution to the solution of which extension workers can make a real contribution.

The Extension Service and the allied colleges and universities will certainly work together in encouraging better professional training for extension workers, for the demands upon them will be more urgent, and the very diversity of their future concerns will dictate that they be educated both more broadly and more deeply. We need only think of such areas of concern as marketing and consumer information, public affairs, area planning, and the use and development of natural resources to appreciate that the extension workers of the future will be working as teammates with those on the campus and in the field possessing a high degree of professional competence in their areas of specialization.

The Cooperative Extension Service has a proud history. Its current accomplishments are praiseworthy. Its future is bright and secure. In these things, all of us can find cause for gratification.

You Are Represented in ECOP



The American Association of Land-Grant Colleges and State Universities furnishes the mechanism for making policies and programs.

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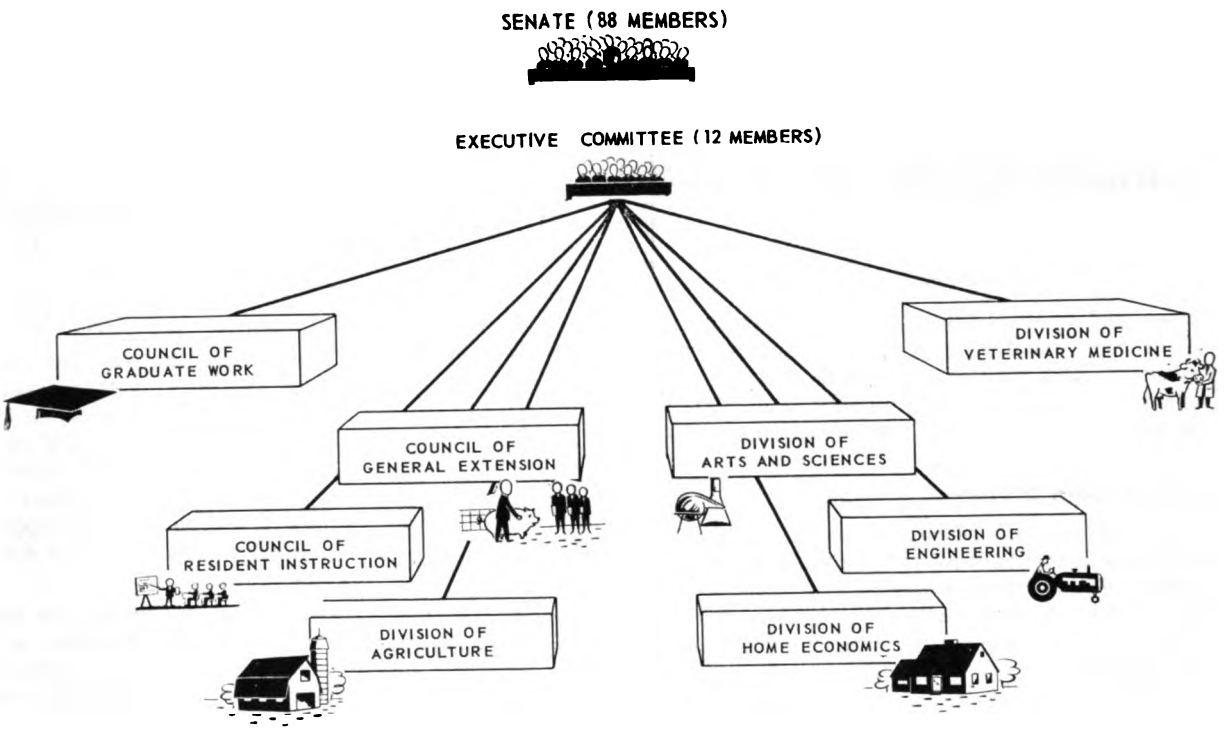

(Each Division has many Sections and Committees, where policies are determined and recommendations made to the Executive Committee and Senate.)

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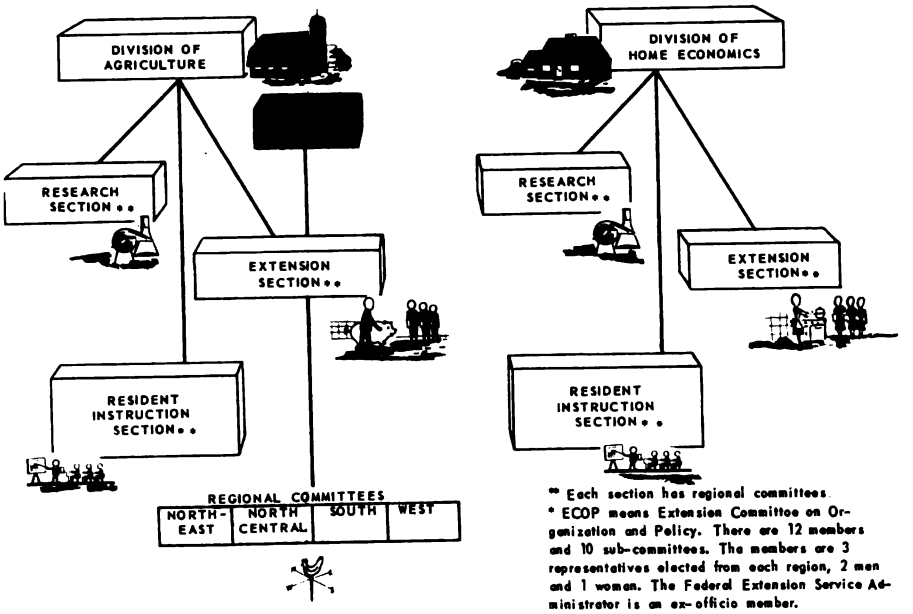


** Each section has regional committees.
* ECOP means Extension Committee on Organization and Policy. There are 12 members and 10 sub-committees. The members are 3 representatives elected from each region, 2 men and 1 woman. The Federal Extension Service Administrator is an ex-officio member.

Summary of

MEMORANDUM OF UNDERSTANDING

Federal Extension Service

- Review and approve State plans of work and budgets.
- Advise Department, Budget Bureau, and the Congress on Federal finances needed to carry out total program.
- Consult with national farm leadership on Extension programs.
- Provide counsel, guidance, and leadership to States.

State Extension Services

- Provide information needed for county program development.
- Review county programs to determine county, State, and Federal funds needed for total State program.
- Consult with State farm leadership in building State program.
- Determine assistance needed from Federal staff in program development and execution.

County Extension Services

- Formulate plans of work for carrying out county programs.
- Assist in the preparation of county budget needs.
- Execute county program with assistance of State staff.

County and Community Program Advisory Committees

28,000 committees work with agents to:

- Analyze situations and conditions affecting agriculture and family living.
- Determine priority problems and yearly goals.
- Recommend county staff needs.

Graduate School Correspondence Courses

United States Department of Agriculture's Graduate School Correspondence Courses, open to qualified field employees, may be started at any time. Thirteen courses are now offered, although only one may be taken at a time.

Among the courses of special interest to Review readers is a course on report writing, designed to aid in preparing reports to administrative heads, with special emphasis on a clear, concise, orderly informative presentation.

Practical aspects of soil management for good production, conservation and improvements, and physical, chemical, and biological properties of soils of different places are all covered in a soils and soil management course.

Farm forestry deals with the principles of forestry as integrated with the farm business, and as contrasted with commercial forestry.

Write to Graduate School, U. S. Department of Agriculture, Washington 25, D. C., for registration cards and further information.

Partners

(Continued from page 167)

committees established by the parent committee. These committees usually include both State and Federal extension staff members. Some of these committees are continuing committees with rotating membership, while others are special committees established to consider a particular problem at a particular time. A good example of the former is the Extension Subcommittee on 4-H Club Work.

This subcommittee gives continuing attention to 4-H program and policy matters and develops recommendations which are then submitted to the Organization and Policy Committee for appropriate action. An example of the work of this subcommittee involves the use of the 4-H Club name and emblem.

As you know, the use of the 4-H Club name and emblem is safeguarded by law with the Department of Agriculture responsible for administering it. However, all extension workers are concerned. Hence, through this committee structure, the Department sought the counsel of the States as to the most appropriate circumstances and regulations under which such use should be authorized. Since the considerations were quite complex, the 4-H subcommittee gave long and detailed consideration to the issues involved, discussed tentative conclusions with State 4-H leaders, and finally developed a set of proposed regulations to govern the use of the 4-H Club name and emblem.

These were reviewed and approved by both the Organization and Policy Committee and the Secretary of Agriculture, and are now in effect.

These few examples reflect the close consultations that are constantly carried on between the primary partners in this cooperative undertaking, namely the Department of Agriculture and the State land-grant colleges and universities.

**Reprints of the article on The American Association of Land-Grant Colleges and Universities and ECOP are available from the editor. Ask for the July 1956 issue.*

If we keep our eyes on the ball

by C. W. NIBLER, Extension Dairyman, Nebraska

EACH person in the Extension Service contributes in his own way to the objectives of the agricultural extension organization. By channeling their efforts into one well-directed stream of service to farm families, extension workers in the counties, their supervisors, and the State specialists bring to bear on farm problems the combined energies and abilities of many persons.

The success or end results of agricultural and home extension programs vary with the amount of skill and energy used in the planning, execution, and completion of the projects.

In all agricultural extension programs, the county extension workers are the grassroot representatives of the land-grant colleges and the Federal Extension Service of the United States Department of Agriculture. They are best qualified to help organize local people for developing farm, home, and community plans. They know the people and the local problems, and are in a position to offer sound, aggressive leadership. Hundreds of examples could be cited, telling how county agricultural and home demonstration agents have organized their local people to carry to completion projects that have improved agricultural and home conditions in their counties.

The supervisors, like the pilots of river craft, carrying cargoes up and down stream, serve both county workers and specialists in keeping them informed on the latest developments, advising, consulting, assisting on different projects or phases of the agricultural extension program. As the liaison, supervisors with their experience and knowledge can provide sound guidance for specialists and county staffs working on common problems. The specialist as the purveyor of subject matter information is always ready to supply, if possible, information that is needed by the people in the counties. Specialists know not only the conditions in each county but also are able to speak with an understanding of the situation, State and nationwide.

Favorable Environment

To create a favorable working environment when the services of supervisors and specialists are desired, the following suggestions are made:

1. Careful planning should be high on the list. Planning starts with the agricultural and home agents counseling with local people and committees on objectives to be accomplished and methods of execution. The more thought put into careful and thorough planning the lighter the work load later and the greater the accomplishments.

2. If invited to sit in on program making, supervisors and specialists often can enrich the quality of the program. Sometimes this can be done by bringing the folks together in small groups, or a personal chat over a cup of coffee may be more effective.

3. Clear and accurate communications between workers are always important. Pleasant relationships are not possible unless all parties involved understand the problems. For example, copies of letters written by specialists to individuals within a county should be sent usually to county extension workers or others involved. Sometimes copies should also go to supervisors, particularly when the contents of the letters might influence their decisions. County staffs in turn should keep specialists and supervisors informed of their activities. Copies of circular letters about meetings, tours, demonstrations, and other events in which the specialists or supervisors are interested should be sent to them before the event takes place. Announcements are often a tipoff to State workers in preparing and presenting information at a meeting or conference. Specialists appreciate knowing in advance what is expected of them at a meeting and what arrangements may be made for a question and answer period.

4. Adherence to a planned program is important for all participants. Public relations are strengthened when people can depend upon a business-like meeting, tour, or demonstration. One of the best rules to follow in keeping a program on schedule is not to overload a program or try to accomplish too much.

5. Last but not least—let us not lose sight of the need for pleasant physical facilities for real accomplishments in agricultural extension work. Clean, well-lighted, freshly ventilated, comfortable assembly rooms or meeting places where one can see and hear are very important. An adequate supply of chairs for the occasion is doubly important. This means checking in advance to see

(Continued on page 177)

What Has Made Extension Grow

by GLADYS GALLUP, Federal Extension Service

EXTENSION is democracy in action. The Extension Service is a cooperative educational movement: farmers, homemakers, businessmen, and youth are partners with their government—local, State and National. Together they organize, develop, and carry on cooperative extension work in their own respective communities.

When the people concerned actually sit down at a common council table with the representatives of government and develop plans for more effective farming, better homes, and a greatly enriched community life, it is truly democracy at work.

County extension agents are the backbone of the Cooperative Extension Service. They have helped make Extension grow. County extension agents are men and women, technically trained and representing the land-grant colleges and universities and the U. S. Department of Agriculture. Rural minded for the most part, they live in the counties among the people they serve.

Extension workers serve the agricultural and home interests of all people, regardless of politics, religion, nationality, or color. Extension workers study local problems and bring to the people the latest research findings and know-how that will help improve the county.

Their task is a big one, for in the average county there are about 2,000 farm families, about 2,700 other rural families, and about 4,000 boys and girls of 4-H Club age. Some counties have only 1 or 2 extension agents; others have much larger staffs.

Extension workers are teachers and organizers. They are leaders in their respective counties; they work with people individually or in committees; they work with groups, from platforms, and through mass media. Men, women, boys, and girls attend classes or lectures or club meetings of their own free will, motivated by a desire for more knowledge or greater skill.

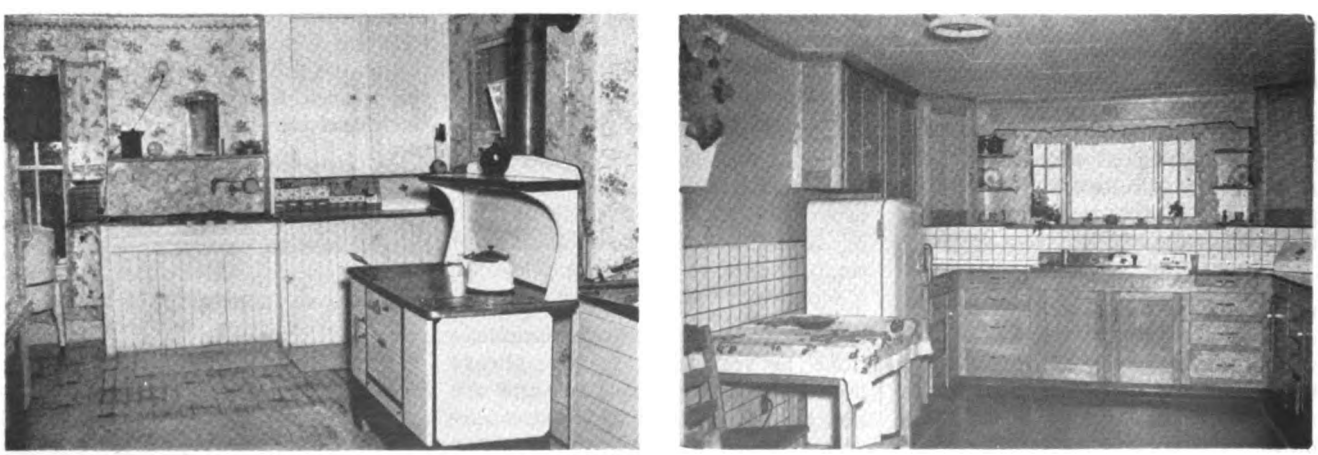
With the increased complexity of community life, the work of the extension agent has become intricately interwoven with that of many other governmental departments and agencies, such as public schools, health and welfare, and soil conservation. Part of the extension agent's responsibility is to know the many sources of help in the community and bring those to bear upon the situations where they are needed. Working effectively with other agencies has helped make Extension grow.

Local leaders have helped make Extension grow. Too much credit cannot be given to these men, women, and older youth who serve as voluntary, unpaid local assistants to extension agents. In 1956, there were 1,266,695 local leaders, of whom 72 percent were in adult work, and 28 percent in 4-H Club work. This is an average of more than 400 leaders per county and about 117 for each county extension worker.

Studies indicate that these voluntary unpaid local leaders devote at least 11 days per year in analyzing local problems, planning their solutions, helping to instruct, and in many ways assisting with extension activities. The training and experience these people receive in Extension contributes greatly to their ability to cope with other problems.

Extension Methods Are Unique

The Extension Service has always had a philosophy of helping people help themselves, because people learn by doing and seeing others do. Consequently the work of the Extension Service has not been doing for people, but helping them do for themselves. Extension is not personal service. It is community service. When an extension agent influences a farmer or farm woman to carry out a demonstration, this is not only a help to them but a service to their neighbors as well.



The kitchen of Mr. and Mrs. B. Rand, Sherman Mills, Maine, before remodeling, and after remodeling.

Demonstrations are convincing because farmers learn by seeing and doing. "What a man hears he may doubt; what he sees he may possibly doubt; but what he does himself he cannot doubt," as expressed by Dr. Seaman A. Knapp.

As a method of teaching, demonstrations were successful from the start. Early result demonstrations sparked the founding of the Cooperative Extension Service.

Many observers of extension methods in the most underdeveloped communities in this country and foreign countries credit the result demonstration with being the most effective method of convincing and persuading the least informed and most skeptical families to adopt improved practices. Satisfying results build the confidence that paves the way for more effective use of other teaching methods. Among rural people, much of the influence and prestige of the Extension Service has been based on demonstrations showing that the newer ways of scientific agriculture and homemaking pay dividends.

It takes many methods to reach a cross section of people—methods that reach individuals, such as home visits and office calls, and methods that reach people in groups, such as meetings and mass media. It is Extension's job to make it easy for people to learn better agriculture and homemaking practices by using the method most suitable and practical for the person or the community.

Highly Trained Personnel

Through the years people have recognized the services of extension agents in their counties and have requested more trained workers. Today there are 10,835 county agricultural, home demonstration, and 4-H Club agents. State extension services employ 3,083 directors, specialists, and supervisors; and in the Federal Extension Service there are 96 administrators and specialists.

In times of emergency, extension workers are looked upon as leaders in organizing measures to help overcome the emergency situation. The Extension Service can be counted on to make its resources available in the common good properly geared in with other elements of the overall civil defense plan.

Plant food applied to soil more than doubled the yield of wheat on the Owen Shoemaker farm in Henry County, Mo.

The exceptional development and success of the Extension Service would not have been possible without highly trained Extension workers whose teachings are solidly based on the work of the experiment stations.

Extension workers throughout the years have kept in close touch with the latest research that has practical application to their jobs.

The current rapid changes in Extension's responsibilities have developed among State directors an acute awareness of the need for increased efficiency and increased training.

Extension Studies Its Job

To insure efficient use of the extension dollar the Extension Service has constantly studied the effectiveness of programs and devised effective ways to assist people to apply the results of research to advancing technology.

Extension work is carried on in many ways. Through extension studies extension workers find out if they are directing their energies toward the most important problems of the people. Extension workers find out if they are using the most efficient methods. They find out if they are relying too much on methods developed in the early days when the average educational level was lower than today and problems faced by people were less complex than at the present time. They find out if they are using methods and programs which meet the needs and interests of our expanded audience—both rural and urban people.

Extension studies help Extension workers dig below the surface rather than make superficial judgments. Administrators have found extension studies reasonably secure foundations upon which to base their decisions. Extension studies go further than superficial opinions; they dig deep and feed the roots of Extension.

Extension programs are flexible so as to meet the changing times. Extension is never static. Today's work was part of yesterday's goal. Extension activities, programs, and objectives must adapt to current needs of people. This is why Extension grows.

Eyes on the Ball

(Continued from page 175)

that committee and individual assignments have been executed satisfactorily. Above are mentioned only a few of the essentials that are needed for creating a pleasant environment. There are many more which could be named that would help develop the best in teamwork. The thoughtful and resourceful extension worker will always find a welcome place on this team.

Summary

The experience of agricultural extension workers has proved that a great deal can be accomplished when there is excellent teamwork among county workers, specialists, and supervisors. Each individual has much to contribute to our many faceted agricultural extension program. Five essentials necessary for good teamwork and a pleasant working environment are: Thoughtful advance planning by county and State personnel; wise counseling between county and State workers; an exchange of information between all parties concerned; adherence to the planned program; and pleasant, comfortable, physical facilities for meetings.

We Are Cooperative

(Continued from page 163)

and agricultural societies were seeking help from the colleges and the Department. Teachers in the colleges were called away from classes and research workers from their laboratories to satisfy a growing demand for folks on the land to become a part of this growing need for informal, out-of-school education.

Leaders in the field of education saw the implications and the opportunities. The General Education Board, established by Rockefeller in 1902, gave impetus to the movement as early as 1906, by financing 85 demonstration agents under the direction of the Department of Agriculture. By 1910 this work had spread to 455 counties.

Prof. P. G. Holden reports that farmers coming to an Iowa State short course in 1902, wanting more time to discuss corn growing, agreed to come to class at 5 a.m. In 1903 due to Holden's infectious enthusiasm, the farmers of Sioux County went with their county supervisors seeking funds to finance an expansion of demonstrations underway at Ames.

A. B. Graham was appointed superintendent of Extension at Ohio State University in 1906. Work with boys and girls was getting underway through groups which years later were to be known the world over as 4-H Clubs.

Congressional Legislation

It was against this backdrop that in 1914 the Congress gave legal status to a joint effort on the part of the Department of Agriculture and the land-grant colleges. The word "cooperative" became official.

The bill, passed in 1914 and amended in 1953, states, "Cooperative Agricultural Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics (and subjects relating thereto) to persons not attending or resident in said colleges . . ."

County extension workers and specialists, leaders and administrators in the colleges have come to be known as "cooperative" agents, working in a climate insured by the Smith-Lever Act and such subsequent State legislation as was necessary to bring the Extension Service into being in each State.

Of necessity, if the agencies of two governments are to work in harmony toward a common goal, it is necessary that certain responsibilities be delegated to each which they agree to accept, at the same time recognizing areas of joint responsibility.

Much could be written about the 43 years and the growing, evolving, expanding confidence which has developed, but much of it must be felt and experienced to be appreciated.

Lines of Responsibility

In actual operation the cooperative extension system provides for a Federal Extension Service which is responsible to the Secretary of Agriculture, and a State Extension Service in each land-grant college or university under a director who is responsible to his college administration. He also holds a special appointment from the Secretary of Agriculture by virtue of which he accepts certain responsibilities for administering the Smith-Lever Act within the State.

In effect, each director has two lines of responsibility, one to his own land-grant college and one to the Department of Agriculture. The State director has the responsibility of developing administrative procedures and programs of work in consonance with both parent institutions. At a glance this would seem to put the director at times in a difficult spot, particularly if the policies of the college and of the Department might be at odds. While this can happen, these occasions are kept at a minimum by careful adherence to the spirit of the memorandum.

Policies are not made on a unilateral basis. They are very thoroughly explored, as Mr. Kepner has pointed out in his article on page 167, by the Extension Committee on Organization and Policy, on which the administrator of the FES serves in an ex officio capacity. By this process, understandings are developed in advance and policies are fashioned to accomplish agreed upon objectives.

How We Function

In actual operation this cooperative effort falls into three general areas:

- Administration
- Program development—operation and evaluation
- Subject matter and program liaison

The responsibilities for these three areas fall into a simple pattern of organization. Those charged with administrative responsibilities, both State and Federal, cooperate through regional conferences and by virtue of responsibility delegated by the State to the Extension Committee on Organization and Policy. Intimate contacts are maintained by administrative personnel from FES working closely with State directors and their administrative staffs.

Those with responsibilities in the program field are in the second area which includes a part of the function of the State leaders, field agents or district supervisors in the States, and program personnel in FES, working through regional conferences and otherwise. Special efforts and particular points of program emphasis from time to time call for special work conferences to discuss methods of program development on a cooperative basis. After the general pattern has been hewn out and broad principles established, the cooperative effort from here on is largely on a State-to-State basis with members of the Federal staff working with their counterparts in the States. Much of this type of assistance results from direct requests from the States. The Federal staff members do, however, originate some contacts in order to help strengthen certain phases of work.

The third area is one of great dimension. It encompasses the many lines of subject matter on which staffs must be kept up to date, and the information incorporated into an integrated unit approach. Subject-matter leaders in the Federal Extension Service maintain a direct line of communication with their counterparts in the States, the specialists. Through letters, bulletins, circulars, and conferences at State, regional, or district level, the pipelines of research

information keep flowing from Federal to State, State to Federal, and from State to State, so that every program may reflect each piece of new information which is applicable to the local situations when the final job of extension teaching is done—in the community—on the farm—in the home—in the processing plants and . . . in the market place.

A formal Memorandum of Agreement with minor changes to suit some State situations is the basic document which sets forth the principles of cooperative effort under which extension work is carried on.

Our Destiny Rests Upon Strong Cooperation

And now having turned back a few pages of history, let's try to look through the screen of the future. When we consider the possible shape of things to come, we can't be too sure of very much. But we can all agree, I believe, that the future will be different in many ways. We can also agree that education will make a vigorous contribution to the development of the future. It will even create some of the differences; certainly it will direct their evolution; and it will condition people to live with them. Change will involve many adjustments by extension workers and the people with whom Extension works. In bringing about pertinent adjustments, the strongest force we have to rely upon is cooperative effort.

Extension has demonstrated the soundness of cooperative effort among county, State, and Federal Governments. It has also demonstrated the wisdom of encouraging people to take vigorous cooperative responsibility in developing extension programs, using the resources of knowledge found in the State experiment stations and in the U. S. Department of Agriculture. This principle of partnership between government and people is the staunch keystone of the Extension structure which will help to ease the dilemmas, problems, and confusions of the future.

It is a great privilege to serve in a land of freedom and opportunity. But with this freedom must go responsibility. President Eisenhower has said "Freedom has been defined as the opportunity for self-discipline." Freedom without responsibility breeds chaos. Freedom with responsibility produces orderliness and progress, and creates confidence and faith in the process of education.

As extension workers we must have faith in ourselves, faith in our ability, faith in our work, faith in the institutions with which we work, faith in the future. But basic to all is the faith that we have in people, that, given the knowledge, they can forge ahead in developing their high destiny in a world of progress and freedom. To that end, we reaffirm our devotion to the principles of linking arms in cooperative effort to insure even greater successes than those already achieved.

County Program

(Continued from page 168)

health facilities, improvement of nutrition, better school system and more youth training opportunities outside of schools, and better family and community living.

To put meat on the bones of this outline requires further study and planning. Take for instance the problem of improved nutrition. We must first know what improvement is needed. In one county, for example, research had revealed a serious lack of calcium in the diet. Through a survey, home demonstration women learned that 51 percent of them drank no milk.

A Plan in Action

With the help of State and county extension workers, these women made extensive plans to encourage the use of milk. Demonstrations were increased; all the mass media were used to call attention to the importance of milk in the diet. Booths were set up at county fairs. Under extension leadership, a dairy festival day was planned for Farm and Home Week. The Dairy Producers' Association, the State department of agriculture, and the Dairy Council helped. Free milk was distributed, and special programs were held.

Specialists in dairy, agronomy, and nutrition trained agricultural and home demonstration agents on the methods they might use to inform people on (1) the importance of milk to the health of adults, (2) the production of good quality milk, and (3) feeding the family cow. They also pointed to the values which could come from the adoption of the school lunch program as a part of increasing the acceptance of milk in the diet.

Results: Home demonstration women checked in 1955 and found 58 percent of them were drinking 2 glasses of milk a day compared with 24 percent drinking this much in 1951. Milk consumption increased 8½ percent the first 9 months of 1955 over the same period in 1954. In 1 school, milk consumption went up 43 percent.

Thus an effective educational program was developed to help solve a problem recognized by the county program planning committee.

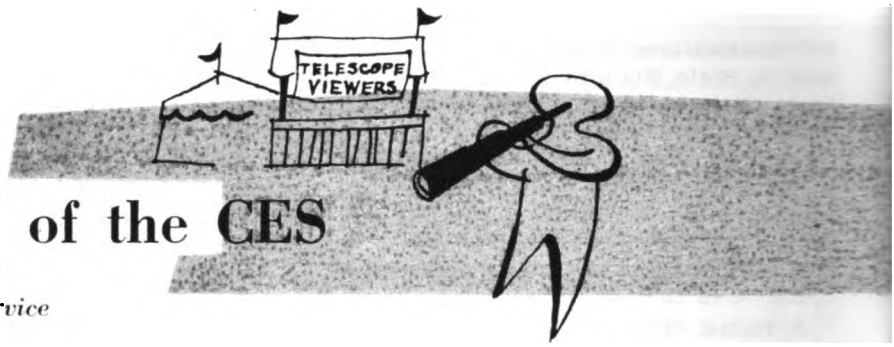
The extension program then is the educational program which is developed cooperatively by the people of the county, the State college, and the U. S. Department of Agriculture, to promote their ultimate goal of better farming and better living.

Land Grant Trio

(Continued from page 164)

in agriculture. Extension workers are assisting in that study. An agent in each county is assigned the responsibility of counseling young people about Washington State College and its opportunities for career training. County agents are among the best recruiters the college has for our several types of short courses for farmers.

Well, those are some of the things we are doing. We don't claim they're the best ways necessarily. Probably no coach is completely satisfied with the results of the team . . . and perhaps teammates are never completely satisfied with each other . . . or the coach. That's good, because otherwise we wouldn't progress. And we hope that as the years go by we will continue to progress and change with changing conditions.



Telescopic Picture of the CES

by L. I. JONES, Federal Extension Service

HELPING people to help themselves has been the bedrock philosophy on which Cooperative Extension work has been built. This was the philosophy of Dr. Seaman A. Knapp, the founder of farm demonstration work in 1903, when he proposed setting up demonstrations to teach better methods in farming. Farm demonstration work has grown into the greatest system of off-campus or rural education the world has ever seen.

Many people think Extension started in 1903. Actually, a form of extension had its origin in the early agricultural societies from the time of the organization of the Philadelphia Society in 1785.

Other activities that resembled a form of extension were carried on through neighborhood and community meetings. In 1792 the Massachusetts Society for Promoting Agriculture was urging its members to meet from time to time in places "convenient to them" for the purpose of "forwarding improvements in agriculture." The formation of county societies by State societies took place in the Northeastern States in the early part of the 19th century. Out of these early societies grew such events as agricultural fairs and lectures.

Most significant in this early chain of events was the State law in Michigan in 1861 reorganizing the Michigan Agricultural College and permitting the State Board of Agriculture to institute winter courses of lectures for others than students of the institutions.

George Washington told the Congress in 1796, that "there may be need for institutions supported by 'public purse' to diffuse information, discovery, and improvement."

Recognition by Congress

About the earliest recognition by Congress of the importance of agriculture in the life of the Nation was when it made the first appropriation of $1,000 in 1839 for promoting agriculture. This appropriation was made to the Patent Office for the purpose of distributing information and seeds to farmers.

Jonathan Turner, an Illinois farmer, legislator, and teacher, in 1850 said: "Why have colleges to train professional men and not provide colleges to train farmers and workers in industry?" Mr. Turner and others were supported in this philosophy by another prominent leader from Illinois — Abraham Lincoln. While Lincoln was campaigning for the presidency he made the statement: "American farmers need to know how to grow two blades of grass where only one is now growing." When Lincoln became president the (Morrill) Land-Grant College bill, which had been passed by the previous administration but vetoed by President Buchanan, came up again, passed and was approved by Lincoln, July 2, 1862. In this significant year of 1862, the Organic Act, providing for what is now the U. S. Department of Agriculture, and the Homestead Act were passed.

One of the primary purposes back of establishing the USDA and land-grant colleges was to provide ways for increasing production of food and fiber for an expanding population. This goal has not only been reached, but we are now actually producing three blades of grass where only one grew 100 years ago.

The teamwork that started 95 years ago is growing sturdier and more effective each year. Through research and education, farmers are not only increasing needed production for a fast-growing population, but they are learning how to reduce costs, expand efficiency, and through proper pricing and effective promotion, they are translating these benefits into expanded markets.

There were those even in the early days who feared the helping hand of the government, lest it become the upper hand. Abraham Lincoln stated another maxim of government when he said: "The legitimate object of government was to do for the people what needs to be done, but which they cannot by individual effort do at all, or do so well for themselves."

Acceptance of the provisions of the Morrill Act of July 2, 1862, providing for land-grant colleges by the States, required considerable time. Lack of textbooks and research data for classroom use created still other problems.

By 1870 colleges began discussing means for developing research data through experiment stations. Due to increased need for basic data on agriculture, the Hatch Act was passed in 1887. The first appropriation of $15,000 of Federal funds was to go to the land-grant colleges for establishment of experiment stations.

Beginning of Demonstrations

In 1902, the cotton farmers in Texas who had been hit hard by the boll weevil were in distress due to heavy crop losses caused by the insect. Fortunately, however, a new

type of extension activity was inaugurated which came to be known as the Farmers Cooperative Demonstration Work. This movement profoundly affected the whole future of agricultural education, not only in the South but throughout the Nation. The originator of this movement was Seaman A. Knapp.

Secretary of Agriculture James Wilson appointed Dr. Knapp to a position in the Bureau of Plant Industry in 1902. At a mass meeting in 1903 in Terrell, Tex. called by the chamber of commerce, Dr. Knapp was invited to speak. He submitted a proposition to establish a community demonstration farm under the auspices of the Department of Agriculture, provided the community would select a suitable place and raise by subscription enough money to cover any losses that might be sustained by the farmer by following the directions of the Department in planting and cultivation. The proposal was accepted and $1,000 as an "insurance" fund was raised by a committee of 8 people. But demonstration farmer Walter C. Porter never needed to claim it. Instead he earned a profit of $700 more than if he had followed his old practice.

Dr. Knapp was allotted $27,000 by the Bureau of Plant Industry to set up farmer's cooperative demonstrations in other areas of the State. Contributions from bankers, merchants, railroad presidents, and businessmen generally helped to get started.

Dr. Knapp soon realized that the best results would be secured with the county as a unit. It was on November 12, 1906 that W. C. Stallings was employed in Smith County, Tex. as the first county agent.

1906 was a memorable year in the farm demonstration work in many ways. In addition to the employment of the first county agent, the agreement was signed with the General Education Board of New York to finance demonstration work in other areas; Dr. W. J. Spillman, chief of the newly created office of farm management in the Bureau of Plant Industry, started a form of extension work with farm management demonstrations, and the first agents were employed to work with Negro farmers. They were T. M. Campbell, employed in cooperation with Tuskegee Institute in Alabama, and J. B. Pierce with Hampton Institute in Virginia. This work was popularized through the "movable school," a covered wagon that moved from community to community with lectures and demonstrations.

With the coming of county agents a change also began in the demonstration plan. The community demonstration farm was replaced by individual demonstrations conducted by the farmer. The program soon broadened and became one of general agricultural instruction.

State Organizations

By this time a definite field organization for each State had begun to take shape with a State agent, district agents, and county agents. The demonstration work was strictly a Federal project. Dr. Knapp frequently visited and lectured at land-grant colleges, but there was no direct working agreement.

Many people pioneered in getting extension work established, but space permits mentioning only a few. In 1903, for instance, about the time Dr. Knapp was starting the cooperative farm demonstration work, Professor P. G. Holden, a gifted lecturer and promoter of better seed corn, started corn demonstrations in Sioux County, Iowa. These demonstrations were so popular and beneficial the county board of supervisors helped support and sponsor them. This work spread to other counties with tours and so-called "Seed Corn Gospel Trains" to the extent that 145,000 people heard the message of better seed corn in 2 years' time. In 1906, Professor Holden was made superintendent of extension work under State boards of agriculture.

By 1896 at Cornell University extension work had been expanded to include (1) itinerant or local experiments as a means of teaching, (2) readable expository bulletins, (3) itinerant horticultural schools.

This extension work in New York attracted much attention throughout the country. Pennsylvania State College established reading courses and correspondence courses. The work was spreading so rapidly that in 1905 the Association of Land-Grant Colleges established a standing committee on extension work, of which Dr. K. L. Butterfield, of Michigan and Massachusetts, was the first chairman.

The committee's report in 1907 showed that the agricultural colleges in 39 States were doing extension work. By 1913, appropriations and other funds for the work totaled over $1,000,000. During this time there was not yet any formal tieup between cooperative farm demonstration and farm management work in the Bureau of Plant Industry and extension work being carried on by the land-grant colleges.

Youth Work Begins

Work with farm youth had started in several States. A. B. Graham, Superintendent of rural schools, at Springfield, Ohio, in 1902 was creating lots of publicity and attention with boys' clubs. The club work under Mr. Graham in Ohio gained such wide approval that he was moved to Ohio University and made superintendent of agricultural extension in 1905—the first full-time position of its kind in the country.

In 1907, W. H. Smith, county school superintendent in Holmes County, Miss. started a boys' corn club. Dr. Knapp was so impressed with Mr. Smith's work that he made Mr. Smith a collaborator in the Department of Agriculture, but club work was not tied in with the college as yet. Clubs for girls paralleled those for boys under various auspices. The girls' clubs dealt with gardening, canning, and household arts. In 1910 Marie Cromer, a rural school teacher in South Carolina, was so inspired by the boys' club work that she organized tomato clubs with the girls, and was employed as a home demonstration agent in that State. Ella Agnew in Virginia was the first home demonstration agent and Miss Cromer was the second.

History shows that there were two distinct types of extension work

(Continued on page 183).

The joys, rights, and privileges

by DELBERT FOSTER, Montgomery County Agent, Md. and RALPH GROENING, Federal Extension Service

EXTENSION work isn't just a job . . . it is a continuous opportunity for the most basic kind of educational service to one's fellow men. It provides daily satisfactions that are most desirable in a vocation.

Accepting an appointment in the Cooperative Extension Service makes one at once a representative of the Federal Government, an authority from a land-grant college or university, and a local source of help and information for several thousands of rural and suburban peoples.

Working with families on their personal farm and home problems, we extension workers aren't the big spoke in the agricultural service wheel. We are the hub and act as a focal point to bring the strength and power of facts and know-how from many sources to our neighbors' doors.

Within reach ready to assist are specialists of land-grant colleges, the United States Department of Agriculture, and other governmental agencies, civic and farm groups, commercial organizations, and many individuals with a desire to serve. A county extension program is as strong as the staff's ability to pull these forces together for the solution of common problems.

Ideally, everyone shares in the praise of a job well done. By crediting the local people and recognizing the contributions of specialists and others, the county extension worker follows the best professional ethics and reaps his own reward.

Retirement Benefits

With the responsibility of representing Federal, State, and county government, go many benefits directly connected with the cooperative appointment. The monthly pay check is only part of the remuneration we receive. There are many "fringe" benefits, which protect us and our families from the natural hazards of life, that cost us little or nothing because of State and Federal contributions to these programs.

For example, the Federal contribution to the Civil Service Retirement fund, to match extension agents' contribution for the next year, will be approximately $5,000,000. The Federal Retirement Act was amended last year and the benefits liberalized, not only in the amount of annuity that an employee earns, but also to provide additional protection to the employee and his family.

According to the experts on retirement plans, the Federal system is one of the best in existence. It is designed to encourage us to make government service our career. In addition, many States also entitle extension workers to coverage under the State retirement system.

Another low, cost-sharing protection available to us is the Federal Group Life Insurance program, in which the employee contributes approximately 54 cents per month for each thousand dollars of insurance. More than 10,000 of the 14,000 cooperative extension workers are participating in this plan. Also generally available is opportunity to participate in low-cost group health and hospital programs.

Compensation

As Cooperative Extension Service employees we are entitled also to benefits under the Federal Employees' Compensation Act. Many States, too, provide institutional compensation programs. Benefits are based on total salary, regardless of the source of moneys. If we were to be fatally injured while on official duty, our family could receive benefits up to 75 percent of our current salary, or a maximum of $525 per month. Equally liberal benefits are available for loss of salary because of injury, and all medical expenses are taken care of.

Although unemployment compensation is seldom a concern to an Extension employee, it is well to know that we are eligible to receive protection under the various State unemployment compensation laws on the same basis as employees in private industry. State Commissions are reimbursed by the Federal government for cost incurred on behalf of cooperative extension employees.

Professional Privileges

A recent survey revealed that most State and county workers are entitled to continue on part salary for certain periods while they are away from the job taking graduate work or inservice training in subjects related to their work. Many extension workers also have academic status the same as resident teaching members of the college or university, or the equivalent of such status. The benefits of being a member of a college or university faculty are very pleasant and often profitable for us and our families.

While not a direct benefit to us as individuals, the use of the free mailing privilege in conducting official business is an advantage Cooperative Extension workers everywhere have. This permits the funds that otherwise would be required for postage to be used for other extension expenses. In exchange for this privilege, Congress appropriates to the Federal Extension Service, for reimbursement to the Post Office Department, approximately $2,000,000 a year.

Office space also is provided for extension agents in Federal, State, and county-owned buildings. To attach a price tag to this, figure out what the cost of rental space would be, then multiply this by 3,000, the number of counties having extension agents.

We have named only a few of the privileges and benefits that go with a Cooperative Extension Service appointment. In our opinion, the monetary remuneration, the opportunities for professional advancement, even the pleasant feeling of having prestige in the community, are dwarfed in comparison to the deep satisfactions of serving one's fellow man, daily and directly.

Delbert Foster, Montgomery County Agent, Maryland (left) and Frank DeHaan, farm manager of a dairy farm near Gaithersburg, Md. inspect the quality of hay cured on a batch drying system.

Telescopic Picture

(Continued from page 181)

growing side by side. One of these movements was in the Federal Department of Agriculture and the other in the land-grant colleges. Fortunately, however, these were merged by the skillful leaders in the USDA and the land-grant colleges. This meeting of minds resulted in the passage of the Agricultural Extension (Smith-Lever) Act of May 8, 1914.

Following the death in 1911 of the great founder of farm demonstration work, his son and successor, Dr. Bradford Knapp, opened negotiations with the southern colleges, obtained formal signed agreements with several, and established a degree of affiliation with others even before the final passage of the Smith-Lever Act.

With this start towards fusing together the county agent system in the South with the farm management system in northern land-grant colleges, the chances for a cooperative extension service law grew brighter.

When the Smith-Lever law became effective the farmers' cooperative demonstration work was being carried on in 15 States.

A States Relations Committee was first set up in the USDA in 1914 to have general supervision of the department's business relating to agricultural colleges and experiment stations. Dr. A. C. True was made chairman of this committee. The States Relations Service was officially set up by Secretary of Agriculture Houston as a bureau on July 1, 1915, with Dr. A. C. True as director.

After the Smith-Lever Law was enacted, there was some fear that the cooperative feature of the new law might lead to bureaucratic methods and Federal domination of the work. After 43 years of actual operation we can safely say that fear has not been realized; and one of the outstanding reasons why it has not been realized is the high caliber of administrators and their philosophy of the true meaning of the term *Cooperative*. Dr. A. C. True headed up the work from 1915 to 1923; C. W. Warburton from 1923 to 1940; M. L. Wilson from 1940 to 1953; and C. M. Ferguson from 1953 until the present.

The law might have been faulty in the eyes of the skeptical, but it was the interpretation and the plan for its administration that has been carried forward through these years by the Federal and State administrators and their staffs that has characterized its success.

DO YOU KNOW

EXTENSION SERVICE Review

County-State Relations Issue

SEPTEMBER 1957

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue —

EAR TO THE GROUND

Our theme this issue is county-State relations—more precisely what aid can counties call for from States? Certainly one part of extension work which depends heavily on close teamwork is the contact between county staffs and their State office. Another is the dependence of county staffs and local leaders and cooperators on each other. In both cases folks show some fine teamwork.

Illustrating the theme of county-State teamwork, you'll find articles on public policy, rural health, Farm and Home Development, visual aids, 4-H, and scientist-Extension-farmer relations. In these widely differing examples other cooperating groups often join forces with county and State extension services. Might just be you can find an idea or two in this issue!

Would you believe it? During July—just one month—while I served as temporary editor, the staff worked on issues for September, October, November, December, and even next January. Work included everything from preliminary planning of the January issue to brainstorming art ideas for this September issue. Busy and interesting!

Next issue you'll find a new, permanent editor's name on this page. He's Ed Roche, native of New York State and journalism graduate of Syracuse University there. He has edited several farm organization monthly magazines and, most recently, the monthly professional Forest Products Journal at Madison, Wisc. He's 35 years old and father of two children. He'll appreciate your brickbats, bouquets, and just plain reactions. Your letters help an editor more than you know to make this magazine more useful to you.

Lyman J. Noordhoff

COVER PICTURE

Extension's entire program depends on close-knit cooperation among experiment station scientists, extension "extenders" and citizens — rural and urban. Here a scientist and industry representative inspect test plots at the annual Vegetable Crops Field Day, Davis, Calif. Some 300 key growers and extension people who attended will pass on new know-how to growers all over the State.

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 31, 1955).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at $1.00 a year, domestic, and $1.50, foreign.

"Great Decisions ...1957"

by ROBERT BIRDSALL,
Agricultural Information Specialist

Mr. and Mrs. M. Birch, Summit, Ore. review Great Decisions "fact sheet" with Warren Rovetch, regional director, Foreign Policy Association.

"GREAT Decisions . . . 1957"—a stimulating excursion into foreign policy—swept down the backroads of Oregon last winter, carrying strong implications of how Extension can serve.

Skeptics raised eyebrows when Great Decisions launched out into the countryside. Despite advanced billing as grassroots, informal discussion of world affairs for "housewives, lawyers, bus drivers" et al, to some it smacked of organized mental gymnastics for the experts.

The skeptics miscalculated people's underlying hunger to know more of what is going on in the world. More than 4,000 assorted Oregonians in 22 of the State's 36 counties formed some 300 small, informal discussion groups. Armed with fact sheets they met once a week for 8 weeks to probe the 8 crucial foreign-policy issues selected as most urgent in 1957.

"We understand the interest," said Oregon State College Extension Service administrators. Tooled up for a run-of-the-mill service, Extension learned it had tapped a new reservoir where old measuring sticks didn't work. Rural and urban interests flowed together in unpredictable patterns.

Leaders have seen it coming—this new dimension for Extension with its rural-urban scope and need for more flexible skills by extension workers. In the case of Great Decisions, however, both extension folk and the people served found that discussing something outside crops and cooking was not so forbidding.

There were few good answers as to why Decisions blossomed fully instead of just making stunted growth as predicted. Some attributed it to the pressures of international tensions that drive people to do something, if it's only talking out the problems.

Began in Oregon

Great Decisions had its start in 1955 with Oregon picked as the pilot State. Programs have now been set up in eight other States, primarily in urban areas. Last winter the Christian Science Monitor described it as "on its way to becoming a national phenomenon." "By the end of 1957," the Monitor predicted, "approximately 5,000,000 Americans in 24 States will have participated. . . ."

The idea began with a conviction of the Foreign Policy Association that people the country over needed information on international affairs to sharpen their thinking on criticial issues.

The concept was basic to democratic education: Get enough people thinking hard enough about a problem and commonsense will be squeezed to the surface.

The Foreign Policy Association—a nonpartisan, nonprofit organization founded in 1918—takes no position on specific issues. It seeks rather to stimulate interest and provide information; it discourages political bias in discussions.

Discussion issues selected for Great Decisions . . . 1957 were:

1. How should U. S. compete with Russia?
2. What U. S. policy for Europe?
3. What U. S. stakes in Middle East?
4. Should U. S. deal with Red China?
5. U. S.—for or against "colonialism?"
6. Are "neutralists" against the U. S.?
7. What U. S. military strategy in the nuclear age?
8. How much trade—how much aid?

In cooperation with the World Affairs Council of Oregon and volunteer committees, the FPA set up the first communitywide Great Decisions programs in 1955 in four of the State's urban centers.

Extension Service came into the 1957 program by direct mandate. Rural people had caught fringe benefits of the program for 2 years: FPA-prepared background information on

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VIRGINIA

FARM and HOME DEVELOPMENT

calls for careful family counseling

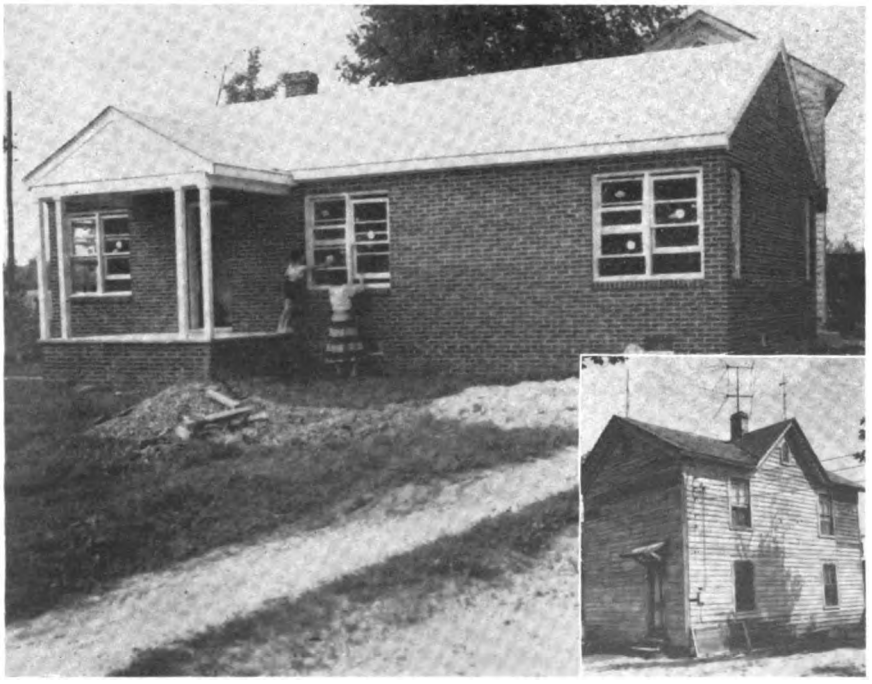
by MRS. GENE S. MOODY
Associate Editor

A new silo this year figures in the Farm and Home Development plan on the Wilbur Munford farm in Amelia County.

VIRGINIA farmers, with county agents and Extension Service specialists beside them, are doing some sober figuring these days.

It is the Farm and Home Development Program in action—a program which by and large is making specialists out of generalists, and generalists out of specialists, and helping each person see the other fellow's side of the question a little more clearly.

Farm and Home Development, as defined by Virginia economists and home management specialists who have been given the primary responsibility for the program, is an "intensified effort directed at careful counseling with a limited number of rural families." The purpose is to help these families improve their planning and management by making adjustments in their system of farming and homemaking. It seeks to help families improve family living, increase net income, obtain greater economic security, and improve their attitudes, appreciations, and values.



The old and the new homes on the Munford farm are graphic examples of the progress being made in the Farm and Home Development program. County personnel advised the family on house plans, as a result of individual training received from housing specialists and participation in FHD workshops.

This is a tall order. And a lot of special training has gone into getting the program under way.

A committee on training personnel was appointed early in the program. It was responsible for determining what should be taught, how and when it should be done, who should do it, and other details of the training program.

Training School

The first weeklong school for extension workers on Farm and Home Development was held at Virginia Polytechnic Institute. Training in procedures was given specialists and all county workers of the 15 pilot counties, administrative staff members, and specialists in farm and home management by members of the resident teaching staff.

The pupils received background information on aims of the program, principles of farm and home management, and the like. A nearby farm was selected for specific study. Essential data for both the farm and home had been prepared, and in laboratory sessions the pupils chewed pencils and figured plans and alternate plans. An adviser was assigned to each group, and reports of alternatives on the farm and in the home were pre-

A new enterprise on the Thomas Martin farm in Montgomery County is small fruits. Here Mr. and Mrs. Martin are picking the first strawberry crop.

pared and presented to the entire school for discussion.

After the first school came a series of district schools, similar, but streamlined. In the early schools, data on specific farms were furnished to the agents. In later district schools, the agents themselves got the data and followed through with cooperating farmers.

Progress May Be Slow

Virginia specialists working with the program stress that this preplanning may take a long time with certain families. Progress may be slow, but that is to be expected in a long-range project. You can expect all kinds of results; some farmers have actually left the farm after analyzing their situation.

All of these facts, and many others, have been stressed by the specialists who worked intensively with the agents after the schools. Periodic exchanges of ideas were made possible after several months of experience in 1-day district meetings.

The specialists also have helped the agents conduct schools for the farm families. They have considered production costs, social security, farm and home accounts, a host of other topics related to the farm and home as a unit.

The program has had some unexpected sideline benefits. Kenneth Loope, associate agricultural economist, and Amelia Fuller, home management specialist, say specialists are now working more as teams. "We are steering away from blanket recommendations, and all specialists are becoming more aware of the economic implications of farming," Loope says. The county agents, too, are tending more toward tailormade recommendations for individual farms.

A Team Approach School

A school for farmers and homemakers held in 1956 in King William County was an example of this team approach. County Agent D. J. Kelly called it a "pure experiment" for them in the approach to helping the farm family look at its holdings as a complete unit, rather than piecemeal. Kelly outlined scope and aim. Loope talked management principles and procedures. J. E. Rouzie, King William County soil conservationist, discussed land use. Miss Fuller spoke on the principles of home management. On hand also for advisory work was John F. Shoulders, VPI agronomist.

Variations on this theme are being played throughout the State. And although arriving at the best solutions for a farm family is not a simple business, things are looking up in Farm and Home Development.

The 1956 school was so successful that it was repeated in 1957 in King William, with some changes in personnel. Mrs. Ocie O'Brien, another specialist assigned to the Farm and Home Development program, discussed home management principles and installment credit. Loope was again on hand. And the second day the two delved into such subjects as income tax, food and clothing dollars, feeds and feeding, and depreciation of equipment and buildings.

From the beginning, shortages and changeovers in personnel have been a big problem.

Training is a continuing process, but even though new agents are being trained through personal counseling, the program is slowed down considerably as experienced workers leave. Generally, assistant agents are assigned to the program. Yet turnover is greatest among assistant agents.

Montgomery County is one of those counties in which progress has been sporadic because of personnel changes. But the agents there can point to some very real accomplish-

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Mrs. Thomas Martin (left), rural homemaker of Montgomery County, and Mrs. Kate E. Hoge, county home demonstration agent, are looking over the stone work which Mr. Martin, himself, put on the outside of their old pre-Civil War house as part of their long-range improvement plan.

NEW YORK

The Blend's the thing in Program Development

by V. JOSEPH McAULIFFE,
Assistant State 4-H Club Leader

HAVE you ever watched a professional artist paint a picture? What did he start with? A brush and palette, an assortment of paints, a piece of canvas, some knowledge of the basic principles of color and balance, a subject, and past experience. He "sees" his picture on the canvas before he starts. Then, by careful blending of the few basic colors, a skill learned through his past experiences and training and hours of practice, he ends with a truly fine picture of the subject he chose.

What would happen if you or I, using the same tools and colors, tried our hand at painting? Probably we couldn't visualize our subject on a flat piece of canvas quite as well, and we probably would have plenty of trouble blending just the right amount of each basic color to get the shade we desired. With some training and ample practice most of us could paint a picture that would be at least recognizable. Very few, if any, could be another Rembrandt but certainly most would be better than a rank amateur.

Agents Are Creative, Too

What has all this to do with program development in extension work? It is quite closely related. Have you thought of the successful county extension agent as being a truly great artist? No, he doesn't use the artist's tools or have an oil painting at the end of the day, but the extension agent is creating—using the tools of his trade.

The agent's main job is to see that an extension program, based on the needs of people in the county, is formulated and carried out. What does the agent doing such a job have to work with? He has a wealth of statistical information available from the State College, the census, and the county annual report.

He also has the people in the county all interested in anything that will affect them, many with a great store of knowledge. He has the land-grant college and the U. S. Department of Agriculture with the subject-matter specialists, program leaders, and a backlog of research information. He has surveys, meetings, visual aids, personal observation, home visits, and many more methods.

And the trick to using all this? It is the proper blending of all the resources and people to come out with a well-rounded, realistic county extension program. It is in this blending that the State staff can be of greatest assistance to the county agents.

In each county of New York State, for example, there is a volunteer group of 23 persons known as the County Extension Service Board of Directors. This board consists of a president, a representative of the county board of supervisors (local governing body), and 7 representatives from each of the 3 departments — agriculture, home demonstration, and 4-H Club.

Lines of Responsibility

It is the responsibility of each department and its agents to develop a program for its line of work. The board of directors must pull the three departmental programs together to form an Extension Service program for the county. The seven representatives in the Department (the executive committee) need to know their jobs. Once knowing, they need to assume the responsibilities of the job.

County 4-H Club agents and 4-H Club executive committee members have expressed a desire for help in

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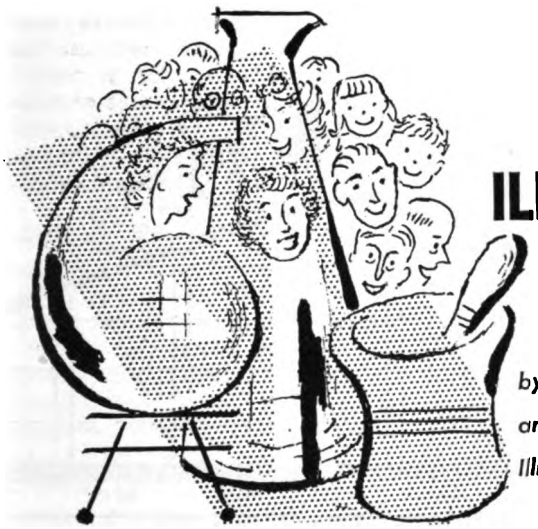
Joe McAuliffe (third from right) discusses with the Chautauqua County 4-H Club executive committee the recent trends in the enrollment and completion of the county 4-H foods project. The State 4-H Club staff assists the county staffs with securing necessary information to help them set long-time goals.



ILLINOIS *improves* *RURAL HEALTH*

by PAULINE N. BRIMHALL, Extension Health Education Specialist, and ELIZABETH DEAN, Regional Health Education Consultant, Illinois Department of Public Health

In Illinois, and across the Nation, professional workers and citizens are working shoulder to shoulder, to meet the growing public health and social problems of our modern society.

There is increasing interest among communities, counties, and organizations in doing things for themselves on the basis of their own analyses of situations and their own goals and hopes.

With this trend toward greater citizen participation there is a compelling need for professional leadership in the organization of all groups actively engaged in health work in order to move more rapidly and effectively toward the most important health goals.

In Illinois, three main agencies and organizations are vitally concerned with the health and welfare of rural people: (1) The Illinois Department of Public Health, (2) University of Illinois, Extension Service in Agriculture and Home Economics, and (3) Illinois Health Improvement Association.

Need for Unity Shown

The need for these groups to work more closely together has been brought to focus in recent years as a result of two main developments: (1) the program projection approach to extension work in the counties, and (2) the H.I.A. movement in Illinois.

Two problems which county extension workers are encountering in the program projection approach to extension work in the area of health education are: (1) The lack of local public health services, and (2) lack of specific health facts. Only 28 out of 102 counties in Illinois have county health departments. Health facts, by counties, are not readily available where there are no local health departments.

Sound Grassroots Approach

Since 1948, 80 counties out of 102 have organized health-improvement associations. These newly organized groups, most of which are now incorporated in the Illinois Health Improvement Association, were organized through the county Farm and Home Bureaus.

The organization of the county H.I.A.'s has not only made it possible for rural people to obtain health insurance on a group contract basis, but their influence in stimulating community interest in the improvement of rural health has been steadily growing and expanding. The H.I.A. movement in Illinois is becoming nationally recognized as a sound grassroots approach to community health improvement.

These problems and developments clearly point up the need for closer cooperation at the State and county levels, not only between Extension and Public Health, but with the county health improvement associations, home bureaus, farm organizations, and other citizens' groups actively engaged in community health improvement projects and activities.

In March 1957, an important first step was taken when three joint health meetings were held in 21 counties of the northwest region of the State. These meetings were jointly planned and sponsored by county and State representatives of the Illinois Department of Public Health and the Extension Service in Agriculture and Home Economics, University of Illinois.

At each meeting, about 35 public health and extension workers from 7 counties met to explore ways in which they could work together for the improvement of rural health.

Agencies' Roles Explained

The main objectives of the joint health meetings were to acquaint county public health and extension workers with the personnel, goals, functions, services, and programs of each agency, and to identify some of the major health problems and needs in the counties.

At each of the meetings, Dr. Jackson P. Birge, health officer of the Illinois Department of Public Health, northwest region, discussed the basic philosophy and concept of public health, and the role of the health departments in improving rural health. The goals, framework, and jurisdiction of the State, regional, and county health departments were explained. The extension health education specialist discussed the organization

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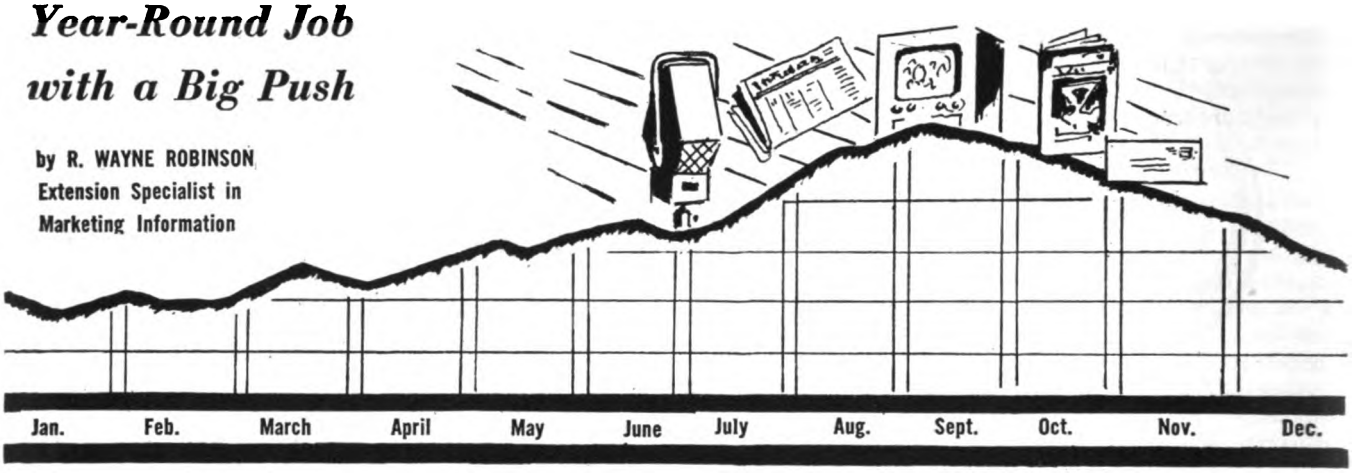
KANSAS

Year-Round Job with a Big Push

by R. WAYNE ROBINSON
Extension Specialist in
Marketing Information



How should we do outlook work? Should a big effort be made to disseminate the most up-to-date information before the beginning of a new year—or should we consider outlook as a year-round job with emphasis at the end of the year? In Kansas, we attempt to do both. We consider dissemination of outlook information as a year-round need, but we emphasize it more during the periods when farmers have to make production and marketing decisions and when information becomes available on economy's performance near the end of the year.

We feel fortunate in Kansas because of the excellent cooperation between the State Extension Service, the various departments of the Agricultural Experiment Station, and the United States Department of Agriculture. Collection, adaptation to State and local conditions, and dissemination of outlook information require the cooperation of many people.

Fall Training Meetings

Farmers face many important production and marketing decisions concerning crops and livestock during the summer and early fall months. Therefore, outlook training meetings are scheduled with county extension personnel in September and October. The extension marketing specialists and consumer education specialists gather, assemble, and analyze the latest outlook information in cooperation with members of the department of agricultural economics. They present this information to county extension personnel in district meetings over the State during the fall months. The information covers the outlook for the remainder of the year and prospects for the coming year.

In connection with the 1-day discussion program at the district meetings, extension specialists prepare and distribute handbook material containing a brief review of the outlook, together with supporting statistical data. This material is designed to give the county agent and other county personnel an up-to-date picture for conducting county outlook meetings.

Specialists obtain information for these meetings from periodic publications of the Agricultural Marketing Service and the Agricultural Research Service, and current material from the various Federal extension specialists in Washington. When more complete annual data become available after the National Agricultural Outlook Conference, the State extension specialists check and revise the handbook data and mail the necessary corrections and additions to the county extension staff.

In addition to the county and community meetings held by the county agents during the fall and winter

R. Wayne Robinson, extension specialist, (left) and Wilton Thomas, Dickinson County agent, look over the outlook publications available to county agents to keep farmers informed of changes and developments throughout the year.

months, extension specialists devote a part of other meetings throughout the year to discussion of outlook. Specialists also devote a major proportion of their press releases and radio talks in the winter months to outlook information.

Outlook Uses Many Media

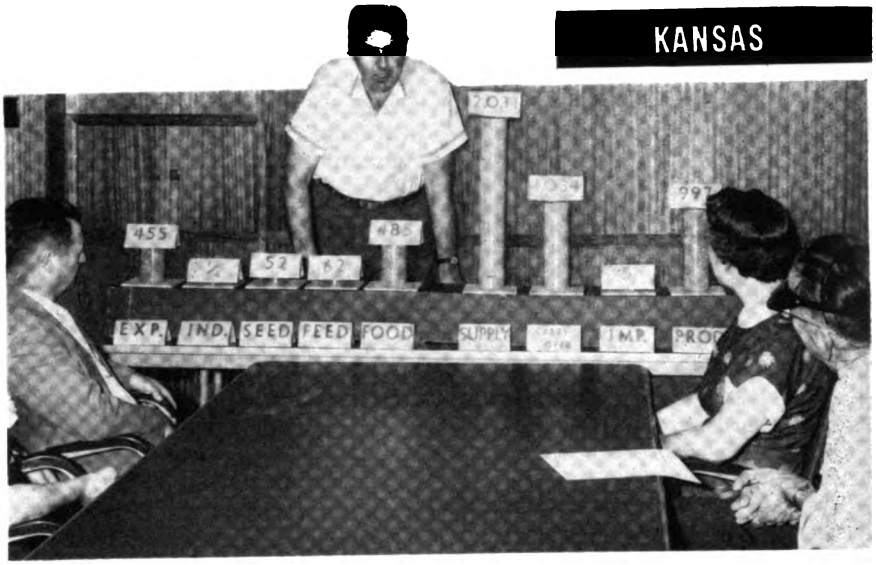
But, if outlook is to be considered a year-round job, provisions must be made to keep county personnel and the public informed of changing conditions and new developments throughout the whole year. This is accomplished through periodic publications, radio talks, news articles, and special articles in newsletters to the county agents.

Some 30 years ago, the Kansas Agricultural Situation was originated by the members of the department of agricultural economics as a monthly report to provide farmers with information on factors affecting prices and probable price trends. This publication is devoted to a discussion of the general business situation and the outlook for major farm commodities, including probable price trends 3 to 6 weeks ahead. The Marketing Information for Kansas Farmers presents a more detailed, longer range outlook, by commodity or subject, for 6 to 12 months ahead.

Each week one of the four extension marketing specialists prepares an article entitled Looking Ahead in Farm Marketing, which is released by the department of extension information to daily and weekly newspapers throughout the State. In addition, each marketing specialist gives a 7-minute radio talk over the college station each month concerning current developments in marketing and agricultural outlook.

Since market conditions and the agricultural outlook can change rapidly, a third publication, a mimeographed newsletter entitled Kansas Market Comments, is prepared weekly for radio and limited distribution. Designed to supplement the Kansas Agricultural Situation by reporting changes in market conditions and outlook before the next issue appears, it also includes articles of general interest to farmers.

As a special service to county agents only, two features, Tips Between Thee and Me, and For What It's Worth, are included in the monthly mimeographed county agent's newsletter with other outlook information. These columns contain the personal opinions of extension and research specialists regarding the outlook for profitable projects, and price highs and lows.



Norman Whitehair, grain marketing specialist, presents the outlook for wheat. In his demonstration he uses cards and empty (to begin with) proportioned plastic tubes which he fills with wheat to indicate production, imports, and carryover. These in turn are dumped into the supply tube, which they fill.

Keep People Informed

All these methods are used to keep farmers, homemakers, and other people interested in agriculture up-to-date throughout the year. Discussion of outlook at other meetings on the local, county, and district levels throughout the year also helps to keep people informed of the current situation.

How are these publications used at the county level? For an example, let's take Wilton Thomas, county agent of Dickinson County. Thomas conducts county outlook meetings each fall following the district training meetings for county personnel. He then uses the periodic outlook reports in keeping Dickinson farmers informed of changes and developments throughout the year. Receiving Marketing Information for Kansas Farmers around the tenth of the month, then he writes a letter to farmers relating the applicability of this report to the local situation. Finally the Marketing Information, accompanied by his letter, is mailed directly to farmers.

Agricultural outlook and marketing information is a dynamic subject, changing constantly. Farmers must make production and marketing decisions throughout the year. We extensionists in Kansas feel that it is our goal to keep them provided with the most up-to-date information available.

CALENDAR OF EVENTS

OCTOBER

National Association County Agricultural Agents—Oct. 13-17, Boston, Mass.

National Safety Congress—Oct. 21-24, Chicago, Ill.

National Association of Home Demonstration Agents—Oct. 22-25, Minneapolis, Minn.

NOVEMBER

American Association of Land-Grant Colleges and State Universities—Nov. 11-14, Denver, Colo.

Outlook——Nov. 18-22, Washington, D.C.

Farm-City Week—Nov. 22-28

Great Decisions

(Continued from page 187)

issues that appeared in the metropolitan press; TV panels of political science professors and city homemakers delving into the issues; radio roundtables; and word of mouth.

In the summer of 1956 the Oregon Home Economics Extension Council voted to help bring the program into rural communities. Oregon State College Extension Service was called upon to "extend." Associate Director Frank Ballard agreed that it would.

Seldom have more cooks stirred one stew with more success. It gave half a dozen organizations enough "small decisions" to test cooperation to the limit.

While Extension was setting up machinery for blanketing the counties, the World Affairs Council of Oregon was doing the same for metropolitan Portland. Cooperating with both was the General Extension Division of Oregon's State system of higher education. Along with FPA, General Extension prepared and collected background materials for discussion groups, TV and radio shows, and newspaper articles.

The State library and its affiliated librarians saw a golden opportunity to stimulate book reading. The State education department saw a chance to tie the public school and the home closer together. While parents were gathering in small groups, usually in a home, their high school age children in many communities were discussing the same issues in current affairs courses.

New Problem for Extension

For Extension, it meant dealing with a clientele beyond the beaten paths of field tours, farm visits, and home demonstrations. How to help people help themselves to Great Decisions? Established community leaders on Extension rolls might or might not be standard-bearers. Often they weren't.

The task of finding these "faceless" leaders was assigned to Mrs. Maud Walker, OSC extension specialist in group development. The strong supporting role of administration was provided by Mrs. Mabel Mack, assistant director of Oregon Extension. Wherever a glimmer of interest burned for Decisions, they were there with more fuel.

Organization of community committees began shaping up in November. County agents were established as links to volumes of background information on the eight foreign policy issues scheduled for 1957. Available materials and aids included booklets, bulletins, book lists, film sources, lists of speakers, radio and TV aids, and—probably most important—fact sheets on each issue that FPA up-dated just before Decisions got underway January 20.

Timing was of the essence. To help guide its trial balloon into rural Oregon, FPA assigned its Western States' director, Warren Rovetch, full time to Oregon for a 6-month staging program and followup.

Extension's role did not end with helping groups organize and channeling study materials to them. Each of the eight fact sheets carried an "opinion ballot" on which individuals could register convictions following each discussion session.

Ballots were mailed each week to Oregon State College where Extension tabulated them and forwarded the results to congressional representatives in Washington, D. C. and to the State Department.

Effect of Ballots

How much does such citizen opinion influence foreign-policy making? Both President Eisenhower and Secretary of State Dulles have endorsed Great Decisions as an effective and typically American way for citizens to inform themselves on foreign-policy problems.

Actual weight of the balloting is a moot question. More important perhaps is the democratic doctrine that makes education and eventual policy inseparable. Meanwhile, balloting jells ideas and gives framework to the discussions. Results of the Oregon vote compiled at Oregon State College were published in newspapers throughout the State.

In May, a Foreign Policy Association delegation headed by President John W. Nason from FPA headquarters in New York City met with representatives of Great Decisions sponsors in Oregon to evaluate what Nason described as FPA's most successful program.

The scoreboard that attracted and held 4,000 persons into discussion groups read:

More than 5,000 inches of Great Decisions news copy from a partial clipping of Oregon newspapers. Editorials were common in communities where interest ran especially high.

Twenty-four radio stations in 17 counties carried taped recordings on each issue, featuring discussions by experts in the field and prepared at State-operated KOAC radio on the Oregon State College campus.

Four television stations carried live programs weekly during the 8 weeks, plus one introductory program. Extension Service and General Extension prepared introductory film strips for each telecast.

Thirteen films for group meetings circulated to counties and another 26 were available at the State system of higher education's film library at OSC.

More than 2,000 sets of fact sheets were used during the 8 weeks.

What was Extension's own evaluation at the program's end? It isn't a job that can be tackled piecemeal from the State office. A sizable task force must jump in with both feet.

Oregon experience indicated that this type of discussion does not fit readily into programs of established organizations in a community. It was better adapted to specially organized discussion groups set up for this express purpose.

One county extension agent described Great Decisions as a "unique educational experience that didn't meet any resistance."

Of prime importance to Extension was the experience in serving a program dealing with public policy. As the main implementing force in reaching new publics, Extension learned techniques that may readily be adapted to any future broadening of the extension base.

Meanwhile, enjoying the realization that "nothing succeeds like success," Oregon Extension is willingly committed to a bigger program for 1958.

"HURT'N" PROBLEMS—

7 Specialists Help Solve Them

by LLOYD A. CLEMENT, Better Farming Agent, Uintah County

On October 17, 1956, Better Farming for Better Living became two years old in Uintah County. Sixteen members of the better farming advisory committee guiding the program met in a 2-hour session evaluating the work that had been accomplished, reorganizing the basic approach to this method of extension teaching and setting up a renewal program based on past experience.

The new program was to emphasize the fundamentals of Farm and Home Development basic to development and management. These three principles are basic:

1. There is no substitute for individual aid to the family by extension personnel.
2. Every farm must have a master operating plan to be effective.
3. Certain information is needed for the development of a good farm plan:
   - Soil—its capability.
   - Water—amount available, efficiency of use.
   - Cropping system to fit soil capability.
   - Livestock program to utilize cropping program.
   - General farm management know-how.

Defining the Plan

The committee tried to define a farm-family plan. They felt the master farm-home plan removed itself temporarily from the farm, as such, by looking to objectives or goals the family wished to achieve for themselves, such as retirement, education, new home investment, and family partnerships. The farm plan then becomes a more tangible thing by producing income and satisfactions which make it possible to achieve the family goals. The farm plan is also more or less a short-time program geared in the long run to an overall family plan.

With this concept of a farm and home plan in mind, the committee found the work had produced only the short-run plan to that date. Even this was not complete in all cases, since basic production relationships had not been fully explored.

New Program

To correct these situations the advisory committee prepared a 4-point program:

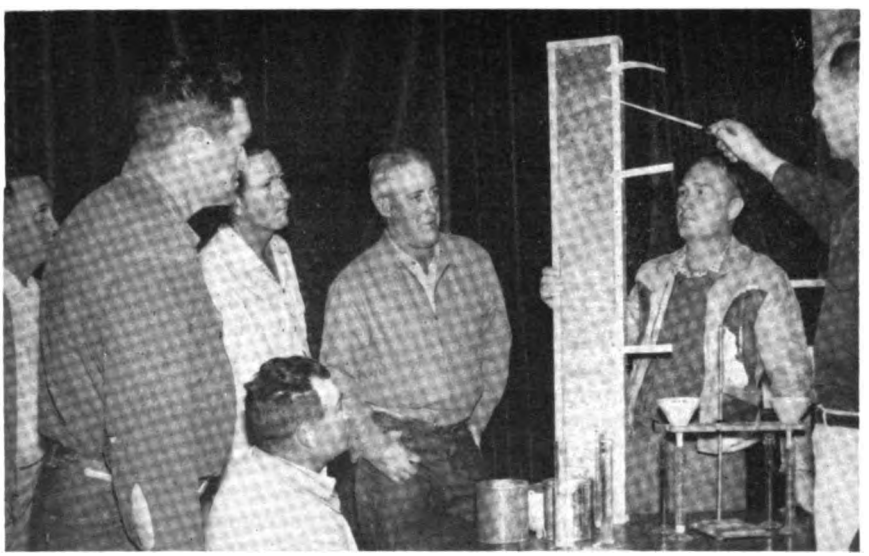
1. Give Training in Soil and Water Relationships. Organize and conduct training workshops in the field with farm operators immediately, i.e. in October 1956. The purpose of these workshops is to train the cooperators in soil and water principles and management. Specialists in soil and water conduct one meeting with all operators to demonstrate basic soil and water relationships. At the close of this meeting three groups of men are formed, each led by a specialist and paired off and equipped with 4-foot soil augers, clip board, paper and pencil. Each group is selected by community or area so they can work on each other's farms.

   On each farm the soil survey of all crop land shows:
   - Type of soil—to 4 feet.
   - Water holding capacity.
   - Water content—for each foot.
   - Estimated amount of water needed to fill soil to capacity.

   Completion date for this phase—before spring work begins for the 1957 crop year.

2. Develop Farm-Family Plan. Through individual work with cooperating families and the better farming agent a definite procedure, labeled "needs, wants, hopes" and worked out by the extension farm management specialist, is used. This is where the "hurt'n" problems and the "gap" problems are separated. Family objectives are then given priority as to how hard they "hurt."

(Continued on page 196)



State specialist demonstrates water holding capacity of soil at first general meeting of all 58 cooperators. Each man brought a quart of soil.

"Hurt'n" Problems

(Continued from page 195)

This is developed by the family members, guided by the better farming agent and home demonstration agent, using a large chalk board so all can see what is going on. The home agent records the details so a permanent record can be kept.

After priority is established on the "hurt'n" problems, an analysis is made of the top three. Here alternative programs for reaching each goal are explored and the family decides which it will follow.

This phase is to be initiated after freezing weather stops the soil survey work and is to be completed before the 1957 spring work begins.

Planning Cropping System

3. Integrate Cropping Program to Soil and Water Conditions by Field. This phase requires the use of an agronomy and irrigation specialist. The soil condition and characteristics are now known by field. The problem is to plan a cropping system best adapted for the field and water available. It is necessary for the farm operator to know how much water a certain crop uses and how much is available, also what type crops are adapted to the particular soil.

This phase is also worked largely on a group basis moving from farm to farm. It is successful because the operators understand simple soil, water, and plant relationships. The time table for this part continues through the fall of 1957.

4. Integrate Livestock Program to Utilize the Cropping System Best. A livestock specialist works on a group basis from farm to farm, utilizing existing evidence of good and poor livestock programs. Also involved in this phase is the extension economist, pulling the farm and family plans together into a master operating plan for the unit. This phase is scheduled for the winter of 1957-58.

Results to Date

To date, 18 farms have completed phases 1 and 2. The soil survey work proved highly successful because members of the survey crews, working through bitterly cold days, had some enthusiastic discussions on unexpected soil conditions found from farm to farm. When the work started in March of 1957, interest was very high regarding the depth that winter moisture had penetrated. The men also asked questions about water measurement, length of run and penetration rate.

This is the type of training these operators will get from the irrigation specialist and better farming agent during 1957.

Rural Health

(Continued from page 191)

of the Cooperative Extension Service in Agriculture and Home Economics at the Federal, State, and county levels, and defined the role of the Extension Service in health education.

Channel, Not Source

It was emphasized that the Extension Service is a channel for health education, not the source. The extension worker acts as liaison, interpreter, and coordinator between the Department of Public Health and other health agencies and organizations.

Major problems discussed by public health personnel at each of the meetings included: A Sewage Disposal Program for a Suburb and Rural County Area, Dental Health, Immunization, Lack of Health Records, and Rabies: Animal and Human Aspects.

After these presentations, the public health and extension workers broke up into groups to discuss what each county could do about solving these problems. The questions were asked: "What do extension and public health workers do after these meetings—

(1) Where there is a county health department?
(2) Where a county is interested in establishing a health department?
(3) Where there is no county health department?"

Each group then reported on their deliberations and the public health consultants commented on the reports.

Dr. E. J. Niederfrank, extension rural sociologist, Federal Extension Service, pinpointed various suggestions on how Extension and Public Health can work together to improve rural health.

Six Ways To Cooperate

The joint health meetings brought out six ways in which public health and extension workers can cooperate:

(1) Help people think in terms of problems instead of projects.
(2) Involve many people in identifying health problems.
(3) Help people know their health resources.
(4) Help people understand the qualifications of public health and extension personnel.
(5) Help bring together professional and lay groups to plan and develop more effective health programs.
(6) Help people see that time and patience are needed to achieve long-range community health goals.

Although the objectives could not be fully realized in one series of meetings, the results were most encouraging. There were some tangible and immediate results. For example, at the meeting in Peoria, county extension workers made arrangements for the department of public health to present the problem of A Sewage Disposal Program for a Suburb and Rural County Area to the joint extension council in Peoria County on the following day. The Peoria County home adviser has been invited to serve as coordinator of the health tent at the county fair in which all the local health agencies exhibit.

At all of the meetings there was considerable discussion regarding the problem of getting factual data on the immunization status, incidence of animal-man diseases, and other pertinent health information, by counties, and how such information could be obtained by the people locally or how it could be made available to county extension workers from the State level.

As a followup of the joint health meetings, representatives of the Illinois Department of Public Health, the Cooperative Extension Service, and the Illinois Health Improvement

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THIS "TRIANGLE" HAS MANY ANGLES

by PAUL F. SHARP, Director, Agricultural Experiment Station

Scientist, agent, and farmer prepare to seed 6 onion varieties. A few weeks later neighbors can "learn by seeing" differences among varieties.

IN the information pipelines that run between research workers and farmers in California, it isn't always easy to tell where the Experiment Station ends and Extension begins. In many cases extension personnel participate in experiments, and station staff members extend their activities into the field. The California farmer is a cooperating third in this partnership which flourishes in a State where more than 250 commercial crops are grown and gross farm income last year was $2,813 million.

Interdependence is inevitable in a university which has 34 agricultural departments on 4 campuses, 500 miles apart, and which does research on 17 field stations ranging from Oregon to the Mexican border, and from below sea level to 12,500 feet above.

Interdependence is a fact, not only among the departments on the Berkeley, Davis, Los Angeles, and Riverside campuses, but also among the 600 professional staff members of the Experiment Station, the 459 professional members of the Extension Service, and the 120,000 farmers and ranchers of the State.

This three-cornered cooperation is promoted by close association. Most extension workers are farm advisers (county agents) stationed in the field throughout the State, although a number of extension specialists are located on the campuses and remain in constant and intimate contact with experiment station personnel.

Each specialist is housed with the department which does the research in his field and which provides him with office space, secretarial help, and telephone. The specialist in practice works with the department staff, and participates in staff conferences and seminars, while administratively and program-wise he is under the director of extension.

Cooperation Has Many Angles

Station-extension-farmer cooperation begins at the planning stage. Station and extension people meet regularly with spokesmen for ranchers and farmers, organized into commodity advisory committees. California now has 11 such committees representing the growers of citrus, vegetables, field crops, deciduous fruits, grapes, cotton, avocados, flowers, and the nurserymen, the poultrymen, and livestock people. These groups inform the university of industry's needs for research and extension. Experiment station and extension personnel, in turn, inform industry of their activities and plans.

Once a definite research project is being considered, a committee of 5 or 6 university people is set up. Every one of the station's approximately 1,000 projects has such an advisory research committee, composed of people on the working level who often become part of the project. Generally, the extension specialist works with committees that deal with research in his field. This gives him firsthand knowledge of the research underway and, in exchange, he has a chance to pass on to the research people his gathered knowledge of growers' needs.

There are many ways in which station and extension personnel cooperate to solve agricultural problems and keep farmers posted.

Field days, for instance, held on a campus or at a field station, are sponsored by a department and often are led by extension specialists. Other conferences held on campuses are sponsored by the station, Extension, or industry, usually with all three taking prominent parts.

Last year the main campuses for such conference activities, Davis and Riverside, held 44 such meetings, attended by some 10,000 people. Most popular was the farm and home conference, in which many departments, such as animal husbandry, agronomy, engineering, home economics, and several extension specialists and farm advisers participated, drawing 1,500 people.

Off-campus meetings are arranged by extension, and experiment station personnel participate, often as the main speakers. In 1956, more than 550,000 people attended some 15,000 such meetings throughout the State.

Extension personnel often cooperate in research and appear as coauthors of scientific articles with staff members of the experiment station. Last year, California Agriculture, the university's magazine in

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Rural Health

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Association, met in May 1957 to discuss the problem of community organization and to define further the roles of each agency in community health improvement.

At this meeting it was recommended that a working committee be appointed to further explore the problem of community organization at the county level. It was also suggested that the Illinois Health Improvement Association Advisory Board, which includes representatives from the three main groups concerned, could serve as the nucleus for the organization of a State health planning committee.

Such a committee could: (1) Provide an opportunity for citizens and professional workers to plan together to develop integrated State health programs, (2) serve as a clearinghouse for county H.I.A projects and activities, (3) encourage the consolidation of health facts by counties, (4) serve in a technical advisory capacity in the development of community health programs and assist in the preparation of educational materials, and (5) serve as a State planning committee for the next joint health meetings in the northwest region of the State. These are to be planned and sponsored by the Illinois Department of Public Health, University of Illinois Extension Service in Agriculture and Home Economics, and the Illinois Health Improvement Association.

Farm and Home

(Continued from page 189)

ments. Throughout the training program, the need for alternate enterprises, fitted to the resources of the family, has been stressed. And T. M. Hepler, county agricultural agent, and Kate E. Hoge, home demonstration agent, have put the advice to work for their farmers.

For instance, there is the case of Mr. and Mrs. Thomas Martin, who, 2 years ago, retired to a 14-acre farm. Obviously, the opportunities for farm income were limited, but working with the Montgomery agents and with specialists from VPI, the Martins found a highly satisfactory answer—small fruits. "We have followed the recommendations exactly," Mrs. Martin says, "and I couldn't be more pleased with the results."

Marketing the strawberries was somewhat of a problem until the Martins hit upon the idea of advertising "25 cents a quart—you pick." Trade boomed this season. They figure they sold around 3,000 quarts of berries from a field of 2,000 plants. Later came the raspberries and blackberries.

The Martins also do a thriving truck-garden business with their farm garden. Here again, the buyers come to the farm. Some expansion is planned, but not so much that two people on a small farm can't handle it easily.

The Martin house of pre-Civil War vintage also has been the object of Mrs. Martin's "new broom." They're taking improvements gradually. "I wanted some income from the land first," she says, but the kitchen has already been remodeled, partitions knocked out, and stonework professionally done on both the inside and outside by Mr. Martin. The house is comfortably livable, which is more than you could say for it 2 years ago.

FHD Reached 985

In 1956, in Virginia, Farm and Home Development reached 985 families. Help was given in identifying their problems and setting up goals, both long- and short-time. Pertinent outlook and marketing information, with a discussion of its practical application to each situation, was furnished 762 families.

An important phase was the financial planning done with 685 families. This planning included budgeting, keeping and using accounts, and wise use of credit.

Many families are interested in adopting improved farm practices as shown by the help received by 883 families in improving pastures, 444 in plant pest control, 506 in better feeding of livestock, and 800 in herd improvement. A total of 531 families asked for and received assistance in improving the soil productivity of their farms.

These improvements in farm practices are reflected in overall improvement in the total farm and home enterprises.

Blend's the Thing

(Continued from page 190)

better understanding the role of the executive committee. State 4-H Club leaders, with the assistance of the visual aids department, were able to develop a flannelgraph which visualized the executive committee's position, especially in program development. This has been requested and presented at district as well as county meetings.

Long-Range Planning

In Chautauqua County, the 4-H Club agents and 4-H Club executive committee became interested in looking ahead and setting goals for a 5-year period. State 4-H Club leaders, assisted by members of the rural sociology department, directed the local people in obtaining, interpreting, and presenting the kind of statistical information they needed.

Information of a statewide nature was also provided. Various subcommittees worked on specific phases of the youth program, for example, conservation. Here, specialists from the college in wildlife, forestry, and soils and water were able to contribute. In another committee, longtime trends for the Nation supplied by the Federal Extension Service staff were redone by the State subject matter specialists and presented as longtime State trends with some interpretation for the county.

Blending Committees

In some counties as many as 20 subcommittees appointed by the 4-H Club executive committee, including 200 or more adults and youth, work on development of the county 4-H Club program. The State staff helps the county 4-H Club agents with subject-matter information and trends for practically all these subcommittees.

In a very few years Nassau County changed from a farming community to one completely urbanized. The county 4-H Club agents and local people, sensitive to the needs of the changing population, altered the emphasis of their program. Even now changes are taking place and committees are studying future needs.

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This "Triangle"

(Continued from page 197)

which the station staff reports its research, published 116 articles, 24 of which were coauthored by extension men.

When it comes to more popular treatments of research reports, the experiment station and Extension cooperate as equal partners. While the strictly technical publications of the division of agricultural sciences of the university are issued by the experiment station alone, the more popular circulars and leaflets are published jointly by the station and Extension Service. As the majority of the publications are of the popular type, most of the university's agricultural publications are a joint product. During the first 6 months of this year, for example, agricultural services produced 33 publications; of these, 24 were issued by the station and the Extension Service jointly.

A rather new idea of station-extension-industry cooperation is the publication of a summary of all the work done by the university as a whole in one field. An example of this is the mimeographed inventory of research and agricultural extension work in cotton for 1953-1956 which lists, for the benefit of the cotton industry, basic and applied research and extension activities concerning cotton, covering the work of 12 departments. A similar publication of this type was published for nursery crops and floriculture, and one on weed control is in preparation.

Several departments publish mimeographed reports of station and extension work in which the two exchange and pool information and which go to a regular mailing list or are distributed to field-day audiences.

On the county level, the extension service and experiment station personnel not only participate in meetings with the farmers and field demonstrations, but run experiments on more than 7,000 plots which farmers all over the State put at the disposal of the university.

Here the research worker can demonstrate, under different local conditions, the practical results of his research. He may want to show the effects of new varieties of fertilizers, insect sprays, or harvesting methods. Extension people and cooperating farmers are invited to see the results in the field. Here the division between experiment station and Extension practically disappears. It can be said that many experiment station people on the Davis and Riverside campuses do extension work incidental to research.

Cooperation Brings Results

This triangular cooperation has brought many happy results. Two years ago when the rice leaf miner unexpectedly attacked California ricefields causing a loss of perhaps $16 million, a farm adviser from a ricegrowing county sent an S O S to an experiment station entomologist at Davis.

When the entomologist arrived at the ricefields, he found 100 ricegrowers waiting for him to tell them what to do. The number of anxious growers increased as they watched him work in the ricefields for 48 hours without a stop. When he had found a control, the word spread through the neighborhood. Extension carried it to all ricegrowing areas of the State. Commercial applications started 3 days after the insect was first reported in a ricefield.

When clubroot, a fungus disease, threatened California's $5-million brussels sprouts industry, control was achieved on 250 acres by experiment station workers, farm advisers, and cooperating farmers. Farmers came, saw, learned, and went back to their fields to duplicate the control measures.

Cooperation on Insect Control

When the spotted alfalfa aphid invaded California, researchers were already working on ways and means of control, and had farm advisers briefed on the pest before it arrived. It caused $25 million damage to the State's alfalfa fields within 3 years.

For years experiment station workers have studied controlled brush burning, reseeding the area with grass, and the effect of this procedure on cattle grazing, water supplies, wildfire hazards, and soil erosion. Station and extension personnel have been holding dozens of demonstration burnings in order to put even this dangerous "play with fire" on a do-it-yourself basis.

Last year the Extension Service published a 44-page mimeograph in which 3 extension specialists and 17 experiment station men, working over a spread of 500 miles, pooled their findings and made the latest information available to many groups—alfalfa growers, farm advisers, agricultural commissioners, supervised-control entomologists, insecticide dealers and others concerned with alfalfa production in California. During the last 3 months, a half dozen field days were held, with experiment station and extension people talking to 200 growers representing 100,000 acres of alfalfa. Among other things, about a half billion aphid-devouring parasites were distributed to these growers.

In most emergencies farm people are the first to be aware of the seriousness of a problem, station workers most likely to have the basic knowledge on which the solution can be based, and Extension most helpful in putting into practical use the solution. It requires the continuous interplay of all three to succeed.

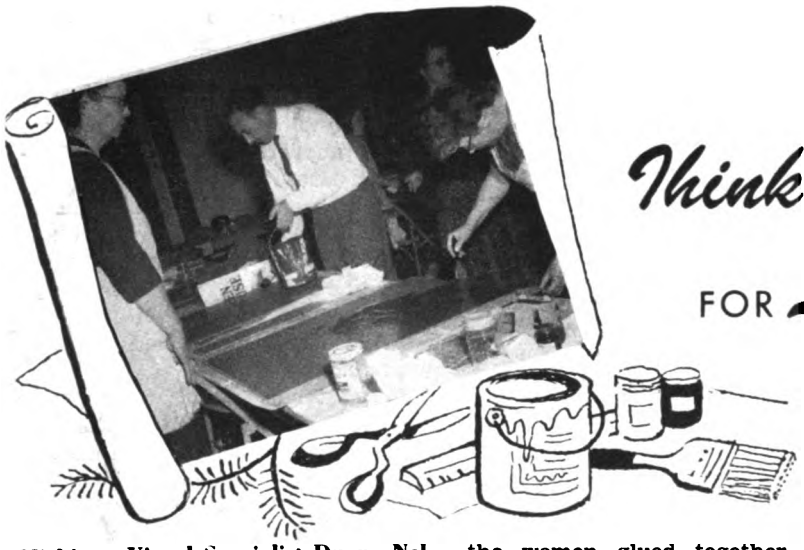
Blend's the Thing

(Continued from page 198)

State 4-H Club staff members assist by becoming familiar with the county situation and by helping to relate these needs to the State extension policies and services.

Just as an artist cannot see his total picture when close to it, so it is helpful to the county extension program to get the perspective of someone a little way off. Sometimes taking that extra step back shows where the blend isn't perfect, where a little more of this or a little less of that will make a better balance in the program. A State staff member going from county to county and backed by the Federal extension workers is in an ideal position to help make the blend better.

To get the proper blending of statistical information, ideas of local people, information from subject-matter specialists, and research, takes real skill. This skill can be developed with practice and with the aid of an experienced observer.



Think AND *Do Sessions* FOR *Local Leaders*

by Rosemary Blackburn
Information Specialist

Michigan Visual Specialist Duane Nelson pours liquid slate for homemade blackboards at Mewaygo Co. workshop.

DID you bring your imagination with you? This is the stock question of Duane Nelson, visual aids specialist in Michigan, as he opens visual workshops for local home demonstration leaders throughout the State. And, judging from the creations concocted in these "think and do" sessions, the women prove they come equipped with keen imaginations.

Starting out with a discussion of visuals and how you arrive at ideas for visualizing, Nelson sets off their imaginations by having the women think of different ideas for using the common snap clothespin. Answers range from clipping things on Christmas trees to drying photo prints.

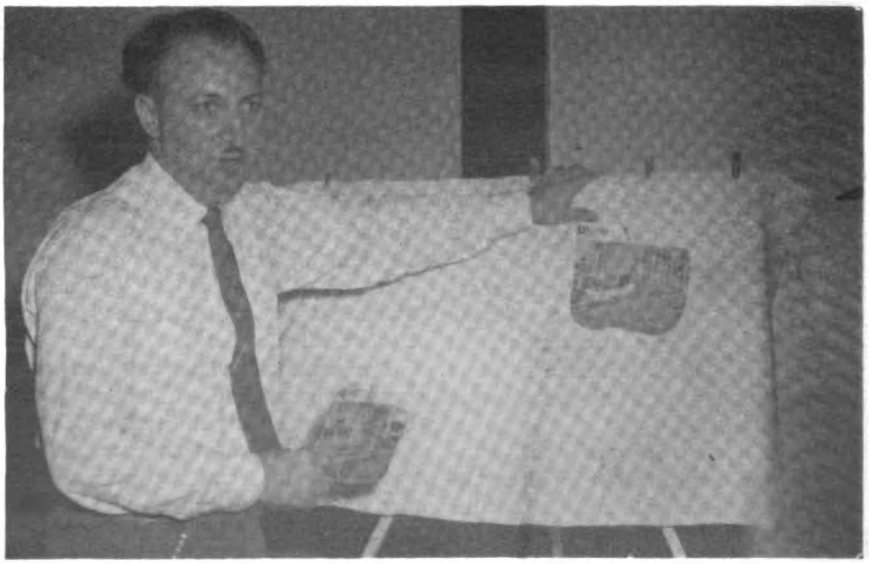
The specialist then explains simple visuals that the women themselves (or with the aid of their husbands) can make and use, such as blackboards, flannelboards, magnet boards, burlap boards, mounting wax, sugar-treated chalk, and easels.

These sessions are also workshops, and work is precisely what the women do. During the afternoon they make blackboards. Flat pieces of double-thickness cardboard, which the women glued together earlier, are given a coating of slate refinisher. By late afternoon, shiny, but yet-damp, blackboards are drying throughout the room.

While the blackboards dry and the work materials are picked up, each woman visualizes one idea for one of the lessons she has taught or will be teaching. Here's where imaginations get a real test.

For take-home materials, leaders have their blackboards and printed material on "how-to's" for visuals, including instructions for making blackboards, flannelboards, and chalk.

Home demonstration agents are pleased with the opportunity for their leaders to have this visuals training; and the women—well, they're downright eager for this help in making their teaching more effective.

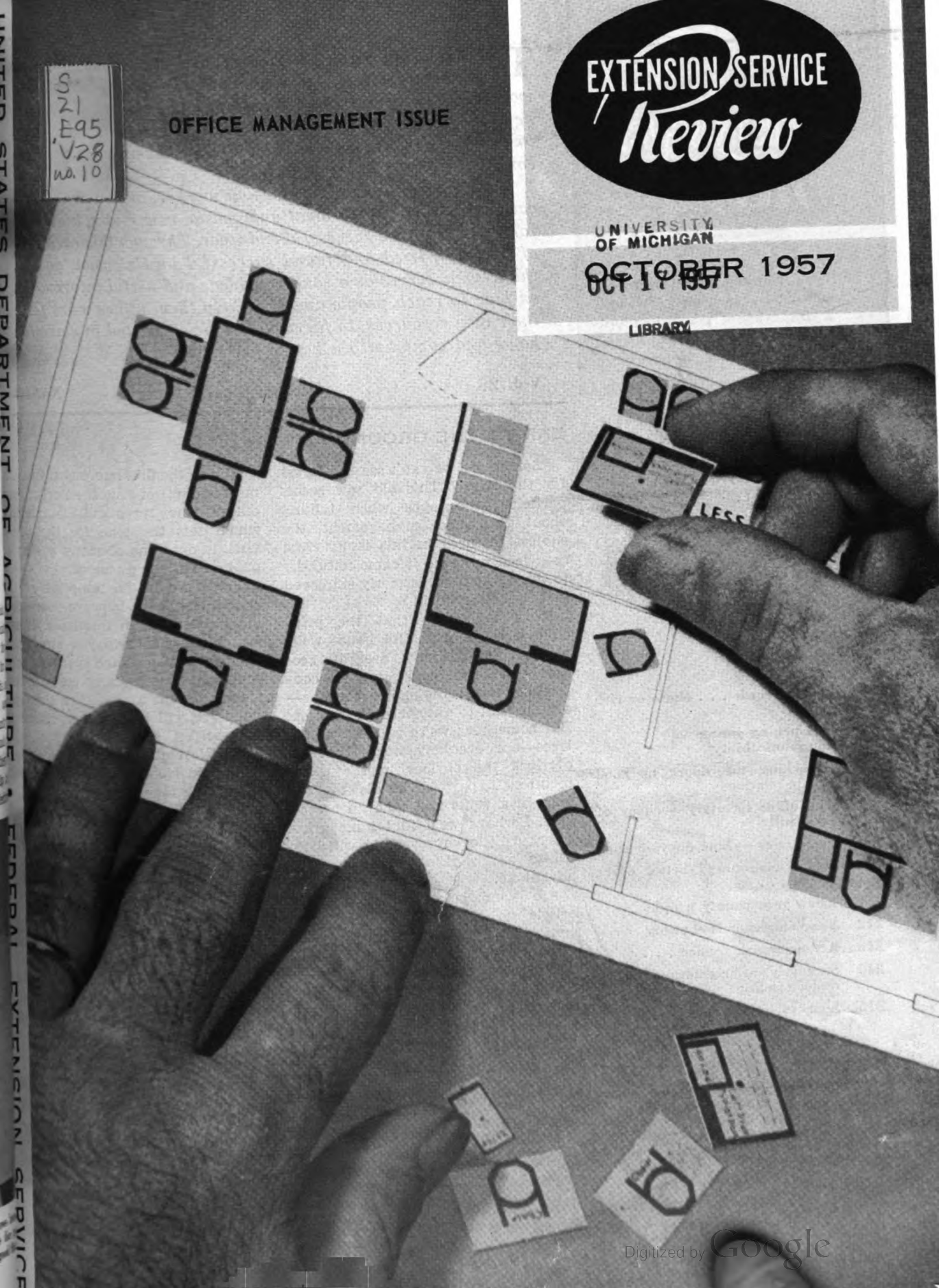


"Use your imagination," encourages Duane Nelson as he shows home demonstration leaders how to use many common household items for good visual props. Here he uses a bath towel over an easel to improvise a good flannelboard.

OFFICE MANAGEMENT ISSUE

EXTENSION SERVICE Review

OCTOBER 1957



EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue

EAR TO THE GROUND

"Sometimes we can't see the forest for the trees." This old saw seems particularly apropos when talking about good office management, the subject featured in this issue. (And as a lead sentence it came naturally to the new editor, formerly employed in the forestry field.)

Everyone agrees that the principles pointed up in this issue—well-planned office layouts, accurate records, secretarial courtesy, staff conferences, improving public relations—are all vital to an efficient operation. But sometimes we're so close to the trees—our everyday work—that we overlook the obvious in the whole picture. It pays dividends to stop once in a while and take an overall look. Perhaps we'll find some areas where a little improvement will help utilize our working hours to best advantage.

Are your offices crowded? The article on planning furniture and equipment layouts has many tips on using space to best advantage.

Do you dread report writing? Keeping regular records of farm and home visits, as well as office callers, will put the facts at your fingertips when it's report-writing time.

What's the first impression (usually most lasting) of visitors entering your office? The receptionist's greeting, which sets the tone for the whole visit, is only one of many phases of public relations discussed.

These are just a sampling of the wealth of how-to-improve-your-office ideas contained in this issue. If you find some that help you streamline your operations (and perhaps give you more time to carry on your regular extension work), then this special issue will have accomplished its purpose.

The November issue will highlight Farm and Home Development. We'll have some top-notch articles telling how several States are successfully using this method of working with farm families.—EHR

ON THE COVER

Office space planning is easy and accurate with the templating method.

Using a miniature floor plan, scale-size cutouts (templates) of furniture and equipment can be moved around to find the most efficient arrangement. See page 208 for article on planning better office layouts.

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 31, 1955).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at $1.50 a year, domestic, and $2.00, foreign.

DAILY RECORDS . . . Chore or Rich Harvest?

by C. HERMAN WELCH, JR.
Federal Extension Service

To some county extension agents, keeping a daily record is a chore that takes more time than it's worth. Perhaps that is because they don't do anything with the information recorded, or possibly they are recording more than is needed.

There are also agents who don't believe in keeping records, so their office secretaries are put in the difficult position of trying to prepare the monthly statistical reports without facts. To these agents, records are a pain in the neck.

Other agents get so wrapped up in keeping records that they tend to forget that their main job is helping people to help themselves. To an outsider it looks like the agent is a slave to the records rather than their master.

Measure of Progress

Then there are some agents who take the time to analyze the information compiled from their daily records, and check it against their plan of work to see if they are going in the right direction and at a satisfactory rate of speed. To this group, daily records become a rich harvest of information.

Perhaps we in Extension have it easy as far as records and reports are concerned. At the same time, we need to improve our records and recordkeeping if we are going to keep our leadership. No longer can we shrug off office work as an unimportant part of our work, that records need not be kept.

Turning Chore into Harvest

Extension has passed the stage where a few scratches in a pocket notebook will fill the bill. It needs more than that. A little thought can easily make your present chore a rich harvest and help you to do a better extension job. Here is what agents in a couple of counties have done:

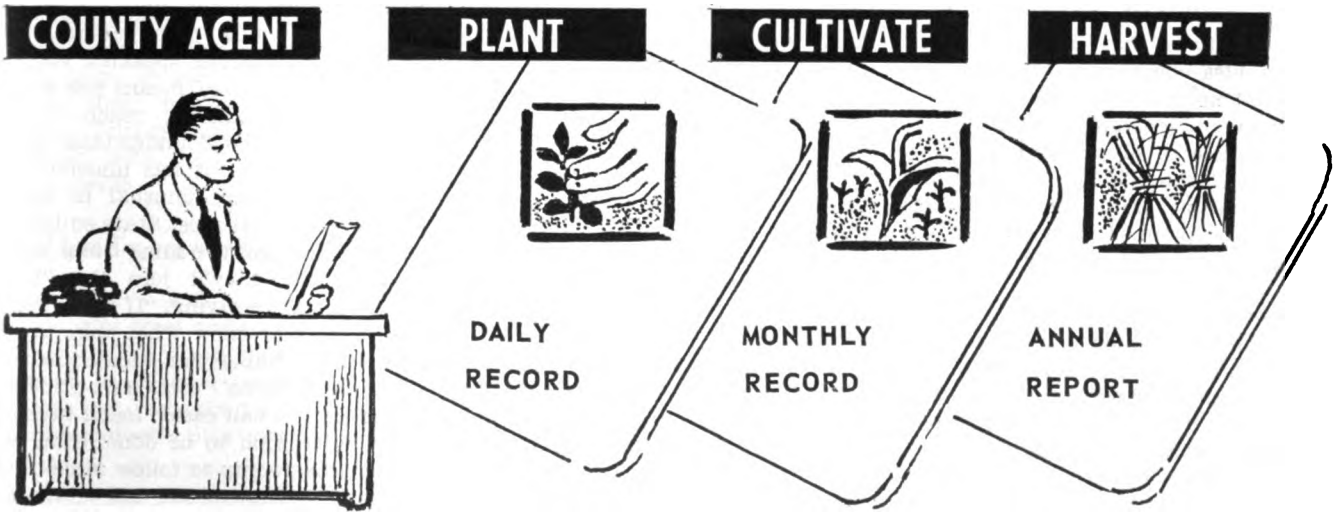
You may have read how the agents in Fairfax County, Va., kept a record of office and telephone calls to determine subject matter interests of their county people (EXTENSION SERVICE REVIEW, August 1955). From these records the agents were able to plan their work for the coming year to better meet the needs of the people. Interestingly, the daily records helped to prove that they needed extra staff, which since then has been added.

An agent in a western county once told of trying to get additional help for his office without success. His requests were based on estimated numbers of office calls, telephone calls, and letters written. Later, the State office asked all agents to try out three suggested daily record forms and let them know which they preferred. The agent did so and was surprised to find that an actual count of office activities far exceeded the estimates he had been using as a basis for his requests. He had been hurting his own cause by not having figures compiled from daily records.

Agents in Finney County, Kans., developed an individual contact record that they use in the office and field. Made in 3 by 5 inch pads, the records are carried in shirt pocket or purse, or kept on their desk. Key to the record's success is the way the agents and office secretaries have trained themselves to use it. When the telephone rings, they reach for the phone with one hand and their pencil and contact record pad with the other hand. Almost automatically, they record name of caller, type of contact (phone call), and subject matter discussed.

The same form is used for farm

(Continued on page 215)



Sharpening your Communicability

by C. A. BOND
Extension Editor, Washington

CERTAINLY the State of Washington makes no claim to perfection in training and helping county extension workers in their job of communications. Boiled down to its essence, our training program would be about like this: Offer some stimulation and guidance, help where it's needed or requested, and then stand clear lest we be stomped in the rush.

It's axiomatic that most communications training should be with county personnel because they do the bulk of communications work with the ultimate consumer — the farm family. However, the training won't work unless it has the blessing of administration, the cooperation of supervisors, the understanding of subject-matter specialists, and integration with broad training in extension methods and philosophy. This simply means that we try to get other folks to do our work.

"Built-In" Program

We believe that communications techniques cover more than the use of mass media. Techniques are merely tools for doing extension work. Therefore, the core of our program is a "built-in" communications program. This means that communications should be planned as a part of the regular job—and carried out that way, too.

When radio first loomed as a communications method, some agents rebelled and said, "This is not a part of my regular work." Later, they found that radio strengthened their "regular work" and became earnest practitioners of the microphonic art.

The point is that the complaining agents had to learn for themselves that radio was good for them. You can pray and exhort, you can demonstrate and exhibit, but when it comes right down to it, folks have to train themselves. About all we so-called professionals can do is to give 'em a chance.

This seems to be easier to do in teaching a skill, such as how to write a news story, than it is in teaching a concept such as a "built-in" communications program. We haven't progressed a great way in teaching this concept in Washington State, but we're still trying. A few months ago an agent said, "By gosh, I believe what we ought to do in my county is to plan our news program around our projects and not just send out a batch of stories every week."'

This business of being a professional communicator can be a handicap in technique training. It's awfully easy for a trainee to say, "Sure, Al Bond can write a news story, after all, that's what he gets paid for. But me, I'm an agronomist, not a newspaperman. I just can't do it." But, if he is allowed to discover that other subject-matter trained persons can write and do it well, then maybe he will take his pen in hand. So we try to pass around examples of good jobs that agents are doing, ways that have proved successful, in hopes that somebody else will go and do likewise—or maybe even better.

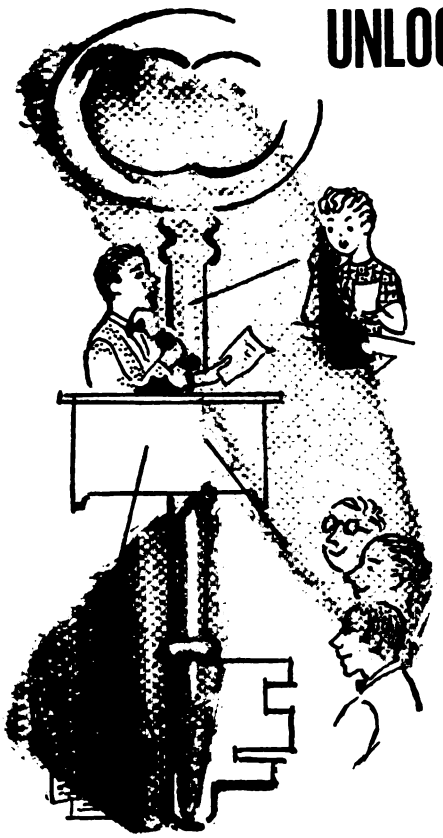
At Washington State we're not blessed with a large staff. We can't relieve anybody of production chores to give full time to training. We all take a hand in it. Our methods are by no means revolutionary. We hold workshops when we can, both statewide and for districts and counties. We publish a training letter about every month, in which we try to teach by indirection, not by holding up a sign saying, "instruction is now about to begin."

We invite agents to consult with us on their problems and we ask advice from supervisors as to where help is needed and how we can best give it. We sometimes "take the male bovine by the front corners" and write letters to agents, praising them for a good job and pointing out with examples how they might have improved a bit of writing or broadcasting here and there.

Emphasis on Clarity

Aside from harping on a "built-in" communications program, we also continually press for clarity. That's the main thing. If you can express yourself clearly, you don't have to worry about how many courses in journalism or public speaking you've had. This, of course, means you must define your audience, reach it in terms which it will understand, and find out whether it has understood.

There's nothing unusual in that. Chances are that most State editorial offices are doing the same thing. And chances are they'll join the "late Miss Portia" in saying, "If to do were as good as to know what were good to do, then chapels had been churches and poor mens' cottages, princes' palaces . . . I can easier teach twenty what were good to be done, than be one of the twenty to follow mine own teaching."



UNLOCKING THE DOORS TO GOOD PUBLIC RELATIONS

by HAROLD B. SWANSON, *Extension Editor, Minnesota*

MAY I help you? Those cheerful and simple everyday words greet visitors when they enter most Minnesota county extension offices.

They reflect an attitude of service —one of the keys to improved public relations and better working conditions in every extension office. In this article we review a few similar everyday ideas, familiar to most of you, that some of our agents use to improve their public relations, their office efficiency, and their communications with county leaders and mass media.

First Impression Important

First, let's look at the way our secretaries greet and meet the public, either on the phone or as office visitors. G. J. Kunau, Goodhue County agent, has recognized the important part secretaries play in these words:

"While the county agricultural agent is the administrative head of the staff, we consider the office secretary the 'key' member on the team around whom the whole extension program unfolds. Her telephone 'hello,' her smile, and her courteous replies to all callers set the atmosphere for the office and make the first impression on the public."

Standard procedure among secretaries, of course, is to usher guests to the agent they wish to see or provide them with a chair and magazines, bulletins, or other reading material if they have to wait.

A bigger problem, however, arises when the agent is out. Many Minnesota secretaries use these opportunities to tell visitors a little about county extension work.

Explain Extension's Function

Eugene Pilgram, Chippewa County agent, reports that his secretary explains to visitors or callers that the agent is out on the job, actually telling them where the agent is and what he is doing. This helps acquaint visitors with the nature of the extension job. At the same time, the secretary tries to aid them with bulletins and other information so they won't go away emptyhanded. If there is a question or message, naturally, it's left for the appropriate agent to answer as soon as he or she returns.

Most secretaries take notes on the questions and problems posed by visitors, making sure to get their complete names and addresses for later followup. Nobles County's Ross Huntsinger finds that such a list on his daily sheet is a valuable reference.

As in many offices, Houston County agent Wayne Hanson keeps his secretary well informed as to his whereabouts and when he expects to return. Here the responsibility rests squarely on the agent's shoulders—a responsibility that helps the secretary and creates better relationships with the public.

Don Hasbargen and his Mower County staff make it a point to keep the office secretary informed on seasonal topics. During the past summer, for example, she was given the grasshopper control recommendations to keep on her desk so that she could answer calls on this important problem when the agents were out.

Value of Staff Meetings

Also basic to good relations within the staff and with the public is keeping all the staff informed of what is going on and making sure that everyone understands and appreciates his or her part of any job.

Monday morning conferences are a traditional method of doing this. Here agents become familiar with what others are doing and here, too, many agents schedule circular letters and other big jobs the office secretary must handle.

In Mower County the workload is planned even further ahead. The office staff starts working on the county fair in January when they make a list of signs, posters, and letters that have to go out between then and county fair time. The 4-H Club newsletter and Farm and Home Science mailings are planned well in advance, too.

Most agents agree, however, that the weekly conference is not enough and that the staff should meet together more often, even if only over a cup of coffee in a separate office. "Admittedly," says Agent Huntsinger,

(Continued on page 214)

The Office Secretary — Envoy of Good Will

by SHIRLEY BARLOW
Federal Extension Service

THE secretary is the one person who can make or break the public relations of her office. Answering phone calls, greeting visitors, or replying to letters are some of the main opportunities for the Extension Service ambassadress to cement relations between the Service and the public. All the less publicized duties around the office and the secretary's own attitude and appearance also add up in the office's personality score.

When someone calls on the telephone, as far as he is concerned the secretary *is* the Extension Service. If she sounds clear and interested, the caller's first opinion of the Service is favorable. A cheerful, courteous, smiling telephone voice is as necessary as a courteous manner. In answering the phone she briefly identifies the office. If the agent or specialist is not there or is in conference, she volunteers her assistance, refers the call to someone who can help, or takes a message and places it on the desk of the person responsible for that work. (Make arrangements to have your telephone answered at all times.)

Visitors form their first impressions of the office and the Extension Service solely on the secretary's reception. The same cheerful, courteous voice used on the telephone must be backed up with an outward appearance and manner to match. The secretary hasn't much time to establish rapport, but it can be the deciding factor in office-visitor good feelings.

Letters are "ambassadors of good will." They must be properly centered, with even margins, and neat erasures. The dictionary should be consulted if there is the slightest doubt about spelling or dividing a word. The secretary does not release a letter until she can say, "This is a job well done!" (Take care of your typewriter. Clean it daily. Cover the machine when it is not in use.)

In the small office, the secretary may become, practically speaking, the office manager more familiar with office routines and requirements than the agent or specialist himself. She protects her boss from unimportant interruptions and details, but checks first to make certain that she is doing it in accordance with his wishes. He, too, realizes his obligation to the public he serves.

The secretary is required to keep regular office hours and since specialists and agents are away from the office much of the time, it is doubly necessary for her to be punctual. The efficient secretary arrives a few minutes early in the morning to arrange the boss' desk as well as her own and check the schedule for the day. (Have you tried clearing up your desk before leaving in the evening? The valuable morning time, when your mind is freshest, can then be spent doing more important jobs.)

The author, Shirley Barlow, is administrative assistant in the Division of Agricultural Economics Programs.

Efficient Managing

Knowledge of the fundamentals of filing is necessary so that the secretary can promptly produce correspondence and reports when they are needed. A filing system should be adapted to the particular needs of the office, yet not be so complex as to keep anyone else from finding material in an emergency. On a recurring basis, she determines what material may be destroyed; if there is any doubt, she should check with her boss.

Opening all mail, except that marked personal or confidential, is the responsibility of the extension secretary. Letters, publications, and other material should be arranged in order of their importance and routed for proper handling. Followup on the mail is necessary to be certain that letters are not neglected.

As the secretary becomes familiar with the office and with the boss' preferences, she can save his time by preparing replies, either in final form or rough draft, collecting required information and enclosures.

(Continued on page 214)

Secretaries — How Do You Rate?

Check yourself now . . . then recheck this list in 6 months

(Borrowed from Remington Rand)

You are well-dressed

Appropriate clothing	3
Grooming	3
Personal neatness	4
	10

You are pleasant

Even-tempered under strain	2
Take criticism without resentment	2
Sense of humor	2
Control moods	2
Control temper	2
	10

You are a clam

Silence concerning business affairs. (This is a MUST)	7
Silence concerning personal troubles	1
Silence concerning office feuds and gossip	2
	10

You are a screen

Relieve agent of details	4
Successfully protect him from unimportant interruptions	3
Compose letters you can handle	3
	10

You soak up knowledge

Understand and abide by agency policies	3
Study supplementary courses	2
Increase your fund of general information	2
Continually improve your knowledge of the business or profession of which you are a part	3
	10

You have telephone charm

Voice pleasant—tone clear	4
Telephone tact	4
Obtain accurate information over phone	2
	10

You are Johnny-on-the-spot

There when the boss wants you	3
On time consistently	3
Prompt in answering telephone	2
Work late cheerfully when necessary	2
	10

You are quick on the trigger

Initiative in an emergency	2
Assemble data before boss calls for it	2
Understand material dictated	2
Alert to prevent errors	2
Always check figures and dates	2
	10

You have a steel-trap memory

Remember instructions	4
Remember names and faces	3
Remember routine details	3
	10

You are truly humble

Pleasant toward associates	3
Pleasant toward outsiders	3
Perform personal duties for boss cheerfully	2
Allow boss to take credit for your work	2
	10

You are a good housekeeper

Keep agent's office in order	3
Keep your own desk and typewriter in order	2
Organize efficient office routine	3
Always have supplies on hand	2
	10

You are loyal to your boss

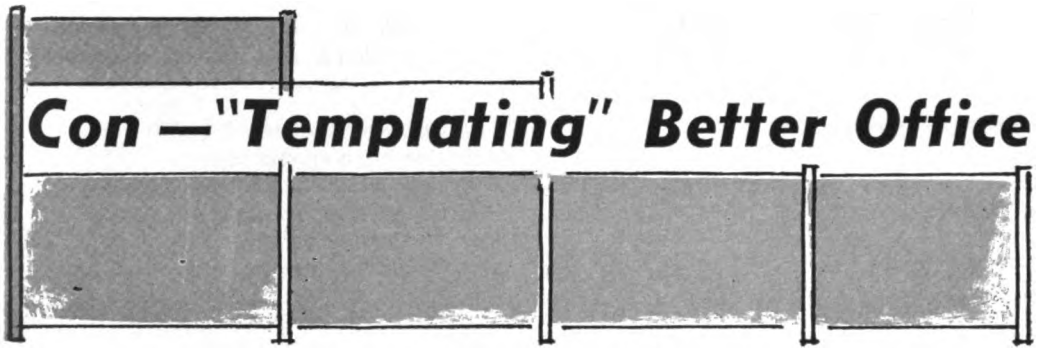
Put his interest first	4
Tactfully prevent difficulties	2
Smooth them out when they occur	2
Speak of agent always in terms of respect and admiration	2
	10

Your letters are a work of art

Uniform printwork	3
Even margins	2
Well-centered	2
No smudge	2
Correct spelling	2
Correct grammar	2
Correct punctuation	2
	15

What's your rating?

Super secretary	120
Good but not super	107
Better than average	96
Lots of competition down here	82
You'd better study	70



Con—"Templating" Better Office Layout . . .

by JOHN SPEIDEL
Federal Extension Service

EVEN though you may not have the best office space, you can still make the best use of available space through careful planning and by applying the general principles of office layout. In this article you'll find "how-to-do-it" information you can use in analyzing your office layout and improving it.

Management specialists often use the method of "templating" to analyze the organization of office space. They use an accurate office plan and movable, scale-size cutouts (templates) of office furniture and equipment. They simply place the models on the floor plan as equipment is now positioned and move the models around in various ways to find better arrangements. It's all done in miniature, but to accurate scale. Maybe you've planned furniture rearrangement in your own home in this same way.

You can get such a free office space planning kit from the Federal Extension Service.

Discard Non-Essentials

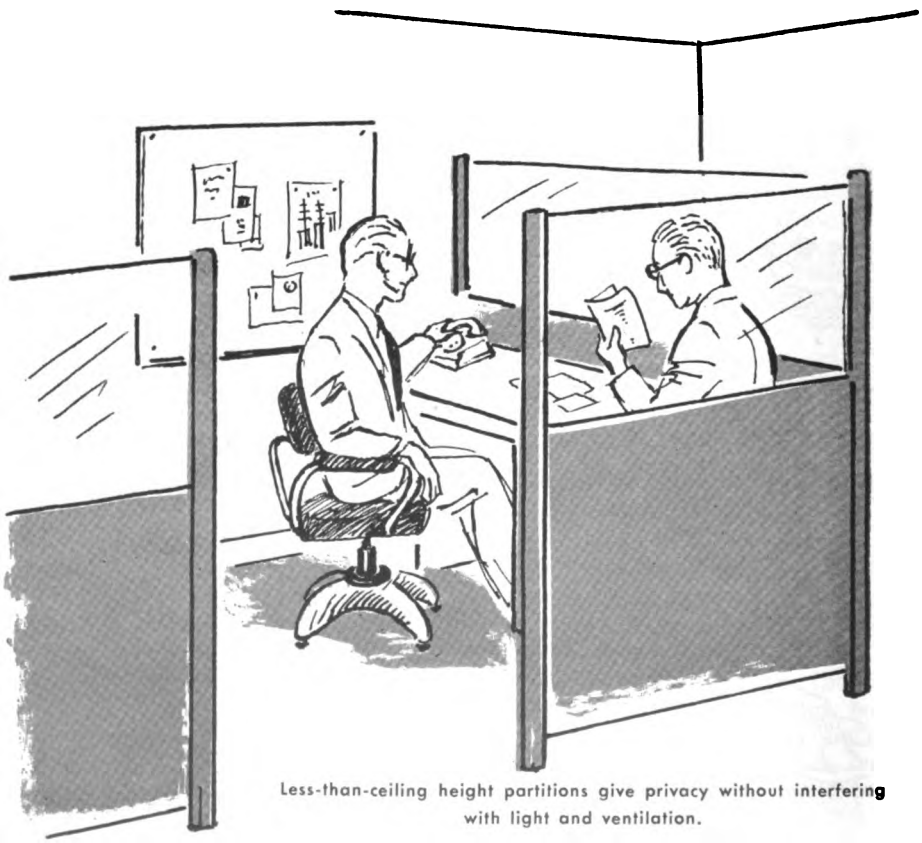
In most offices the number one office layout problem generally is not enough space. Therefore the usual first step to improve layout is to dispose of all furniture and equipment that are not essential for your office to function efficiently. If you're strict and save only essential necessities, you'll likely be surprised at how much you can discard.

After disposing of equipment not in use, look over the books and records stored in bookcases and file cabinets. Do you screen your reference files each year to remove obsolete material? Do you file "inactive" correspondence and reports in office space? Most offices file only correspondence and reports for the current year and one previous fiscal year. Older records go into the "inactive" file. Normally you use these records so little that you can file them in storage space outside the office.

Do you set up correspondence files so it's easy to dispose of records periodically that are not required for permanent reference? Do you keep general reference files at one point for use by all agents, or does each agent maintain his own file of mimeographed communications from the State office? Do you file letters of inquiry that are answered by sending a bulletin? A common practice is to return the letter with the bulletin.

Analyze Equipment Sizes

After disposing of nonessential equipment, it is desirable to study each remaining item to decide whether it is of the proper type and size. Many offices are saving 25 percent in floor space used for files by changing from 4-drawer to 5-drawer file cabinets. (The height of 5-drawer



Less-than-ceiling height partitions give privacy without interfering with light and ventilation.

cabinets is only about half a drawer higher than 4-drawer cabinets.)

Could you use smaller desks? Would a new executive conference desk eliminate the need for the table used for conferences of 5 or 6 people? (A conference-type desk is pictured on page 170, EXTENSION SERVICE REVIEW, August 1957.) Are legal-size files essential because of the size of material filed, or do you use them because they are "available?" Could you substitute a single 4- or 5-drawer file cabinet for two 2-drawer cabinets?

Planning Layout

After making all practicable adjustments in equipment, then cut templates for each remaining item. Place these on the office floor plan in positions corresponding to their present location in the office. You're now ready to begin analyzing your office layout.

Here are some generally recognized principles you'll want to consider. Much of this and other information in this article comes from the Real Estate Division. Office of Plant and Operations, USDA.

1. The clerk who acts as the office receptionist should be located as near the entrance as is practicable.

2. For desks facing in the same direction, allow at least 3 feet between the back of one desk and the front of the next desk. If you place more than 2 desks side by side in rows without intervening aisles, increase this minimum distance to 4 feet. Aisles should be at least 3 feet wide.

3. If practicable, files should be placed against walls or railings.

4. Never arrange desks and chairs so that employees or visitors face the windows.

5. Place heavy equipment against walls or columns.

6. Be safety conscious. Do not obstruct exits, corridors, or stairways. Do not place electrical cords where someone might trip over them.

Space Dividers

7. Whenever possible, provide separate private offices for agricultural agents, home agents, and 4-H Club agents. Private offices are desirable for other agents when space is available.

But you'll have to weigh the need for private offices against the advantages of better light and ventilation and less space needed because of large open areas. In some cases you might compromise by using railings, a "wall" of file cabinets, or less-than-ceiling height partitions to provide partial privacy. The latter may be obtained in various sizes from office equipment suppliers. (See illustration on page 208.)

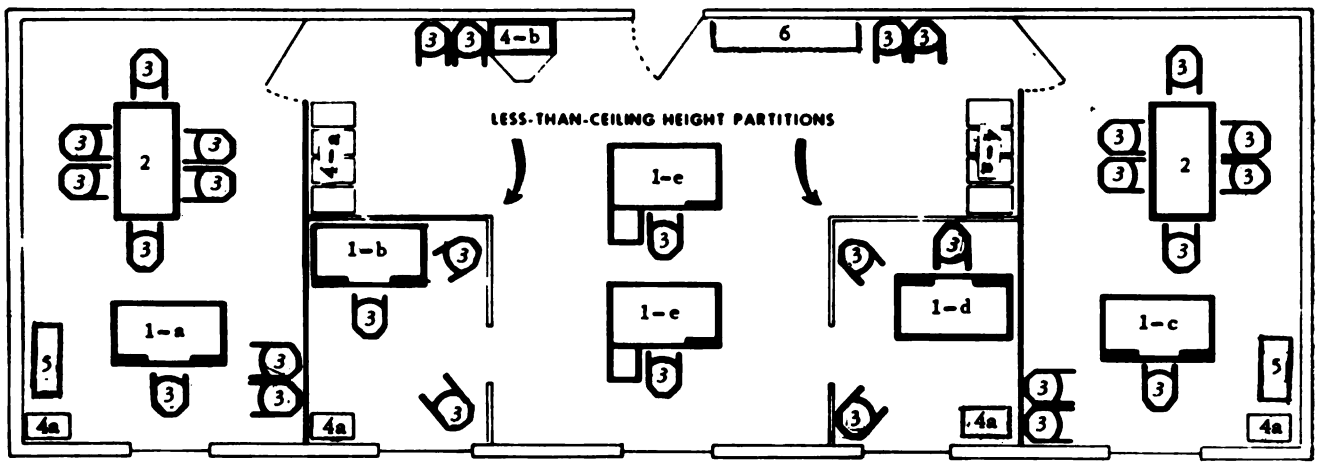
8. Whenever practical, locate mimeograph and other duplicating or mailing equipment in separate offices to reduce noise. If you don't have another room, separate the duplicating and mailing space from other office space by use of file cabinets or partitions. Use acoustic treatment on ceiling if possible. Put pads under typewriters as another way to cut down on noise.

(Continued on page 211)

Free Planning Kits Available

It's easy, accurate, and lots of fun to analyze your office space layout with the free space planning kit. It contains a sheet of templates (cutouts) for most office furniture and equipment, and a sheet of rectangular ruled paper for preparing the office floor plan. Detailed instructions come with the kit. Simply write to the Division of Management Operations, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

SUGGESTED SPACE LAYOUT FOR COUNTY EXTENSION OFFICE*

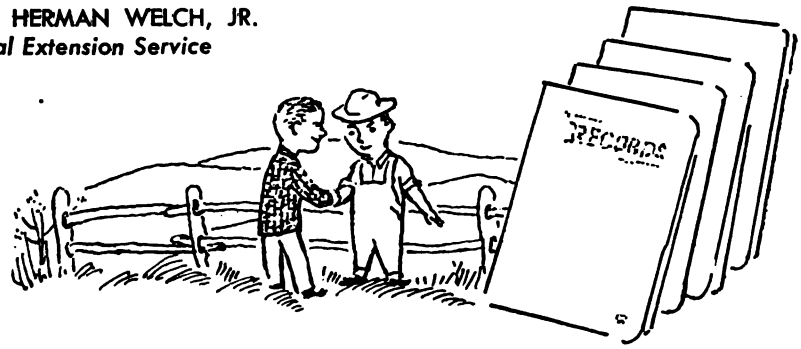


1. Desks
   a. County Agent
   b. Assistant County Agent
   c. Home Demonstration Agent
   d. Assistant Home Demonstration Agent
   e. Secretaries
2. Tables
3. Chairs
4. Cabinets
   a. Filing
   b. Supply
5. Bookcases
6. Bulletin Rack

*Note: Does not include space for storage, mimeograph or mailing facilities.

Know Your County People

by C. HERMAN WELCH, JR.
Federal Extension Service



KNOWING county extension workers, I had my doubts that they would be interested in keeping a cumulative record of progress made by the individual families they worked with. But, when you are asked to find out, you do just that. So, early in 1954, I started looking for the answer.

First, I was rather surprised to learn of individual agents who were already keeping such records. A study of those records provided a starting point. Then, with the help of district agents in 6 States, 9 counties were selected where it was believed the agents might be interested enough to cooperate in a developmental project. These counties represented different-sized staffs, workloads of secretaries, office arrangements, degrees of urban extension work, types of farming, and other factors that affect the way extension work is done in a county.

Adaptable to Needs

For over 2 years, the 35 agents in these counties have been keeping records on fifty to several hundred families. The record consists of a folder for each family in which is recorded background information about the family, the farm, the home, children enrolled in 4-H Club work, leadership of the family in extension work and also their participation in farm, civic, and community groups. Item headings in each of these sections are of a general nature—making it possible for each county to adapt them to their own specific needs.

Insert sheets provide a place to record chronologically, for farm and home, recommendations or actions planned with extension assistance and the actions or changes made by the family. No attempt is made to record every contact extension has with a family.

Advantages Reported

As I visit these counties from time to time, I find that my first hunch was wrong. These agents are now telling me of some of the advantages they find in keeping these records. Here are some of their comments:

"I found these records a big help when I started working in this county. Before visiting a family I could look at their folder and then go out to their place feeling that I knew them. By studying what the previous agent had recommended, I was able to start where she left off. I believe the families appreciated this, too."

"Reviewing a folder before visiting a family reminds me of things to follow up. It also provides an opportunity to see how practical my recommendations were. Sometimes I find that the family needs a little more help than I was able to give them earlier."

"Since keeping these records I have made it a practice to inquire as to the education and previous experience of a family. As a consequence, I have been able to locate several people whose college major was in subject-matter areas where we needed local leaders."

"The individual family record folder has become the place where we file everything about the farm, home, or family. This has simplified our having to locate information."

"We find that it is possible to better coordinate our work with these families, for each agent can see what the other is doing to help the family. There is also another advantage—when I drive into a farm yard and am greeted by the wife, I can ask how she likes her remodeled kitchen or whatever the project the home agent has been advising on. It helps to give the feeling that we agents are interested in everything that the family is doing."

Similar to Medical Record

"When someone comes in the office to see one of us agents, the secretary gets out the family's record folder and puts it on our desk. I find that the background information in the folder helps me in discussing the problem. If the information is not given, I write it down at the time we discuss the problem. I also jot down the recommendation or decision made. It's a big help and all rather simple. I suppose you could compare it to your medical record that the doctor compiles when you visit him or the dentist's record of teeth filled and those to keep an eye on."

"When I return to the office from a trip in the country I stop at the secretary's desk and tell her of recommendations or decisions made or practices families have adopted. She takes it down in shorthand and makes the entries on the individual records when she has the time. It works out OK."

"Many of my former 4-H Club members use my name as a character reference. When you have been in the county as long as I have, it gets to be quite a task to remember some of them. A record of this kind is a big help."

"I only wish I had started keeping these records when I came to the county over 20 years ago. Many of our families have made tremendous progress during that time. What a story each would make if I only had

a documented record of our assistance and their accomplishments."

While it may be too early to answer the original question with any degree of assurance, it certainly looks now as if it would be practical for agents to keep such records. If any agents are interested, they can obtain additional information from the author.

Here's Proof . . . Records Are Useful

Just out of college, the young man was applying for his first fulltime job. References? He had been active for several years in 4-H Club work as a teen-ager and thought immediately of his county agent.

What can an agent write in answer to a reference check? Does he really know the person?

If the agent were Paul B. Gwin, now retired Geary County, Kans., agricultural agent, he could probably give a positive recommendation for the boy as well as a complete account of his family.

Gwin and office secretary Irene Rogers kept a record of the families with whom they worked in extension programs. They know the address, type of farm or business, number, ages and names of children, and the extension programs in which families have cooperated. They are acquainted with the members of every Geary County rural family.

Three-fourth of the Geary County farm boys and girls are 4-H members for at least 1 year. Many are or have been 5- to 10-year members. The county office has a record of the years each one was a member, his projects, achievements, and schooling.

If the 4-H "graduates" locate in the county, they are kept in contact with extension programs as rural life members, 4-H leaders, and members of women's units or men's programs. Those who leave the county can still be reached through their parents.

As proof of the accuracy of the records, when Gwin retired recently the office was able to contact 90 percent of the 4-H Club members over the past 30 years.

OFFICE LAYOUT

(Continued from page 209)

9. Provide comfortable seating arrangements for visitors to use while waiting. Remember coat and hat racks too.

10. Before placing file cabinets or other above-window-height equipment between windows and workers, consider the effect on ventilation and light.

11. An arrangement which provides for all desks facing in the same direction presents an orderly appearance.

12. Locate records and equipment at point of greatest use.

13. Many Federal buildings, except those for postal use only, have conference or civil service examination rooms that you may use for meetings, regardless of whether your office is located in a Federal building. You can hold night meetings in these rooms if the route to them does not go through postal space. You can get authority to use such facilities through the person in your State office who handles Federal building space matters.

Signs Are Important

14. Provide for adequate identification of your office, both inside and outside the building if possible. (See article about office signs on page 216 of this issue.)

15. Illumination at all points should be free from glare and ample for the type of work being done. Highly polished desk tops, such as glass, may cause excessive glare unless covered by desk pads or other non-reflecting material. The table below shows the minimum standards of illumination recommended by the Illuminating Engineering Society and approved by the American Standards Association. Your local electric utility will be glad to make a lighting survey for you.

16. The color and light reflection of walls, ceilings, floors, and office equipment, especially desk tops, are almost as important as the intensity and distribution of light. "Flat" colors that do not cause glare are essential. White ceilings are usually preferred; for walls, floors, furniture and work surfaces, light-colored pastel shades, particularly grays and greens, are best.

Cutting Down Glare

17. The brighter your lights, the greater is your problem of glare. Unshielded light fixtures may cause glare; so may bright window areas in the line of vision, reflection from glass desk tops or pictures, or in some cases the difference in contrast between work (paper) and the work surface (desk top).

Glare from any source causes constant muscular adjustments in the eye with resultant fatigue and headaches. Therefore, as lighting goes above 25 foot-candles, pay special attention to cutting down glare. How? By adequate shielding of light fixtures, use of venetian blinds or shades on windows, proper placement of desks, and the use of light-colored, low-contrast, dull-finish work surfaces.

18. Provide enough cabinet and storage space to eliminate need for stacking books, magazines, papers and other materials on top of files or other office equipment.

19. Sometimes it is practicable to change the location of doors, or the way they open, to provide more useable office space.

Maybe you don't have adequate space for all workers or must put off improvements until equipment funds become available. But, by analyzing your space layout now, you can probably make a few significant improvements and the analysis could be used for a long-range office improvement plan to be put in action when funds are available.

Area	*Minimum Foot-candles (At 30 inches above floor)*
Corridors and stairways	5
Conference rooms	25
Intermittent desk work, mailing, sorting	30
Bookkeeping, typing, accounting and stenographic work	50
Operation of business machines	50-100

Your Efficiency Is Showing

by CHARLES H. BURCH
Extension Editor, Colorado

THE reports we get from a county extension office actually are a mirror. They reflect the efficiency of the office from which they come, says Frank Taylor, administrative assistant for the Colorado Agricultural Extension Service. Taylor is a "bug" on office efficiency. He runs a smart shop, and he likes to see others running smoothly, too.

The value of office management shows in many cases on Taylor's records. For example:

"The reports we used to get from one of our key county offices came in late, disorganized, full of inaccuracies.

"Then a new agent came in. He talked the county commissioners into getting some new furniture. He set up a new filing system. He took time to train the secretaries, and he insisted on accuracy. Now, we get neat, accurate letters from that office. Reports and records are complete and accurate."

Streamline Operations

A common complaint among county extension workers is about the mountains of paperwork which they must process. "Business and government are growing more complex," Taylor says. "This means an increase, rather than a decrease, in the volume of paperwork.

"Thus, the office manager of the future must learn to simplify and mechanize the paperwork. It is the only way he can survive."

Because of the growing complexities in office management, the 1956 Colorado extension conference was built around office efficiency. It was the agents, not the administrators and supervisors, who requested this type of program.

For 3 days, the Colorado extension staff delved into management programs—in workshop groups and panel and group discussions. Outside talent was drawn from the Denver chapter of the National Office Management Association.

Aid in Charting Course

Chief speaker was Joe Miller, assistant comptroller of the Mountain States Telephone and Telegraph Co., who defined the office as the nerve center of the organization.

"It is a place in which we accumulate and store information through records that tell us where we have been, where we are, and where we are going," he said. "Records are becoming increasingly important to the management of business and government organizations. Without prompt and accurate records, management is 'flying blind.' It cannot afford to take that risk. A reputation for promptness, neatness, reliability, dependability, and courtesy is a valuable asset."

Miller listed three principles useful in guiding management:

1. Management is not the direction of things; it is the development of people.

2. Everything that an organization accomplishes is done by and through people.

3. Management is the process of getting the job done, regardless of what the job is.

Miller explained that management is plagued with several ills—turnover, short labor market, training problems, and inadequate pay scales. "Finding solutions to our problems is not the only excuse for our jobs as managers. However, a manager who can plan and organize to keep out of trouble is better than one who is an expert at getting out of trouble," Miller pointed out in his summary.

Taylor believes the extension conference program's success was due to the fact that extension workers recognize that their offices must run efficiently. Group discussions were very active. Consultants were besieged with questions. Several agents stopped by to express appreciation for the help they received. And, best of all, the conference program resulted in smoother running offices.

Began with Agents' Handbook

The conference program capped several years of efforts by the Colorado Extension Service. Starting point for the program was a Manual for Extension Agents, which was developed in 1954 by Sherman Hoar, Colorado's county agent leader.

The manual, now being revised, sets down in a concise, easy-to-read manner the basic extension policies as well as methods of conducting extension work in county offices.

After completion of the conference, Hoar teamed up with Taylor to hold district workshops throughout the State. All agents and their secretaries were invited to attend the 1-day workshops.

These district sessions covered a wide range of office problems—office

(Continued on page 213)

Portable File Cases Aid Bulletin Distribution

Ray Cogburn (center), assistant county agricultural agent for Garfield County, Colo., shows new bulletins to Melvin Pretti and his two sons, Lonnie and Rodney. The metal file cases, which hold more than 100 bulletins, are carried by both Cogburn and the county agent, Dick Elliott, when they travel over the county.

Farmers, homemakers, and 4-H Club members can look over the available bulletins, choose the ones they want, and place their orders. The bulletins are mailed when the agents return to their offices. In some cases, extra copies are carried along and cooperators can get the requested bulletins on the spot.

New publications are added to the file as they become available and the agents revise their selection frequently to keep the list current. An index of the bulletin list is kept at the front of the file.

Actions Speak Louder . . .

We all subscribe to a testament of faith in neighborliness and we dedicate our best efforts to encouraging camaraderie and material helpfulness. We light a bright candle to illuminate a friendly spirit of understanding among those with whom we are closely associated. In a larger dimension, these are the aims of the nationwide movement to bring farm and city folks closer together.

Once again and, for the third time, National Farm-City Week is in the offing. Extension workers have made many contributions throughout the last year, and for many years, to the objective of linking town and country folks in better understanding of each other's problems and situations. Rural-urban dinners, farmer-businessmen meetings, farm and city tours, jointly sponsored square dances, open houses, picnics, and many other interesting and informative events have been organized by extension workers and farm people in cooperation with their friends in the city.

Arrangements are already well under way to develop a nationwide, public-understanding backdrop to the local efforts of extension workers and cooperating groups. The national organizational web is being strengthened this year by the coordinating agency, Kiwanis International, guided by a citizens' steering committee representing agricultural, business, educational, and civic interests, under the chairmanship of Glenn Sample, Information Director of the Indiana Farm Bureau. Regional and State farm-city committee chairmen, some of them State extension directors, have been appointed and are at work.

If you have not already begun to consult with local committees in perfecting plans for Farm-City Week's observance, you will undoubtedly be doing so very soon.

This year it is scheduled for November 22 to 28, the last and culminating day coinciding with Thanksgiving. It is designed to bring to a climax the many helpful activities undertaken by numerous organizations throughout the year.

As the Secretary of Agriculture said recently, "When farm and city people come together like this it is easier to see that no economic group can exist by and for itself alone. Farmers need city people and city people need farmers."

It is the hope of this organized farm-city movement to plant the seeds of mutual understanding and to nurture them so that they will flourish along the path of proud American ideals of freedom, initiative, and brotherhood.

November 22-28, 1957
FARM-CITY WEEK

YOUR EFFICIENCY

(Continued from page 212)

arrangement, filing, penalty mail regulations, methods of preparing expense accounts and other necessary records, office relationships, division of secretary's time between agents, distribution and display of bulletins, daily records, and reports.

Because of numerous requests, another series of workshops on office management is planned in the near future. Designed for both agents and secretaries, the meetings will be patterned after the first series. They will review the procedures in office management for all newly hired personnel, in addition to bringing the old hands up to date.

The two administrators have followed up by meeting with new agents soon after their appointments. They discuss budgets, job classifications and promotion, relationships, reports, plans of work, and the organization and philosophy of the Cooperative Extension Service.

Two days prior to the opening of each general conference agents appointed within the past year are invited to a separate conference program which is geared to their needs. Thus, they are given a chance to clear up any special problems which they might have on office procedure.

In addition, Taylor meets with all extension secretaries on the campus each year, reviewing office hours, relationships, penalty mailing regulations, procedures for answering telephones, and correspondence.

Training programs in office efficiency are worth the effort, Taylor says. He is a firm believer in the idea that it is possible to improve office procedures so you can do your work easier with less effort and manpower.

ENVOY OF GOOD WILL

(Continued from page 206)

Reminding agents and specialists of items that might be overlooked is an important responsibility of the secretary. Controls on matters relating to her boss' work are important reminders for deadline dates on news notes, scheduled conferences, reports, and verbal or written assignments. Some system adapted to the needs of the office should be used for followup purposes.

Perhaps the most important aspect of a secretary's work is the art of getting along with people. She should constantly study and try to understand the actions of people about her. If you, as a secretary, have wondered why you were not selected to fill a higher position, take a look at your manners. Getting along with people simply means practicing good manners.

What the Boss Wants

A recent survey of executives revealed that in general they want a feminine, well-groomed, and considerate secretary—one with taste and intelligence. They look for common sense, initiative, thoroughness, willingness to pitch in during a rush period, dependability, interest without curiosity, and punctuality. Loyalty is that little-mentioned quality which helps to seal a group of individual employees into a contented, smooth-running organization. The interests of the boss are first and he is spoken of always, to everyone, in terms of respect.

Think about your job and ways in which you can eliminate details or rearrange the order of a particular job to save time for yourself and your boss. There are many reference materials available—the secretarial handbooks, magazines, and other publications. The efficient secretary will use these tools, become familiar with sources of information, thus saving her time and that of others, eliminating questions which have already been answered.

As extension workers, secretaries are public servants, and it is their job to see that each individual who calls at the office in person or on the telephone receives courteous, efficient, and pleasant service. A truly professional secretary is constantly aware of her representation of her vocation and of the effect of her actions both in and out of the office. The skill with which the extension secretary manages the office, greets callers, furnishes help and information, and answers the telephone reflects credit or discredit on the Extension Service.

UNLOCKING THE DOORS

(Continued from page 205)

"we are great conferencers. I have found staff meetings necessary to meet schedules and other elements in the general plan of work together. Often they lead to a more even sharing of responsibilities."

Extension agents, too, have to be acquainted with others who serve agriculture and their work. To do this many counties throughout the country have "ag councils" made up of representatives from various governmental agencies serving agriculture.

In Mower County, this is done through the PAWS club. This professional agricultural workers group includes vets, vo-ag instructors, and Soil Conservation Service, Farmers Home Administration, and Extension agents. Meeting once a month the club calls upon outside speakers and discusses special problems such as liquid fertilizer, weed control, and so on. In this way, agencies tell a coordinated story to farm people.

Keeping the extension committee and local leaders informed about extension activities is still another facet of good extension relations.

Among other methods, Sibley County Agent Duane Wilson prepares a form he calls Monthly Report to Extension Committee. In it he gives a statistical breakdown of what the agents have done, leaving room for comments by the agents and the listing of coming events.

In Chippewa County the agents give a brief report on activities and progress at each extension committee meeting. Many counties illustrate these reports with slides and black and white photos.

C. J. Campbell, Kittson County agent, has a special mailing list for the extension committee. Thus members receive notices of all meetings and events as well as general material.

In Mower County, the agents contact each member of the extension committee personally about major problems. In this way committee members have the opportunity of thinking about a problem before facing it in their planning meetings.

Most agents have found that they can enhance their relationships with the public and with leaders, as well as improve their teaching, through cooperation with the press and radio. This cooperation goes well beyond the mere issuance of releases.

Cementing Press Relations

The old advice that the agent drop in on the newspaper editor or radio station manager occasionally is followed religiously by many Minnesota agents. Invitations to meetings, special help on important events, a call, a letter—all add to the fund of good will that mass media can provide Extension.

Houston County's Hanson points out that dependability and regularity are extremely important for best relationships with radio and press. He says, "Our two radio programs each week have been on continuously for many years. Regardless of workload, the tapes are at the station on time." He mails most of his weekly newspaper releases on Friday for the coming week's edition so papers have plenty of time to set them in type.

Campbell points out that all his news material is sent to all papers on the same day. Relationships, he says, are kept good by strict adherence to the timeliness of the articles and regular events.

Wilson says that an occasional cup of coffee over short and to-the-point releases helps his press program greatly.

Agents thus agree that the success they have with local news and radio depends more on regularity, dependability, personal contact, and timely subject matter than on brilliance of presentation.

There's nothing new in most of these ideas, but practicing the principles they point to will help Extension do a better educational job.

New Pest Control Handbook Announced

Orders are being accepted for the twelfth edition of *Entoma*, a directory of insect and plant pest control and informational handbook on major aspects of pest control.

Published by the Entomological Society of America, the directory leads to sources of pesticides, application equipment, control services, educational aids, other pest control supplies. Informational sections include: insecticides, herbicides, fungicides, rodenticides, safety measures, sprayer calibration, and tables of measure, weight, capacity, and dilution.

Individual copies are $2, less 20 percent discount on single orders for all agricultural agents in a State. Orders should be sent to E. H. Fisher, Dept. of Entomology, University of Wisconsin, Madison 6, Wis.

CHORE OR HARVEST

(Continued from page 203)

and home visits, meetings, news stories, bulletins distributed and other activities. Distribution of agent's time on the various projects worked on each day is also recorded.

The contact sheets are turned over to the office secretary each day. At the end of the month, without bothering the agents, she compiles the statistical portion of the monthly report for each agent. At the end of the year, special tabulations are sometimes made, such as by subject matter and geographic areas of county, to be sure that adequate coverage is being given.

Aid in Program Planning

From these daily records, agents have a clear picture of problems facing the people of the county and are able to plan and carry out their program accordingly. Because they keep good daily records, the office secretary is able to compile the monthly statistical reports accurately and promptly without hounding the agents for the necessary information.

Summary of
MEMORANDUM OF UNDERSTANDING

(Editor's Note — On page 174 of the August issue of the Review, a statement on how national extension programs are developed was erroneously titled "Summary of Memorandum of Understanding." The Memorandum of Understanding between the Department of Agriculture and the State Land-Grant Institutions is the legal authority by which the two cooperate in carrying out extension work. This Memorandum is basically the same for each institution. The following is a summary of the basic features of the Memorandum of Understanding.)

I. The land-grant institution agrees:

1. To organize and maintain . . . a distinct administrative division for the management and conduct of all cooperative extension work in agriculture and home economics, with a director selected by the institution and satisfactory to the Department.
2. To administer through such division . . . all funds . . . for such work from appropriations.
3. To accept the responsibility for conducting all educational work in the fields of agriculture and home economics and subjects related thereto.

II. The United States Department of Agriculture agrees:

1. To maintain . . . a Federal Extension Service which, under the direction of the Secretary,
   (a) shall be charged with administration of the Smith-Lever Act . . .
   (b) shall have primary responsibility for and leadership in all educational programs under the jurisdiction of the Department . . . .
   (c) shall be responsible for coordination of all educational phases of other programs of the Department . . . and
   (d) shall act as liaison between the Department and . . . the land-grant colleges and universities on all matters relating to cooperative extension work . . .
2. To conduct through . . . (land-grant institution) . . . all extension work in agriculture and home economics . . . except those activities which by mutual agreement it is determined can most appropriately and effectively be carried out directly by the Department.

III. The land-grant institution and the United States Department of Agriculture agree:

1. That, subject to the approval of the President of the . . . (land-grant institution) . . . and the Secretary of Agriculture . . . all cooperative extension work in agriculture and home economics . . . involving the use of Federal funds shall be planned under the joint supervision of the director of (Agricultural Extension Service) of . . . (State) . . . and the administrator of the Federal Extension Service; and that approved plans . . . shall be carried out . . . in accordance with the terms of individual project agreements.
2. That all State and county personnel appointed by the Department . . . shall be joint representatives of the . . . (land-grant institution) . . . and the United States Department of Agriculture . . .
3. That the cooperation between the . . . (land-grant institution) . . . and the United States Department of Agriculture shall be plainly set forth in all . . . printed matter . . . used in connection with cooperative extension work.

SIGNS of the times

by HAROLD LINK
District Extension Leader, Kentucky

With a sign like this, office callers can easily find Kentucky farm and home agents.

KENTUCKIANS generally can find their county extension offices with no trouble. Why? Because the Agricultural Extension Division of the University of Kentucky for several years has supplied each county with signs to identify the extension offices. Recently, some new signs were added to make locating the extension workers even easier.

The original signs (top right) are 12 x 26¾ inches, made of 18-gauge metal. Painted and printed on both sides in three baked-enamel colors, they carry identification in black lettering, with an outline map of the State in white on an overall green background. The name of the county can be added if desired.

But something more was needed than this sign inside the building, identifying the door. Small additional signs were designed to supplement the larger sign. They were placed in hallways or on the exterior of buildings, pointing the way to the extension office.

Using the same green and white colors and the same metal, these smaller signs are 4½ by 15 inches in size. They come with a directional arrow, as shown below, or without the arrow for entrance doors, shown at the left.

For the extension office on the University of Kentucky campus, the directional signs make the Extension Service stand out from the other agencies. The USDA agencies on the campus are situated close to each other and are all listed on one large sign. At the top is the small directional sign pointing the way directly to the extension office.

Signs were made at a nominal cost by the Lagrange Reformatory, with arrangements made through the Prison Industry Section of the Kentucky Department of Welfare. They were designed by an artist in the University of Kentucky Printing Service and others in the Department of Welfare.

Even with several USDA agencies in the building on the University of Kentucky campus, it's no trouble to find the Extension Service.

Labels as well as directional arrows guide visitors easily to county agents' offices.

Extension Service Review

Better Family Living —
Through Farm and Home Development

NOVEMBER 1957

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue

EAR TO THE GROUND

Just what is Farm and Home Development? If you posed this question to every author in this issue, you might get a different answer from each one. But regardless of definitions, I'm sure all the authors would agree that this is one of Extension's most effective approaches to helping farm families attain their needs and desires for a satisfying life.

"It's looking at all of the family's problems from their side of the fence." That's a pretty good description of how Farm and Home Development differs from other Extension approaches. It came from a county agent who said he used to look at a farm where the owner was having difficulties and think, "If that fellow would only spend a little more money for fertilizer, his troubles would be over. Now I know that low soil fertility is only one of his problems and maybe his Mrs. needs a new washing machine pretty badly, too."

Farm and Home Development is a unifying of things that Extension has been teaching for a long time. Instead of dealing with farm or home management problems individually, extension agents are working together to help whole families plan for their future.

I think the latter is one of the most important points brought out in this issue—Farm and Home Development has to be a team effort to succeed. County agents and specialists have to join forces to bring the latest technology to families which will help them make the best decisions. And families, of course, have to plan and work as a team if they are to carry out these decisions and reach their objectives.

December is a natural month to take stock of progress and we'll do that in next month's issue. A summary of the annual report of the Cooperative Extension Service will tell how Extension is using new as well as time-proven methods to meet the challenges brought about by changing agricultural and homemaking conditions.—EHR

ON THE COVER

Better family living means more time for fishing, picnics, and other recreation for this Indiana farm family. Farm and Home Development families learn to use their time efficiently, resulting in more hours of leisure.

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 31, 1955).

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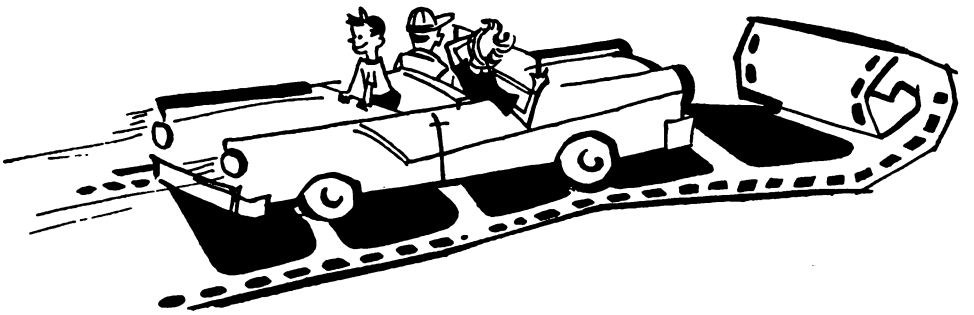
Farm Families Are Keeping in Step *with changing conditions*

by OTTO C. CROY,
Federal Extension Service



THROUGH Farm and Home Development, thousands of farm families are learning how to make their own decisions resulting in desirable farm and home management adjustments in a difficult and rapidly changing agricultural period. Three years ago saw an intensification of this method in many of the States. One means of taking stock of progress is by reading the articles in this issue of the REVIEW. They are full of interesting statements by representative members of the Extension staff in the United States and many testimonials of farm families.

These articles indicate three types of improvement in this method of doing extension work: improvement in understanding, improvement in the method itself, and improvement in staff training.

Improvement in Understanding

Statements like these are occurring more often: "Families make their own decisions and plans"; "changes in people"; "learner-centered vs. teacher-centered." These and many other such statements are indicative of improvement in understanding that Farm and Home Development is a method for carrying out the Extension Service's mission of increasing income and level of living through an educational program by working with the family as a unit.

The educational part is in helping families to learn how to make their own decisions after having made a careful appraisal of the situation and of all of the possible alternatives. This kind of learning has to be experienced. In this type of extension work agents help families to develop a clear understanding of what their real problems are before discussing possible solutions. The chosen course of action then becomes the family's solution to its problems and recommended practices are only means to an end, rather than an end in themselves. The end, of course, is profitable and satisfying family living.

Paul Crooks of Indiana says, "Farm and Home Development is a continuous process that requires education of the farm family if it's to make its own decisions and if the Extension Service is to avoid continuous piecemeal personal service."

Many States have found that where rapid improvement in technology brings on a higher degree of mechanization, larger farm units, and shifts in enterprises, the most effective tool for helping farm families is Farm and Home Development.

Lila Dickerson and A. W. Peterson of Washington say "Good management makes the difference. Farm and Home Development is the best method Extension has to teach improved farm and home management."

Improvement in Methods

During the past three years there has been much discussion as to the best method of doing Farm and Home Development. Some said in the beginning it would all have to be done by individual contact on the farm by one or more agents working intensively with the family. Others said that part of the analysis in looking at alternatives and much of the actual teaching of subject matter could be done with small groups of 5 to 8 couples.

Cliff Meeker of Missouri says, "We feel there is no one method for doing Farm and Home Development. We have used a variety of methods successfully during the past 20 years."

Associate Director Nesius, Ky., says, "As long as the problem of the farm family is approached from the same point of view as the family has and the methods used are not belabored with frivolities and rigidities, Farm and Home Development is bound to succeed as this is the basis from which a farm family starts its planning."

Today the general opinion in many States is that Farm and Home Development is not one or the other specific method. There is developing a very strong conviction that it takes both group and individual work and one without the other may not be adequate.

Improvement in Staff Training

Adequate training in the basic concept, in the skills of teaching good management, in the skills of counseling with farm families, and in the skills of teaching individuals how to make their own decisions and plans can make the difference between suc-

(Continued on page 236)

They Support and Complement Each Other

• FARM & HOME DEVELOPMENT
• PROGRAM PROJECTION
• RURAL DEVELOPMENT

What they are

PROGRAM projection is a method or process used by the people Extension serves for developing programs that best meet their needs. Farm and Home Development is an extension teaching method used with farm families to help solve the problems of each individual family. Rural Development is a program for developing the human and physical resources of low-income rural areas.

Although each of these endeavors supports and complements the others, each has its own specific purpose and distinguishing characteristics. The following definitions may help clarify misunderstanding of these three endeavors.

Program Projection is program planning on both a short and long-time basis for which Extension provides leadership and guidance. It is characterized by:

(a) The involvement of many individuals and groups in an organized and systematic planning effort.

(b) Critical study and analysis by local people—based on careful interpretation of all available pertinent information—of family, community, and county situations, needs, and problems.

(c) Development by the people, after careful consideration of all facts and of possible remedial measures, of a comprehensive long-time plan, including Extension educational programs, aimed at helping local people achieve the goals they establish for themselves.

Rural Development is a cooperative Federal-State-county long range program aimed at improving all aspects of living, including employment opportunities and incomes, in low-income rural areas. It is characterized by:

(a) Cooperative, unified effort by many governmental, business, civic, agricultural, educational, and other groups in analyzing local or areawide needs and opportunities.

(b) Group action on a community, county, or area basis on the problems contributing to low incomes and unsatisfactory socio-economic conditions.

(c) The use of all educational methods and all programs and facilities that can contribute to the development of physical and human resources, and the improvement of employment opportunities and incomes.

Farm and Home Development is an Extension educational method for helping farm families to make the most effective use of their farm and family resources in meeting family needs and wants. It is characterized by:

(a) Careful consideration by the family of the total farm and family situation, needs and wants, problems, and resources.

(b) Establishment of definite family goals.

(c) Family participation and extension assistance in solving problems and in attaining goals.

(d) A whole-farm-and-home approach to the problems of the farm and the home.

(e) Careful study and analysis by the family of the various alternative

(Continued on page 235)

How they fit together

In this column, C. B. Ratchford, assistant director, North Carolina Extension Service, explains how Program Projection, Rural Development, and Farm and Home Development support and complement each other.

THREE major activities have recently become significant in the national Extension picture. They are Program Projection, Farm and Home Development, and Rural Development.

These three endeavors are different but there is no conflict between them. Rather, they support and complement each other. Together, they give Extension the best possible vehicle for increasing net income and level of living among rural people. Separately, each one is far less effective.

Program Projection Is Base

Program projection, by setting forth the problems and potentialities for families and communities, serves as a sound base for all extension work.

Farm and Home Development is a method to accomplish the projected program on farms and in homes. Extension workers use this method to help farm families solve their problems and explore the possibilities developed through program projection.

In the broader rural development program, Extension is centering its efforts on helping people in low-income areas to develop their total resources. This is done through Farm and Home Development and other

(Continued on page 237)

We're Sold on Farm and Home Development

Here's Why

by PAUL B. CROOKS
Assistant County Agent Leader, Indiana

Training extension workers is one of the first steps in successful Farm and Home Development. Dr. E. R. Ryden is the instructor in this training session.

FARM and Home Development may be compared to a thorough physical and clinical examination by a highly trained staff of competent doctors. The patient is helped to look at his situation objectively—to see the ways to improve his health, and is motivated to do whatever is necessary to have as long and full a life as possible.

This process helps farm families to recognize, assign priorities to, approach, and reach their family and business goals — both as producers and consumers. It helps motivate them to recognize their opportunities, appraise their material and intangible resources, and to use them most effectively. This is done by the selection of the most desirable alternatives that are workable, either on or off the farm.

Farm and Home Development also teaches decision-making. It is a continuous process that requires education of the farm family if it is to make its own decisions, and if the Extension Service is to avoid continuous piecemeal personal service.

Experience has helped to give us some criteria for Farm and Home Development work. Personal experiences of county extension workers serve as our main guide. Here are some of our guidelines and our reasons for using them:

1. Education of the family should be the major objective of Farm and Home Development. The family should be taught how to study its resources, set goals, assign priorities, consider alternative solutions, and develop a plan for reaching its objectives.

"We used to decide things on a hit-and-miss basis. We have now learned how to use the budget forms and can figure out the most profitable steps to take," a Clinton County family reported to Joe Huber and Mary Ellen Howkinson.

Bill Head of Shelby County wrote in a monthly report: "Twenty-eight farm families attended the State farm management tour. These families had developed a system through their Farm and Home Development training whereby they could evaluate a given farm operation. Most of their discussion was based on the complete farm and home operation rather than on separate enterprises. The group analyzed the farms on their potential rather than on the present operation."

By way of contrast, another agent who has been *servicing* rather than *educating* said, "I have worked with this family for 2 years and they still want me to make all of their decisions."

2. Specialists should train agents and not service individual farm families.

Paul Wharton of LaPorte County makes a statement typical of many Indiana agents: "I had been accustomed to specialists holding meetings or working with farmers in the county before Farm and Home Development. John Foley and Ruth Hutcheson (farm building and housing specialists) have taught me how to help families solve their problems. This really helps, for I'm on the firing line all the time and I can get the specialists only 2 or 3 times a year, if I'm lucky."

Need for Coordination

3. Specialists should coordinate their information and adapt it to the farm and home as a total business. Promotion of an individual's pet project has no place in FHD work.

Specialists of all departments coordinated their information for presentation to agents at their training conference this year. Hervey Kellogg of Fulton County commented: "We like to have specialists agree on their information or we don't know who to believe. If we had different answers to the same problems we would be placed in a very difficult situation. We wouldn't know what to believe and neither would our farm families."

4. Plans must be made by the family and not for them.

One agent reported: "I've tried it both ways. I've written a few plans for families and found that they put very few of my ideas into practice. It's another story when we teach them some basic principles, how to figure the budget forms, and then counsel and guide them in making their own plans. We get better results when the whole family is in on the planning. It becomes their plan — they know what they want to do and how to get there. There is no stopping them after they have set their

(Continued on page 232)

Each family weighed goals and resources

TWO STAYED . . . ONE MOVED TO TOWN

Who is to say what is the best course of action for a farm family to take. Only the family can answer that question . . . and then only after carefully weighing its goals against the resources it has for achieving these goals.

One of the main values of Farm and Home Development is that it helps farm families reach such decisions and implement them on a sound basis, rather than through guesswork. And when the decision is based on a careful analysis of the situation, the family is much more prone to accept it as their decision and assume responsibility for carrying it out. The tools for arriving at sound decisions —defining goals, problems, and resources, studying alternative courses of action and their probable outcome in terms of needs and desires—are well known.

The real test of sound decision making or problem solving lies, however, in family satisfactions and attainments of family goals. Farm and Home Development helped these families make the right decision and started them on the road to attainment of family goals:

This Family Was Ready to Quit

"If it had not been for the county agent, I would not be farming today." Those are the words of Floyd Crawford, Columbia County, Fla., dairy farmer. When the Crawford family, which includes five children, asked assistance from local extension agents, their balance sheet added up like this: Family's goals included a satisfactory farm life, college education for the five children, and a new home; family resources included a newly purchased 400-acre farm, 86 cows, inadequate but livable home, and lots of optimism, energy, and ambition. Main problems were low soil fertility, poor quality and diseased cattle, inadequate feed supply, and lack of capital.

"The first year we lost $1600 or $400 per month during the winter's operation," says Mr. Crawford. "This was at a time when milk prices were highest and we should have been making a profit. We were about ready to quit but after talking to the county agent we decided to operate the dairy one more year and try to grow some of our winter feed such as hay and silage."

That year the Crawfords started on a long-time Farm and Home Development plan with the help of their county extension agents. Some 128 tons of home-grown roughage were produced the first year and a check of milk receipts showed a profit of $890 per month for the same 4-month period that lost the Crawfords $400 per month the winter before.

Of 10 new practices the Crawfords decided upon, 9 were attained in 2½ years. Last year the family put 320 of their 400 acres into pasture and field crops and produced 400 tons of silage. Milk production now averages 7,500 pounds per cow annually. The family started with a debt of $24,000, but assets now outnumber liabilities. The family is now planning for a new home.

This Family Stayed Home

"We're thinking about selling out and moving to town," Mr. and Mrs. Bill Stark told Ray Schanding and Edith Anderson, agents in Jefferson County Ind. "We aren't making much money on the farm and I can get work with a construction company that will pay enough for a good living. We don't want to leave the farm, but we don't see how we can fix up the house and do what we want to on what we're making."

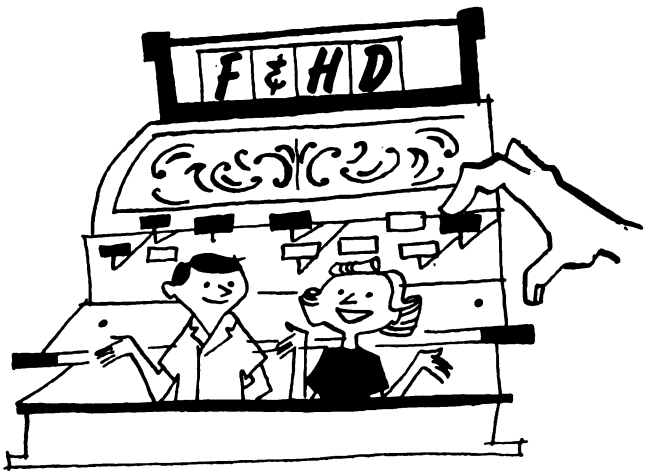
Ray and Edith encouraged the Starks to analyze their situation through the county's FHD program. Various alternative plans showed that the Starks could triple their income if they would change their crop rotation, use proper fertilization, cull unprofitable dairy cows and increase the herd from 12 to 30, sell 8 poor beef cows, and increase the number of brood sows from 6 to 15.

Their decision was to stay on the farm and see what could be done. In addition to making the changes originally suggested, the Starks have purchased and paid for an additional 80 acres, and have built a bunker silo, a

(Continued on page 230)

The Payoff . . .

Changes in People



by DUANE B. ROSENKRANS, JR.,
Extension Editor, Mississippi

INFLUENCING people to use improved practices is often a difficult and time consuming task. But the greatest challenge to the extension worker is that of changing people—helping them to develop their self respect, initiative, ambitions, specific goals, and abilities for attaining them.

It is a remarkable achievement when the vital human resources of a farm family are greatly strengthened in only 3 years. An outstanding example of such accomplishment through Farm and Home Development is the Tommie Reed family of Winston County, Miss.

Working most closely with the Reed family have been Mrs. Mary P. Young, home demonstration agent, and Claude E. Ming, associate agricultural agent. Also due much credit for the sucess of Farm and Home Development in Winston County is E. L. Sessums, county agricultural agent.

When they began Balanced Farm and Home Planning (as Farm and Home Development is called in our State) in August 1954, Mr. and Mrs. Reed and their 8 children owned 113 acres of land and a 2-story frame house about 100 years old. Their yields of cotton and corn were above average, and they were selling Grade C milk.

Improved Management

As to the impact of Balanced Farm and Home Planning, Mr. Reed says, "Our extension agents have helped us to improve management of our business—where to spend our money and where it is needed the most.

"One of the first things we did was to have tests run on our soils. This showed us how to get better yields and the kind of fertilizer needed. The agents showed us about registered bulls for better cows. We bought more land because we needed it for the kind of living we wanted.

"They've helped us save money in a lot of ways. Information is as good as money sometimes."

Mrs. Reed adds, "We wanted to do a lot of things, but wouldn't have done them without the advice of the agents."

The gross income of the Reed farm has increased $2,000 or more per year since the family began Balanced Farm and Home Planning.

Progress Report

Highlights of the gains in their farming operation include:

Land — They bought 80 acres more in 1956 and rent additional land. This permits a larger cotton allotment and more than 3 times more acres in feed crops for their dairy.

Dairying — From 20 cows and calves in 1954, they have a better herd of 21 mature cows and 7 heifers. Several cows have been culled and an improved breeding program is being practiced. Production per cow is increasing due to better feeding and improved management. Grade A production is planned.

Feed and grazing — Expanded from 25 to 60 acres in corn, with higher yields due to the shift to adapted hybrids along with better fertilization. Developed over 60 acres of improved pasture and good temporary grazing.

Cotton — Planted 26.5 acres in 1957. Yields average well over a bale per acre.

Mechanization — Replaced 1-row tractor with 2-row machine and all attachments in 1957. Eliminated the drudgery of hand milking this year with the addition of two mechanical milking units.

Not content simply with this progress in farm production, the Reeds have used their increasing income to steadily enrich their family living. They have made major changes in food buying, nutrition, health, and security.

Soon after beginning overall planning, Mr. and Mrs. Reed saw that in buying food they were not shopping around to the best advantage.

(Continued on page 230)

Improved nutrition for the Reed family is result of Balanced Farm and Home Planning. Mrs. Tommie Reed, left, discusses freezing plans with Mrs. Mary P. Young, home agent.

Formula For Success . . .

Do a Good Job and Let Others Know About It

by MINUS J. GRANGER, *Associate Agent, Vermilion Parish, La.*

From 5 families in 1954 to 52 families today. That's the growth of Farm and Home Development work in Vermilion Parish, La. Such progress stems from two things: Real achievement by cooperating families, and letting others know about these achievements. But the impact of this work is not limited to those families who are practicing Farm and Home Development. Many other families have been influenced to use new and improved practices by what they have seen, heard, and read about cooperating families.

Vermilion Parish is in the Evangeline country of the south Louisiana coast. Many of its people still retain the language and customs of its French-Canadian settlers. Rice and beef production are the major sources of farm income, with dairy, poultry, swine, grain, and cotton production supplementing these. Because it lies in the oil producing area of Louisiana, land prices in Vermilion Parish have skyrocketed in recent years. The 1954 census lists 2,645 farms with the average size being 146 acres.

One of the major problems of all cooperators starting Farm and Home Development work has been high cost and high investment per unit of production. Investment per farm of these families ranges from as low as $2,252 to nearly $100,000. Other major problems of beginning cooperators include poor use of resources and lack of systematic long-time planning.

Two examples may serve to show what Farm and Home Development cooperators have accomplished. During the past 3 years, cooperating families have increased their net income from an average of $2,704 in 1954 to an average of $6,276 per family in 1956. During this same period, average return on investment has risen from 9 percent to 18 percent.

Example of Progress

Typical of the progress being made is that of the Andrew Colomb family. When the Colombs called on the extension staff in 1954 for help, they were about ready to give up the 88-acre farm and move to town. With little pasture, and that of very poor quality, the Colombs were purchasing most of the feed for their 26 cows.

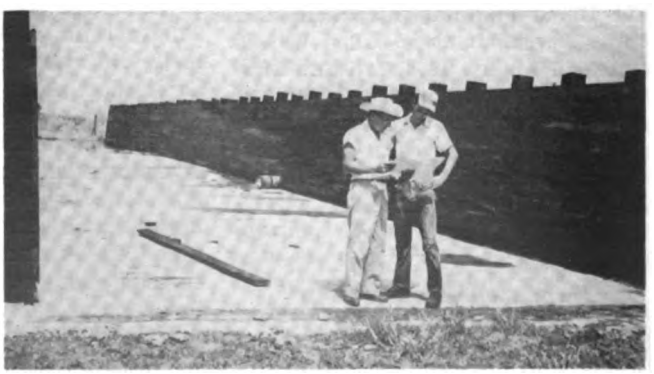
The first step taken by the Colombs was to make a systematic analysis of their total resources, including credit. With the help of the extension staff, they carefully weighed what they had against what they wanted to do on the farm and in the home. After studying various possibilities and the market situation for milk, they decided that their best prospect for improvement was through expansion of their dairy enterprise. Short- and long-time goals were established and the family started putting their plans into effect.

Through a Farmers Home Administration loan the Colombs were able to switch from mule to tractor power, start an intensive pasture and forage program, and increase their herd to 39 cows. Milk production increased 989 pounds per cow last year over 1955. And by producing his own corn, Colomb cut his feed bill from 42 percent of his gross income in 1955 to only 19 percent in 1956. The Colombs now have 29 acres of supplementary pasture, 19 acres of good improved permanent pasture, and 20 acres of hay land that produced 1,800 bales last year.

The Colombs have completed a new grade A milk barn, a 28 by 70 foot loafing shed, and have made many

(Continued on page 234)

The Edwin Duhon family is shown in the kitchen of the new home which they built since starting Farm and Home Development. Extension workers assisted the Duhons in planning both the budgeting and construction of their new home.



Minus Granger and Harold Hebert look over a feature story Granger wrote for a local paper about Hebert's new trench silo shown in background. Such use of mass media has helped greatly in extending the results of Farm and Home Development in Vermilion Parish.

Farm and Home Development *Rounds Out* Our Total Program

by KENNETH S. BATES, *Assistant Director, Arkansas*

THERE has been sort of a revolution in the Arkansas Agricultural Extension Service program since 1954.

Through methods in use for some 50 years, we had achieved many improvements for our rural families, including a higher level of living and improved health conditions. But we felt that there was something lacking in our program if we were to meet the challenges that were being brought about by technological advances both in agricultural and homemaking sciences.

Gradual Program Changes

Farm and Home Development seemed to have the possibilities to further extend our program, making it complete. Since we began this work in 1954, the county and State programs have been gradually changing.

But we didn't make this change overnight. Many problems were encountered in implementing Farm and Home Development. Our procedure entailed orienting and teaching our entire extension staff. Ideas and attitudes still are being realigned—and our entire staff is giving more thought to the overall family approach to solving problems.

We started out by setting up a State committee to furnish guides in Farm and Home Development. This committee received a week of training in a regional workshop in Springfield, Mo., and another week at a workshop in Rock Eagle, Ga.

Then another 2-day conference was held with the entire extension teaching and research staff of the College of Agriculture and Home Economics participating. The program for this conference was confined largely to concepts, procedures, and materials to be used in Farm and Home Development work. In December 1954, a 3-day annual extension conference was devoted to Farm and Home Development and was attended by the entire extension staff.

Since this initial training program began, 8 in-service training conferences, 3 week-long farm development, and 1 home management workshop have been held.

This year our entire in-service training program was devoted to integrating Farm and Home Development into the total extension program. Courses were offered on how to select and work with families; fitting FHD into the extension program; when and how to combine FHD parts of the planning process; evaluation, benchmarks, and how to measure progress; and how to plan with farm families.

Broader Scope

Since starting Farm and Home Development, we have found that agents do not spend as much time on teaching improved practices that will tend to increase the total yield on the farm. Instead, they try to work with the entire farm family on a much broader scale and on an individual basis. Through FHD the agents are in a better position to understand family problems.

Agents are finding that more conclusive result demonstrations can be obtained on farms of Farm and Home Development families. These farms are visited on tours and are excellent examples of how the recommended practices fit together in a family plan. Several counties are holding home management leadership training meetings in the homes of Farm and Home Development families.

Information obtained from these families is being used by many agents in commodity subcommittee and county agricultural planning committee meetings. Facts obtained from enterprise accounts and result demonstrations highlight committee activities. In addition, they give the committee local data that can be used in planning the extension program for the coming year.

Results Seen Already

Like any great changes, results from Farm and Home Development have been slow in coming. By the end of the 1956 crop year, the results of planning done the two previous years were starting to show up. Agents began using these results in their information programs and subject matter meetings. This helped the agents themselves to know that Farm and Home Development was a necessary part of their extension program. They began to realize its value and started seeking more understanding of how to do it.

In 1957, results are more clearly defined. One county agent said, "Every farm and home family we have worked with has increased its net income during the past year."

As of June 30, 1957, a total of 1,341 Arkansas farm families were actively participating in Farm and Home De-

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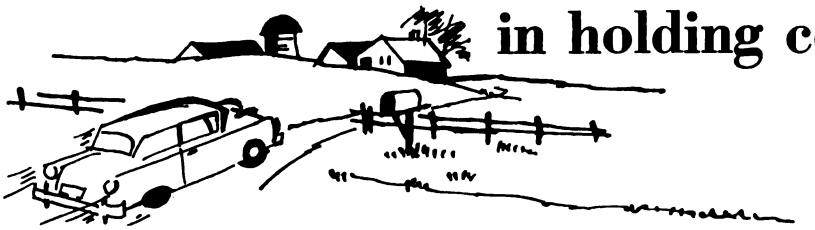
The *FOLLOWUP* is essential in holding cooperators interest



by CATHERINE CESAR and MEL HOUGAN
Extension Agents, Yakima County, Wash.

A SATISFIED customer is the best salesman. Our followup determines whether we have satisfied Farm and Home Development cooperators in Yakima County and whether they will encourage others to take part in this work.

Yakima County was one of the original pilot counties in Farm and Home Development in our State. Marion Bunnell, chairman of the county extension staff, was given a year's leave of absence from his other duties to head the work in the county. Catherine Cesar assisted him on home planning.

Importance of Records

It was decided early that adequate records and followup with cooperating families were very important. File holders were set up for each family and contained a duplicate copy of their workbook and copies of correspondence. A card file is used to record each followup contact.

The importance of setting up these records when Farm and Home Development work was initiated was later confirmed. After the first year of work, Bunnell again assumed his duties as chairman of the county staff and M. C. Hougan was selected to head FHD in the county. The records developed during the first year helped to maintain continuity in the work.

At the end of the second year, cooperating families were asked to evaluate the work and its effect on their farms and homes. From these evaluation reports, it was determined that farm and home calls by the agents were more beneficial to the cooperating families than any other type of followup work.

Farm and home calls varied somewhat in form and purpose. As new families asked to be accepted as cooperators, the home agent and agricultural agent made a joint visit to the farm and home. The purpose of Farm and Home Development work was explained and, if the family desired, the first steps were taken toward assembling the history and background information on the farm and home. The workbook used with cooperating families was explained and preliminary budgeting for the next year's operation started. The families were encouraged to complete their budgeting and other portions of their workbook before the next call by the agents.

As the number of cooperating families increased, it proved helpful to do a considerable amount of preliminary work in small group meetings. This reduced the number of farm and home calls to the cooperating families, but such calls are still an important part of the program.

Dual Values

After one or two small group meetings, the home and agricultural agents visit the farms of the new cooperators. This call has two purposes. It establishes greater confidence in the extension workers on the part of farm family. And it gives extension workers a firsthand picture of the farm and home, the physical facilities, and the problems with which the family must cope.

As the farm and home plan progresses, problems sometimes develop which necessitate further farm and home calls. If the problem is a general one, the agent working with the family makes the call. If the occasion warrants, two or more agents may call on the cooperating family together.

During the farming year, both the home agent and the agricultural agent make farm or home visits to the cooperating families. Sometimes this occurs as a team, sometimes individually.

Other Followup Methods

Farm and home visits are not the only type of followup with cooperating families. A special invitation is sent to all cooperating families when subject matter meetings are held. Farm and home cooperators are invited to attend outlook meetings prior to the next year's planning.

Group tours are held to further follow up on the work with the cooperating families. Actually seeing how another family has overcome an obstacle often helps to solve even a distantly related problem.

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Yakima County Home Agent Helen Hunter discusses furniture remodeling project on followup visit to home of Mrs. Leland Clausing.

Horizons are BROADENING for Extension and Farm Families

by MIKE DUFF, *Coordinator Extension Programs, Kentucky*

Job priorities, or which things come first, are discussed by Home Agent Shirley Sheperson, the Sterling Smithers family, and County Agent George Noble.

THE county extension program is broadening its scope and families in Casey County, Ky., are gaining a new perspective of their goals in life. The county staff credits Farm and Home Development as the major reason for these changes.

Located in southeastern Kentucky, Casey County has 2,772 farms which average 84 acres in size (40 acres of cropland and 44 acres of woodland). Farming consists largely of livestock, corn, hay, and pasture, with small acreages of burley tobacco as the main cash crop. Per capita income in 1955 was only $565 but things are on the upswing now, thanks to Farm and Home Development.

County Agent George Noble held a series of Farm and Home Development group training meetings with 10 families in 1954 but few wives attended regularly. The next year Mrs. Shirley Sheperson became home demonstration agent and 16 new families were added, with most of the women actively interested. Twelve more families were signed up in 1956 and all the wives participated. Today, 67 families have had training in Farm and Home Development.

Influence on Extension

How has Farm and Home Development influenced extension work? Here are some of the benefits reported by Mrs. Sheperson and Mr. Noble:

- Farm and Home Development gives extension workers and the farm family a clear perspective of the total farm and home scene.
- Working together in FHD, extension staff members develop greater respect for their coworkers.
- Close ties and better understanding are fostered between all U. S. Department of Agriculture agencies.
- Participating farm families develop new hopes and greater enlightenment. They seem to think more clearly in terms of the whole family's needs.
- Farm and Home Development training gives both agents and families an ability to set job priorities. This is an attribute becoming increasingly important in these rapidly changing times.
- The entire extension program is strengthened. More information is disseminated because of increased office calls and greater attendance at subject matter demonstrations, tours, and other extension events.
- A greater respect for record keeping and planned progress is created among farm families.
- Adult leadership increases across the board as a direct result of FHD.
- Farm and Home Development gives a new and sounder philosophy of farming, homemaking, and living in general.

What Families Think

What do farm families in Casey County think of Farm and Home Development? I visited a few to get their views.

Mrs. J. R. Lawhorn told me: "Farm and Home Development helped us to know our farm and showed us ways to use it to best advantage. We're building the farm up now and we're hoping the farm will build us a new home by 1965."

"The new barn we built cut our labor requirements in half," Mr. Lawhorn pointed out. "I've culled out four cows and expect to have a better net income this year than I had last year. Now we're going to increase the herd from 12 to 20 cows and change from Grade C to Grade A milk production."

Mr. and Mrs. Sterling Smithers are a young family who own and operate a 126-acre general farm. "Farm and Home Development gave us a broader picture of what we can do," Mr. Smithers told me. "We learned up-to-date methods, not old folks' ways."

"We revise our plans from year to year," Mr. Smithers added. "First we aimed at 18 milk cows. Now we realize we can carry 24 with the pasture and hay program we've developed."

Their progress has aroused interest among the Smithers' neighbors, too. "Every week somebody asks me about Bangs testing, silos, Grade A milk, or something," Mr. Smithers reported.

Mrs. Smithers admitted that Farm and Home Development had given her a better understanding of farming practices. "I'd always questioned whether we should spend so much money for fertilizer every year when we needed so many things around the house. After getting this training in Farm and Home Development, I'm in favor of using all the fertilizer that soil tests show we need."

The next family visited, the J. W. Smiths, were full of praise for Farm and Home Development. Mr. Smith

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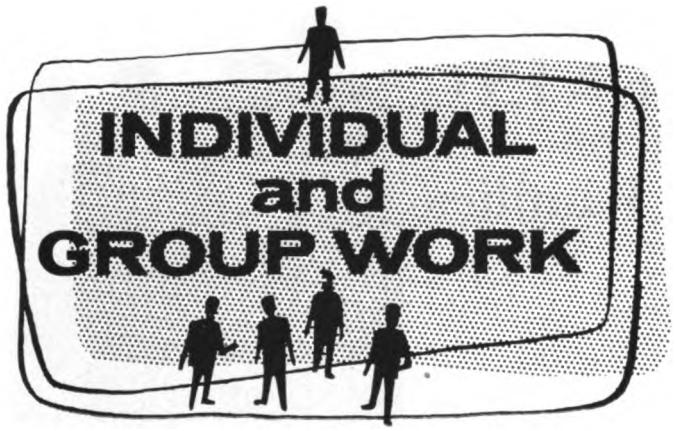

...It takes Bl

Here's what Missouri a

by C. R. MEEKER
Extension Farm Management Specialist, Missouri

We in Missouri feel there's no one method for doing Farm and Home Development. In our program, which we call Balanced Farming, we've used a variety of methods successfully during the past 20 years.

Both group and individual teaching methods can get the job done. The group system has a big advantage—an agent can work with more families. But we feel the group method is worthy only where it is supplemented by individual discussion. Personal or individual counseling is one of the main characteristics of Balanced Farming.

Need for Individual Counseling

Group work is effective on practices, but practices are not always first in Balanced Farming. We feel decision making is more important in many cases. This takes individual guidance. For example, the family with a tough credit problem has no intention of making it the subject of a group session. Nor does the family who is deciding whether to intensify production on a small unit, buy more land, or leave the farm. Most farm families have limited capital. What is the best way to use the available capital? These are tough questions, but they have to be faced.

Much of the good a Balanced Farming agent does is in providing information and guidance to help families make these decisions. But he can only do this after he has won their confidence. He can then point out possible alternatives for the family to consider. The agent works with the farm family to help them recognize and solve problems to achieve family goals.

The experienced agent walks over the farm with the farmer, looks at his livestock and buildings, and listens to his problems and ideas. He visits in the house with the family, perhaps eats dinner with them. Together they may look over available records, and listen to what the farmer, his wife, and family have to say.

In this way the agents come to recognize the need for giving families individual guidance on basic decisions. It may be a needed change in the farm organization, work off the farm, expansion of units, specialization, management, or other adjustments. The adjustments may be major ones or they may be only keeping up with the latest and best information.

Working with Groups

After a family has determined its goals and the probable optimum allocation of resources, then group sessions become quite valuable. When a group of farmers, for example, have decided to make dairying their major enterprise, they can be helped greatly in groups. We've made good progress along this line. It is here that practices and technology are important. Good plans are put in operation by the application of good practices.

We have about 80 associate agents who are working on Balanced Farming. We find it takes this extra man in a county to get the job done. A well-trained man working full time on Balanced Farming can work with 50 to 100 families. Some 70 of these agents are working with associations, the remainder with groups or individuals not formally organized in associations. About 50 are using a combination group and individual visits method, the others are working directly by individual contact.

There's much to be said in favor of the association. Folks in these soon develop an esprit de corps that pushes the overall program. They meet for chicken barbecues, basket dinners, sausage fries, venison dinners, and

Personal visits to farms of cooperating families are made after group schools are completed during winter months. Barton County Agent Ross Weaver inspects stored grain with Luther Robertson, dairyman.

TH to do the job efficiently!

d Kansas workers say

by HAROLD SHANKLAND
Associate Extension Editor, Kansas

other get-togethers. They sponsor tours and field days for businessmen as well as their neighbors.

For a good example of how we use the group system and tie it to individual work, let's look at Barton County. Here, 106 members have divided up into 16 small neighborhood groups.

Lester Parrish is Balanced Farming agent in the county and meets with 12 of the groups. County Agent Ross Weaver has worked with the other four groups. The home agent, Elsie Jarrell, works with all groups as needed on developing the home side.

Among the cooperating families, 90

(Continued on page 234)

Individual guidance is important in decision making and detailed planning. Home Agent Eileen Gibson, left, works with Mrs. Ralph Schroder on kitchen remodeling in Ripley County, Mo.

As in other effective extension teaching, Farm and Home Development isn't done by any single method but by a combination of several.

That's the consensus of agents in the three Kansas counties selected for interviews on Farm and Home Development. But when you pin the agents down to the most important method, they agree that you can't get away from the individual family contact.

Decision-making is a family matter; money is a personal problem; and farm and home plans are individual problems.

Each of the three counties—Brown in the northeast corner of Kansas, Mitchell in north-central, and Sumner in the southern tier of counties—held countywide meetings to explain Farm and Home Development and to obtain prospect lists. Occasional countywide meetings have been held since, but most of the work has been done in small groups of 3 to 6 farm couples meeting in homes.

Encourages Questions

"Group contacts of necessity are much more general than individual ones. In individual contacts the homemakers have specific questions. I thought I would have to drag it out of them," the Sumner County home agent said, "but I found they had plenty of questions and were anxious for assistance."

Of the 66 families enrolled in Farm and Home Development in Sumner County, only 6 or 8 are not doing off-farm work (both husband and wife in a number of cases). This means agents must visit the families in the evening, on Saturdays, or at other times.

The Mitchell County extension agents schedule their individual visits for the fall, winter, and early spring when the families are not as busy as they are in the summer. During the first year monthly visits were made to each of the 40 families. Since then visits have been on an every 2-month basis.

The families receive outlook information, a monthly newsletter, market information, crop tips, and a schedule of radio programs of the Kansas State College station. They are encouraged to attend the coordinated county schools conducted by State extension staff members and other educational meetings.

As a result of their efforts to encourage families to analyze their situations, the Mitchell County agents report that roughly one-fourth of the cooperating families have acquired additional land. Two families have dropped their cowherd programs so they can handle larger numbers of cattle.

Notebooks are provided to families in the Brown County program. These give the families a place to keep a month-by-month calendar of livestock enterprises, outlook information, and material pertaining to family and home projects.

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THE PAYOFF

(Continued from page 223)

They now list in advance what they will need and buy in bulk when possible. The result is a saving of about 20 percent.

They grow much more of their food than in the past, and in greater variety. For example, Mrs. Reed cans twice as many tomatoes as she did, in order to help supply the recommended amount of Vitamin C for the family. They eat green vegetables more often. They have traded their original home freezer for a larger one.

Because they were eating too much pork, they balanced this by producing more beef and poultry for home use. This year they began to enjoy peaches from their young orchard.

Mrs. Reed sews more than she did before 1954.

As a direct result of Balanced Farm and Home Planning, the Reeds secured the protection of health insurance. They set up a study center for their children, featuring recommended lighting.

Major improvements to the house included adding a bathroom, utility room, and badly needed storage. Other physical improvements to the home were: redecorating the breakfast room, rearranging the kitchen to save steps, repainting and repairing the house inside and out, grading the badly eroded yard, and general landscaping.

Records Aid Planning

Mr. and Mrs. Reed are keeping adequate records of their farm enterprises and home management, something they did not do before 1954. This has caused them to make adjustments in some phases that they found too costly.

Three of the Reed sons over 10 years of age are active 4-H Club members. They carry projects that fit into their family's farming plans. An older son is a junior in agricultural economics at Mississippi State College.

Their oldest daughter, who is married, practices in her own home in town many of the budgeting and nutritional methods that extension agents influenced her family to adopt.

Neighbors pay close attention to the modern pattern of farming and family living that the Reeds are successfully demonstrating. Tour groups of farmers and agricultural workers from outside their county, and even outside Mississippi, have visited the Reeds. They and their extension agents enjoy the satisfactions of knowing that their efforts have been multiplied many times over in service to others.

Good land-use is a constant goal of Balanced Farm and Home Planning families. Tommie Reed, right, and Associate County Agent Claude Ming look over gullied area being reclaimed for permanent pasture.

TWO STAYED

(Continued from page 222)

pole-type tramp shed, a 4-stall milking parlor, and a Grade A milk house. They now have 40 dairy cows in the herd. The house has been completely remodeled, a bath has been installed, and a home freezer has been purchased.

Bill Stark says, "If it hadn't been for Farm and Home Development, we would have been living in town and someone else would have been struggling like we were in an effort to make a living."

This Family Moved to Town

"I sure like beef cattle but I'm going to have to keep 2 or 3 times as many cows if we send Mary to college and get everything done around the house that Mom wants done," exclaimed John Wilson in the Carroll County, Ind., extension office. "What is the best rotation to give enough hay and pasture for those cows?" he asked Ted Brown, assistant agent in charge of Farm and Home Development.

Ted knew that the Wilsons could never make an adequate income on their poor 80 acres. He also knew that Mrs. Wilson was unhappy with their present level of income. Ted and June Lowther, the home agent, suggested that the Wilsons join the next group of Farm and Home Development families to see what could be worked out.

The result? After the Wilsons had set their goals and studied their opportunities, they sold their 80 acres and moved to town. Mr. Wilson has work in town that nets him over $5,000 a year, more than twice the amount formerly received from their farming operation. All members of the family are happy over their decision, and they give the Extension Service credit for their change.

by J. R. PAULLING, *Federal Extension Service*

THERE is little room for soloists in Farm and Home Development. Of all things, we need our specialist staff performing as a chorus. This recent remark of a county agent who is outstandingly successful in Farm and Home Development is a good summary of the specialist's role in this approach to extension work.

The view this agent expressed is that success in Farm and Home Development requires teamwork among specialists, as well as between the specialists and county staff. It also hints that from the agent's point of view, teamwork among specialists may at times fall short of the ideal.

Extension workers have a guiding principle that has proved completely reliable in the county agent-specialist relationship. The county agent (common gender) is the key figure in the extension system. Others, including administrators and specialists, exist solely to support his efforts. That which the specialists can help the agent to do is what really counts, not what specialists can do for the public directly.

How to Coordinate

Teamwork among specialists is not easily achieved. There are forces that tend to separate rather than integrate our efforts. One is the trend toward specialization within ever-narrowing fields. Specialists' training may be another. Tradition has played its part, as has the very nature of extension organization — by projects. All these have tended to separate the lines of work of the various specialists.

Farm and Home Development focuses attention on the need for meshing contributions of the various specialists. Experiences of staffs operating on this principle suggest ways by which this can be done.

1. Become thoroughly acquainted with Farm and Home Development. The best, if not the only way, is to get into the process. It cannot be learned from another. Like becoming a swimmer, it cannot be done without getting wet.

Occasionally, a specialist is heard to say he has not been asked to participate. While this is unfortunate, it raises the question: Can specialists afford to wait? Or from the broader view, Can Extension afford to have part of its team waiting to get into the game?

2. Learn the recommendations of fellow specialists, particularly those in related fields. This is precisely the point at which the demands of Farm and Home Development run counter to some concepts of specialization. A measure of generalization is required.

It may be an eye-opening experience to the specialist to try to fit together the recommendations of his and other project groups, because they often do not mesh well. Yet here is a responsibility that must be met by the State or county staffs. The question arises: Where can it be handled most effectively?

View as a Unit

3. Help evolve a concept of Farm and Home Development that all extension workers can embrace. It is important to cultivate the attitude of dealing with problems in light of their relationship to the farm and the home as a whole, rather than independently.

4. Share with the entire State staff in developing procedures, and in using the counsel of county staff to the fullest practicable extent.

The result of leaving this job to any single project group is obvious. If left to agronomists, for example, the process is likely to be slanted too much toward soils and crops. Or, if left to farm and home management specialists, others may be inclined to regard FHD as simply another farm or home management project.

5. Package recommendations applying to situations that concern several projects. In this way they will be made to fit. Take, for example, the development of a pasture system. If the animal husbandmen, dairy specialists, agronomists, conservationists and others concerned come together to develop recommendations, these recommendations will harmonize. And each project will support the others. But until this is done there is likely to be discord.

Harmonize Effort

6. Assemble pertinent facts for the use of county personnel in dealing with farm people. Specialists in many States have found a handbook treatment very satisfactory for this purpose—another opportunity to harmonize the contributions of various project groups.

7. Remember that extension's role is teaching. The job is to teach the family to make its own decisions. A good teacher knows that it is easier to do something for a person than to teach him to do it himself, but the latter is more effective.

8. Develop teaching devices and techniques that will help the farm family understand and appraise the alternatives available, and that will

(Continued on page 236)

WE'RE SOLD ON FHD

(Continued from page 221)

goals and know how to reach them.

5. Evaluation and projected planning are essential.

Indiana has recently put a combined planning guide and evaluation form into use. It lists long- and short-term goals of the family. It also requires detailed planning of specific changes to be made and how to make them in order to obtain the desired goals. The family can evaluate their progress at the end of the year, and then, using a new planning guide, project their plans for the next year. Family plans must be revised annually, based on new technological developments, changing economic and family situations, and family progress.

"This form forces us to sit down together, think through what we want, and plan what we must do to get it. We have been in the habit of planning from day to day and trying to meet problems as they come up," one family said to Whitley County Agents Hugh Reinhold and Margaret Rosentrader.

Results of Farm and Home Development work are directly related to:

1. The teamwork and understanding of agents, specialists, supervisors, and administrators.

Counties in which the agents understand FHD, see how it fits into the total program, and work as a team have the strongest programs. However, one person should be assigned the major responsibility for directing this phase of the total program. One of the greatest difficulties is to get personnel to see that Farm and Home Development is not a matter of dealing with practices singly, nor merely farm planning, nor just intensification of extension assistance.

Single Administrator

2. One individual should be made administratively responsible to coordinate and direct the program at the State level.

3. Well-trained personnel with broad knowledge and an understanding of individual and group teaching methods are essential.

4. More accomplishments are made when the total family understands and participates in the program.

5. Results are almost in direct proportion to the number of followup visits made by agricultural and home agents.

6. Four annual summaries show that the potential net farm income on the average Indiana farm is practically double the present income.

7. Four percent of the people with whom we have worked have left the farm for more profitable off-farm employment when they are convinced that their existing resources could not give a satisfactory level of living. This is a service to the family and to the economy as a whole.

Planning leads to decision-making by the family, after a study of their resources and goals. Patricia Mauller and Clay Cudniff, Elkhart County agents, are shown planning with the Glenn Honderich family.

OUR TOTAL PROGRAM

(Continued from page 225)

velopment. A breakdown of the participating families showed the following:

Status of Participating Families	*Percent*
Little or no previous extension contact	23.8
Getting started in farming	11.0
Have incomes in the lower one-third of the county	28.2
Are part-time farmers	12.2
Other (than the above categories)	24.8
Total	100.00

Thus families are being reached that have a need for educational service on an individualized basis.

Adjusting Program

County progress reports on program development and projection indicate that Farm and Home Development will be useful in working out many of the problems to be dealt with in future programs. A combined State plan of work will be developed each year by the State staff which will recognize adjustments to be made in the present program.

As a result of Farm and Home Development and adjustments in the scope and direction of extension work through program development and projection, progress will be made in the future. Farm and Home Development is really beginning to work for us and as we go forward, we believe the benefits will multiply.

Good Management Made the Difference

by LILA B. DICKERSON, *Home Management Specialist,* and A. W. PETERSON, *Farm Management Specialist, Washington*

Because of the management skills she learned from Farm and Home Development, Mrs. Clarence Chubb was able to carry on the family farm when her husband was incapacitated for six months.

When a family showed us they could use Farm and Home Development to readjust plans upset by an accident, we knew they had learned new management skills. This is the best method extension has to teach improved farm and home management.

The Clarence Chubb family was one of the first families in Franklin County, Wash., to start farm and home planning in early 1954. Their experience demonstrates that this method can become a permanent tool for solving problems.

Our purpose was to demonstrate and teach a more systematic approach to the management problems of the farm and home. The Chubbs willingly took the time to go through the process, step by step.

Listed Resources

First, with the guidance of the extension workers, the family asked and tried to answer this question, "What is our situation?" They listed an 83-acre irrigated farm, about 60 acres of average productivity, the rest waste or too sandy even for irrigation. They had 3 years of experience on this farm and knew many of its strong and weak points. They had acquired some skills in operation.

The Chubbs had found that alfalfa was their best crop and that selling it as fluid milk was probably their best market outlet. On January 1, 1954, they had 30 cows and 26 head of other dairy stock. In March, when they actually started farm and home planning, they also had 1,000 pullets that would be into production in 1 month.

The home and family resources were not overlooked. Mrs. Chubb would have primary responsibility for the laying flock. She and 10-year-old Jimmy could also help on other chores. The way the Chubbs figured it, labor-saving equipment in the kitchen, including a dishwasher, was productive equipment and cheaper than hiring farm labor. The Chubbs summarized their previous farm and home records. They made a financial statement listing their assets and liabilities and figuring their net worth. This gave them a realistic look at what they had and what they owed. It also provided a basis for future evaluation of progress.

In the long run they wanted a farm that would make them a satisfactory living; a permanent, new house to replace the present temporary shelter; and educational opportunities for their children. Short-term goals were: increase their dairy herd and poultry flock so that they could pay their debts and still have a good living.

Studied Alternatives

When the Chubbs had finished listing their resources and goals, they had a better idea of their problems. Now they studied alternative solutions.

About the biggest current problem was that of time. They had an 80-acre farm to irrigate, a 30-cow dairy to operate, and 1,000 hens about to come into production. In addition they had to expand if they were to pay debts and live comfortably. With our help they made an analysis of time requirements for different jobs and then developed a time schedule. The entire family, including the children, would have to cooperate carefully if everything got done well and on time.

If time was first on the problem list, debts and how to meet them were certainly second. The hard, cold facts for the Chubbs to face were that they had promised to pay several thousand

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FORMULA FOR SUCCESS

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improvements in their home. Net farm income has gone from $3,646 in 1954 to $5,732 in 1956. Most important, their outlook on farming and rural living is bright and their hopes for the future seem assured. All of this has taken place despite the fact that Mr. Colomb speaks only French.

Reporting Progress

From the beginning of our Farm and Home Development work, we have made wide use of the progress of cooperating families as a means of conveying subject matter information to all farm families in our parish. Local and regional newspapers, farm magazines, and our radio station have been most helpful in this effort. Specific examples of Farm and Home Development progress have also been reported to civic groups, school boards, and the county governing body. Before-and-after slides and charts comparing year-by-year operations by cooperating families are used to show progress.

In August 1955 a tour was made of one cooperator's rice farm to observe the results of a fertilizer demonstration conducted by the experiment station in cooperation with the Extension Service and the farm family. Since the tour was made during the heart of the rice harvest, only 22 farmers showed up. However, black and white photographs and slides were taken of the demonstration plots and of other farm and home improvements.

These photographs were used in a feature story which was printed in all newspapers in the rice area as well as in one regional magazine. The slides were used in community meetings with a total attendance of 260 persons. One radio program was devoted to the results achieved by this family since starting Farm and Home Development. Thus, the impact of this demonstration and tour was multiplied from the original 22 farmers who visited the farm to several thousand families.

Another example of the influence of mass communications upon our Farm and Home Development work is widespread dissemination of results attained by one of our dairy families. Slides and black and white photographs were taken of improvements made by the family showing the situation both before and after improvement. A tape-recorded radio interview was made with the family right on the farm. The pictures were used to illustrate a feature story on the family's operations which received widespread use. And the slides were shown at several meetings with farmers and with local governing groups. A circular letter outlining dairy results achieved by the family through the use of better practices was sent to all dairymen in the county.

Influenced Many Programs

There are 96 dairies in the parish. Due to the influence of mass communications telling of the results achieved by this family, 60 to 70 percent of the parish's dairy farmers planted summer and winter supplementary pasture this year compared to only about 30 percent last year.

We also credit the wide use of news articles, pictures, tours, radio programs, and meetings on the results being achieved by Farm and Home Development families for many other changes we are seeing in the parish. Last year, for example, 12 dairymen started a good dairy replacement program, 9 beef producers started feeding out calves for market, 18 hog producers followed a good feeding program, 8 commercial poultrymen started on a good management program, and 12 farmers improved their cotton production program as a result of what they had observed from Farm and Home Development cooperators.

These are the reasons we believe the formula for success in Farm and Home Development is "Do a Good Job and Let Others Know About It."

IT TAKES BOTH

(Continued from page 229)

are farm owners and 16 rent their farms. All pay a $10 membership fee. The groups hold regular schools during the winter on subjects selected by the members. All but 2 of the 16 hold all-day sessions. One group voted for night meetings and one for afternoon sessions only.

One meeting in the series was devoted to income and expenses tied to recordkeeping. This proved especially timely near the end of the year since every member was in the process of getting income tax forms prepared. Social Security in the farm picture was also discussed in this connection. Farm women are interested in financial records and often keep the farm as well as home accounts.

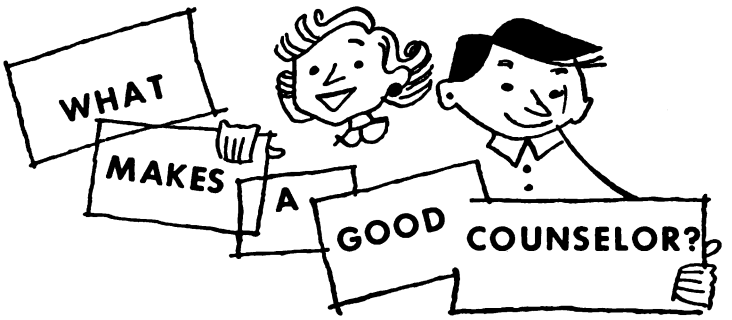
These group work sessions got the new association off to a big start. Much of the early planning was already in the workbook. However, all the day-long gatherings were not entirely devoted to around-the-table planning. As weather permitted, the teams worked outdoors on such subjects as water management and farmstead arrangement.

Individual Work

These outdoor periods brought further questions, many tied to an individual operation. They also generally pointed out the assistance that Agent Parrish could give during the year. As a result, his time during the summer has been spent largely in individual farm visits to help on specific problems and put Balanced Farming systems into operation. The homes were not left out. Groups studied kitchens, bathrooms, remodeling, house plans, landscaping, and other home phases.

Extension is an educational program. Our job is to help farm people make adjustments in line with changes in agriculture. We can bring needed information and help people learn how to use it in making plans and decisions. To attain the desired family living, they need to learn all they can about fully utilizing their resources.

The gap between potential and present or actual level of attainment is quite wide for many farm families. Farm and Home Development has proven with hundreds of farm families that extension can work successfully in the area of increasing returns and satisfactions on the farm.



by WINIFRED EASTWOOD, *Head, Extension Division of Home Economics, Massachusetts*

ARE there similar personality characteristics which lead to success in Farm and Home Development counseling?

At first we may follow our usual pattern of thinking and say there are many ways to success in the various programs of the Extension Service. Therefore, very different people can be declared successful by coworkers in Farm and Home Development.

Yet, if we reconsider, we'll have to admit that fundamentally there are certain qualities common to people successful in this work. One similar ingredient is warmth of personality. They all have a cordial, friendly, interested attitude toward others. Each will shake your hand with sincere friendship, and his or her face will show it is meant. They remember those details you told them the last time you met. Their genuine concern is the foundation on which Farm and Home Development families build respect, ask for help, and take suggestions.

Regard for Others' Work

A second component is a respect for other people's work, both men's and women's. This gives them the ability to explore in thought and to plan in the home or on the farm, and feel deeply the importance of both in contributing to the whole. With this regard for all kinds of work, there is also an easy feeling in talking it over with the farmer and homemaker together. Successful counselors feel at ease even when dealing with subject matter not exactly in their field.

Another quality is an ability to keep quiet so that others may talk and listen. Successful farm and home counselors are well-disciplined people who can let other people talk, and feel the relationship is progressing. The Farm and Home Development families appreciate such a counselor.

It is vital that the families be encouraged to talk, because it is only through this expression that the counselor can learn about their background, desires, and values. All of these may be very different from the counselor's own or those of his acquaintances and friends.

Respect Opinions

This leads to another characteristic of successful counselors. They do not show shock, surprise, or amazement when individuals act differently or make decisions that the counselors would not make themselves.

Tied up with listening and not registering surprise is an ability to refrain from giving answers. Counseling is helping people to work out their own answers. Successful workers are secure within their subject matter field and do not feel the need to demonstrate their knowledge. They are able to hold back on answers and let the families muddle a little and come to their own decisions.

Teaching the decision-making process takes rare patience and perspective on the part of counselors. The successful ones have both to a high degree.

In connection with this the successful counselor has had some personal experience in solving problems and making decisions. Age makes little difference, for some young people have solved more difficult problems than their elders. Some experience in farming or homemaking is certainly helpful, and many people would say necessary. The experience may be only training, although the combination of training and practice is preferred. Some experience in the general program of the Extension Service before doing Farm and Home Development will add to the counselor's security.

The successful counselor in Farm and Home Development is a true educator. He or she has a deep desire and concern to help people to gain new knowledge, thus enabling people to better understand the present world in which they live, and to make wise decisions from the best alternatives they are able to consider.

Good Managers

The counselors are able to manage their own resources—time, money, and energy. They are able to accept change, which is the heart of good management. Otherwise they probably would not be in Farm and Home Development.

These qualities are not unique to Farm and Home Development counselors—the most successful people have in a measure some or most of these qualities. But the successful counselors have them all, and probably in a higher degree.

WHAT THEY ARE

(Continued from page 220)

courses of action it may take in achieving family goals.

(f) Selection by the family of the courses of action that offer the best possible outcome in terms of family satisfactions.

(g) Development of short and longtime plans for carrying out these courses of action.

(h) Willingness of the family to put its plans into action and to assume responsibility for the action it takes.

KEEPING IN STEP

(Continued from page 219)

cess and failure in Farm and Home Development. Unfortunately, many agents have had to receive their training on the job.

Kenneth Bates of Arkansas says, "Our procedure entailed orienting and teaching our extension staff. This year our entire in-service training program was devoted to integrating Farm and Home Development into the total extension program." Arkansas started out with an intensive training program and has continued it ever since.

Many of the criticisms we hear about Farm and Home Development could be overcome by providing better opportunities for training of the staff. After three years one occasionally hears an extension worker say: "I am not involved." This is one method in extension work where teamwork on the part of all staff members and an opportunity for the integration of the efforts of staff members is most important. Every specialist has a contribution to make to the body of subject matter that agents need in working with families. Many States have found that by bringing specialists together with the steering committee, they do make their contribution to Farm and Home Development.

INDIVIDUAL WORK

(Continued from page 229)

At county meetings for new members the agents discuss and distribute printed material on phases of family life, home living, youth activities, and farm enterprises. In informal meetings of small groups in homes, the agents take the lead in discussing principles of nutrition, crop production, and similar subjects.

When Federal assistance became available for additional personnel for Farm and Home Development, Brown County was among the first 15 to appoint an assistant agent for this work. The goal of 50 families was exceeded and the agents have worked with 66 families. The extra help which the Federal funds made possible has enabled the extension agents to do more individual family counseling.

"We are careful to include the second- and third-year 4-H Club members when meeting with the families and we encourage them to participate in planning the whole family program," the Brown County agents report. "Families themselves become leaders or demonstrators in the extension program, whether they realize it or not."

Farm visits are an important part of Farm and Home Development, they point out. "We can add tours and field days, but we will still need the individual contacts."

LET'S PERFORM AS A CHORUS

(Continued from page 231)

aid the agents in teaching these processes. Check sheets, productivity balances, feed charts, and varied input-output presentations are examples.

9. Practice the Farm and Home Development process. Join colleagues in improving and perfecting it.

Workshops can be repeated profitably. Invaluable experience can be gained by joining county personnel in work directly with farm people. For demonstration purposes, the selection of farms which are engaged in FHD not only provides ideal staging, but affords additional experience as well.

All these afford opportunity to see problems from the farm family's side of the fence. That makes a whale of a difference, say specialists who have experienced it.

The need for performing as a chorus cited by the county agent presents a challenge to specialists. Farm and Home Development provides the opportunity to prove specialists can harmonize. Have you joined the chorus?

HORIZONS ARE BROADENING

(Continued from page 227)

said he had switched from feeder calves to a pasture and corn-fed fat stock program and doubled his income in 1956. His wife commented, "He has a farm plan now and knows what he's going to do. I wish we could have had this training when we got married 30 years ago."

The answers were prompt and enthusiastic when I asked these families if their experience with the extension staff had been worthwhile. Mrs. Smithers gave a typical response, "Farm and Home Development helped us to know our agents better and to know that they wanted to help us.' The value of subject matter meetings was pointed out by her husband, who said, "Sometimes a fellow can work two days and then go to a meeting and learn how to do the same amount of work in half a day."

Agencies Cooperate

What about the effect of Farm and Home Development on extension's relations with other agencies? Farmers Home Administration Supervisor R. D. Grimwood has not only assisted with loans but has helped conduct group meetings concerned with financing. Practically every cooperating family has received aid on terrace work or drainage from B. C. Jewell of the Soil Conservation Service. Farm and Home Development families have made full use of Agricultural Stabilization and Conservation funds.

All agricultural agency workers of Casey County believe in working together to help farm families reach their greatest potential. This has been brought about through Farm and Home Development.

Mr. and Mrs. J. R. Lawhorn are confident that their farm will produce the income to build a new home in a few years. By analyzing their resources and establishing goals, they now have a plan to obtain the home.

HOW THEY FIT TOGETHER

(Continued from page 220)

extension methods based upon program projection plans.

Let's see how the three activities complement each other in a typical county.

In program projection, a group of farm, home, business, and civic leaders holds a series of meetings to develop long-range plans for increasing net farm income and the level of living in their county. Their report may show that some current programs should be adjusted, more intensive assistance should be given to some families, and there is a relatively large number of low-income families. This gives extension workers and local leaders the necessary information for redirecting and expanding the extension program to help the people obtain goals they have listed. Here are some of the things that could happen.

Farm and Home Development work could be started with a particular group of people, such as young farmers, that the program projection report indicated needed intensive help. Perhaps the report recommended establishing some new enterprise in the county and the extension staff determines that one means for introducing this enterprise is through FHD. County programs are put in action through Farm and Home Development.

Accurate records are essential for a family to successfully carry out Farm and Home Development plans. Mr. and Mrs. Arthur Bundy, Tarboro, N. C., are shown working on their farm accounts.

The program projection report also provides a good starting point for a Rural Development program. Farm and Home Development is ideal for helping individual farm families in a Rural Development area. In counseling with them, advice is provided on non-farm employment opportunities and help available from other agencies, as well as farm opportunities.

Packaging these three endeavors in a county is likely to bring the following results: The people know where they are going, more families are given assistance, community needs are fulfilled, the county is developed and its tax base enlarged, and the end result is higher income and level of living for more families.

THE FOLLOWUP

(Continued from page 226)

Circular letters are another effective method of followup. Such letters should be carefully planned, have only one major idea or thought, and not be sent too often. Current outlook information is especially welcomed by the families. Many new cooperating families have been added in Yakima County as a result of comments made in circular letters.

Experience in Yakima County has shown that where we take the time and effort to follow through properly, cooperating families have accomplished a great deal in their home and on their farm as a result of farm and home planning. If we fail in our followup, the farm family soon ceases to be a cooperator.

GOOD MANAGEMENT

(Continued from page 233)

dollars that year. Of course, current living expenses and farm operating expenses had to be met.

Using their background information and that available through the Extension Service, the Chubbs made several alternative budgets. In the end they were able to answer successfully these questions about each alternative:

1. Do we want to do it?
2. Will it pay?
3. Will it pay better than anything else we can do?
4. Can we do it?

Using reasonable estimates of production and price, realistic figures on family living, present obligations that must be paid, and operating expenses, they worked out a budget estimate that showed a balance between cash income and cash expenses. With this written plan, the Chubbs operated their farm and home in 1954 with enthusiasm and confidence. That fall the county agents invited us and the dairy specialist to accompany them on a visit to the Chubb home for an evaluation session. We were thrilled to find them making excellent progress. It looked as if they would be able to carry out the plans they had made in March.

Overcame Misfortune

About a month after our visit, catastrophe struck—or at least so it seemed. Mr. Chubb slipped a disc in his back. Now the important part of this story takes place. Mrs. Chubb, with very little help from her husband or the Extension Service, practiced what she had learned. She took a new look at the situation, analyzed their problems, and explored alternatives. Then she made a written plan, including a new budget, and went to see their creditors. The important question was, "Would they go along with her and the family on the basis of the plan she had made?" They would.

Lots of things have happened since Mrs. Chubb proved she had learned better management through farm and home planning. When we visited the Chubbs recently we found Clarence back on the job. Obligations are still heavy, but the poultry flock has done exceptionally well in spite of low prices for eggs. The dairy herd has been expanded to about 50 cows. Green chopping has become a practical operation. The new house had to be postponed, but a new brooder house has been built.

The family again looks forward with enthusiasm and confidence to building a successful farm that will provide a satisfactory living and pay the debts. And if you ask the Chubbs, they will tell you that one of the reasons they are still there is that farm and home planning helped them to do a better job of management.

VERMONT GETS

Beauty Treatment

by MARJORIE R. NORCROSS,
Editorial Assistant, Vermont

HOME and community beautification was one of the original aims of the Vermont Home Demonstration Council when it was organized in 1948. Home demonstration club members have gone to town to make Vermont more beautiful. Practically all counties are sporting new flower beds and picnic areas.

"Litterbugs" were declared enemy number one. County councils set up trash containers at picnic areas and enlisted the cooperation of gas stations to provide them for their customers.

Started with Families

Home demonstration members began the campaign in their own families, by teaching their children not to throw trash from the car. At one county field day the council exhibited various kinds of auto trash bags. As a gesture of cooperation with the State Keep Vermont Beautiful program, they set out waste cans and distributed 250 trash bags at the field day.

The State program, set up by the governor, gave added impetus to the women to do things on their own. When the governor's committee was organized, the demonstration groups immediately offered their services.

The women rolled up their sleeves, got out their paint cans and turned their campaign toward their own homes. Litter disappeared from the yards. Tumbledown buildings were flattened and carted off. Buildings, fences, and mailboxes were spruced up with new coats of paint.

County check sheets set up for the demonstration members offered a host of suggestions: Sow a packet of annuals, make a patch of lawn where there was none before, give a plant to a neighbor or start them off with a slip, plant a window box, and eliminate a local eyesore.

Local Contests

Vacant lots and roadsides were touched up with flowers and picnic tables. Washington County women planted daffodils in front of war memorials and in barren spots, competing with each other in a contest.

Groups continue to beautify chosen spots by planting shrubs, annuals, and perennials. Some counties have conducted flower contests among private gardeners.

Spruced up Vermont towns are showing off new trees on school grounds and public places, a well-kept village green, and plainly marked crossroads. Neglected cemeteries are receiving proper care.

Along the highways, signs of the demonstration ladies' work show in

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Raking leaves is a big job in the off-picnic season, but the clean-up crew from the South Randolph Road Home Demonstration Club, near Morrisville, Vt., can handle it and give the tables a new coat of paint, too, by working together. The tables and arches (not shown) were built by the ladies' husbands.

Even the Jones' Are Impressed

by P. R. GRIMSHAW
Assoc. Agent, Sanpete County, Utah

BETTER Farming for Better Living families of Sanpete County, Utah, are doing a good job of decision-making. They have learned the process of comparative analysis as a basis for farm and home planning. The Melvin Mellors are a young farm family typical of the 29 families in Sanpete County participating in this program.

This family entered Farm and Home Development in February 1955. Analysis showed the family was about three-fourths employed with their 10-cow dairy herd and crop-type program. Immediate objectives included increasing the dairy to a 20-25 cow herd and making needed house improvements.

Studied Alternatives

Several alternatives were analyzed by the family before Mr. Mellor decided to accept a milk-haul as a part-time job. This extra work netted the family sufficient income to start improving their inadequate farm home. The house planning was accomplished with the help of extension workers. Most of the labor was done by the family.

The farm has shown an increased net worth each year. The dairy herd has been expanded to 19 cows by using heifers raised on the farm. The cropping program has been improved to yield most of the feed for the 19 cows and 28 young stock now on the farm. Yields have been improved through addition of commercial phosphate and nitrogen fertilizers.

Farmers throughout the county have expressed interest in farm and home planning as a result of the work of families like the Mellors.

Improvements in Melvin Mellor home, Sanpete County, Utah, are clearly evident in these before and after photos. House remodeling

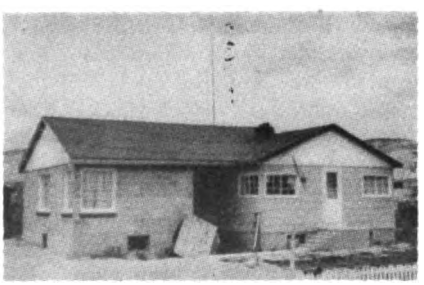
We're Reaching New Families

by JOHNNY STOWE,
Polk County Agent, Georgia

FARM and Home Development gives county extension workers an opportunity to reach many new farm families. In Polk County, Ga., 42 rural families have participated in Farm and Home Development since its inception in 1954. Of these, 16 are families with which the Extension Service had never worked.

Davistown community is a good example of how FHD aids in interesting new families in extension work. The center of the community is 20 miles from the county seat and is located nearer to Cartersville, the county seat of adjoining Bartow County. Davistown people do practically all of their trading in Cartersville and, prior to 1954, the Polk County extension agents had not been able to get families there to participate in regular extension programs.

Seven of these farm families, including six young families, were suggested by their neighbors as cooperators in Farm and Home Development. The community development club was organized. Last year two winners in the county cotton awards program were from this community.



was one of first short-term goals of Mellor family when they started Farm and Home Development.

Developing Management Skill

These families have reacted in a fine way to Farm and Home Development. They have considered their resources, developed goals in light of available resources, and have taken steps to attain these goals. This has included such steps as analyzing soils on all fields and development of fertilizer plan, cropping plan, feed plan and family food plan. These families are developing the skill to plan and manage, which is one of the primary goals of Farm and Home Development.

Members of the State staff contributed much to our county in this total effort.

We feel that our entire extension program in Polk County, including our work with farmers, homemakers, and youth, has been strengthened through Farm and Home Development

BEAUTY TREATMENT

(Continued from Page 238)

the appearance of more and more picnic areas. Almost every county has set up at least one table and chairs for the area. And the disappearance of poison ivy can also be attributed to them.

The Locust Grove picnic area, near Barre, stands as a cooperative venture of local townsmen. Members of the On-We-Go Lower Graniteville Home Demonstration Club had long wished to supply picnic facilities for visitors to the nearby granite and marble quarries. When town selectmen agreed to the use of some town land, quarry employees helped to clear and grade the site. With the aid of the Graniteville fire district they built tables and benches and installed running water and toilets. The home demonstration club keeps the site clean.

Always beauty conscious, Vermonters are actively trying to keep Vermont beautiful through their home and community beautification program.

Farm and Home Development . . .

An Effective and Interesting Method

by MRS. LULA KELLER, *Home Adviser, Macon County, Illinois*

In Farm and Home Development work I find many satisfactions that cannot be measured in dollars and cents. It is not only a very effective and interesting way to reach families with extension education, but through close personal contact with the families, it enriches the experience of the extension worker.

Some of the 28 farm families who wished to participate in Farm and Home Development had not been in my 33 regular groups. This called for establishing good relations with each family. Often my entree to these new homes was to offer help on home accounts. None had kept accounts before. I explained the advantages of knowing where their money went, told them how to keep records, and left a home account book with each family. Part of the group are still keeping records faithfully. Others were no more than exposed to the values of record keeping, but all appreciated my efforts.

Mrs. Lula Keller, left, helps Mrs. Gerald Parrish plan decorating and furnishings for new home built by the Parrish family.

Variety of Assistance

Naturally, some families ask for more help than others. One family building a home requested suggestions in planning the home, selecting colors and furnishings, remodeling furniture, and similar details. Specialists from the University of Illinois helped the family learn more about the job of building and furnishing a house. The homemaker said, "It isn't often one gets such expert help with no commercial plugs."

Two families had children with speech impediments. We guided them to the speech clinic at the university where their children were given help. No one can measure the intrinsic value of such work.

Another family is remodeling the home on a rented farm, a project which has involved the cooperation of the landowner and the renter. This has been an interesting study in values or what should come first. For example, when we were first asked to visit the home, the homemaker obviously was interested in remodeling and redecorating the living room. The home had no running water, which meant carrying water for cooking, laundry, and baths. She was amazed that our first suggestion was running water, but she decided that was more important than a new davenport. Now they have running water in the kitchen and their newly added bathroom and are going ahead with other improvements.

She came in recently and said, "I hope you can stop by to see the wallpaper in the living room. It isn't exactly what you suggested, but I think you will like it." I knew she was developing an ability to make her own decisions.

Results Seen Immediately

The big difference between this individual family method and the group method lies in more immediately visible results. Knowing the whole family's viewpoint, the extension worker can see them progress towards their goal. Both methods have a definite place in our extension program.

EXTENSION SERVICE Review

DECEMBER 1957

EXTENSION SERVICE Review

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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In This Issue

EAR TO THE GROUND

In October I had an opportunity to put my ear to the ground at the NACAA annual meeting in Boston. In the formal sessions as well as across-the-table visits, I heard about some of the problems facing county agents and how they are solving them.

In one conversation, I was impressed with the fact that the same matters are of concern to a Southern agent serving a county with 4500 farms averaging 26 acres and an agent from a Western county with 870 farms averaging 1800 acres.

Both were looking for ideas on staff integration, implementing long-range programs, improving office management, and efficient use of time. You'll be seeing articles on these subjects in near-future issues of the REVIEW.

Professional improvement, a principal objective of NACAA and the other national associations of extension workers, will be featured in the January REVIEW. Articles by State and county workers will tell why they participated in a particular improvement activity, what they gained from it, and how they applied these gains in their regular work.

One of the significant values cited by several authors is the acquiring of new insights which give meaning to previously unrelated facts. This fresh look at their responsibilities improved their abilities to develop an effective educational program.

As some of next month's authors point out, professional improvement is more than just formal graduate study. It also encompasses reading, travel, membership in professional associations, observing others' work, and the many other activities that contribute to effectiveness in our work. One agent at the Boston meeting told me, for example, that he picked up several good ideas from the other agents with whom he drove to the convention.

In planning the January issue, it occurred to us that these means of improvement are like doors of opportunity. After you've read it, I think you'll agree that these doors are open to those who want to improve.—E.H.R.

On The Cover

Residential lawns are a frequent subject of homemakers' calls to Philadelphia County Agent William H. White. (See page 248.)

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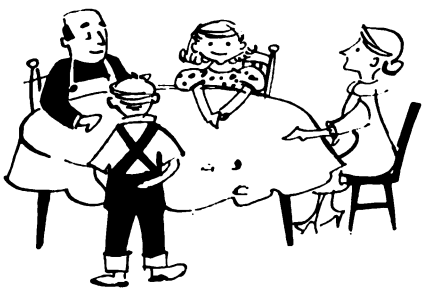
New Challenges NEW HEIGHTS

Annual review of how the Cooperative Extension Service used both new and time proven teaching methods to meet the needs of farm families for agriculture and home economics research information.

by KENNETH D. GOODRICH, *Federal Extension Service**

In a year when the term "efficiency" became forcefully defined to farm families as perhaps the most important factor determining the margin between profit and loss, the role of extension education in 1956 also was abundantly clear. Except during national emergencies, never had there been greater need, or demand, for speeding agricultural and home economics research information to rural America.

As in past years, county extension workers used demonstrations, tours, meetings, personal calls, mass communications, and many other teaching methods during 1956. Some 10,290,800 families responded by improving their farming and homemaking practices. Seven percent more



families were assisted in 1956 than during the previous year.

Such an increase would not be possible without the aid of some 1,266,000 volunteer local leaders. The meetings they alone conducted were attended by more than 20 million persons.

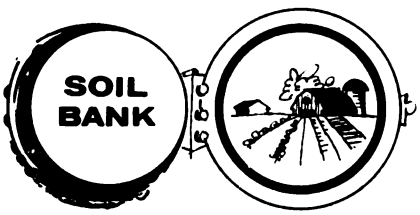
Extension workers used new techniques designed to help them more effectively meet the growing, changing needs of the people they serve. In more than 2,300 counties, 56,000 families used Farm and Home Development to study and solve problems of the home and the farm considered as a whole.

Mapping Future

Looking to the future is, of course, as appropriate for communities and counties as for individuals and families. Through program projection, extension is helping many people analyze and solve their county's problems and map plans for the future. More than 70,000 people in 971 counties well along with program projection work are members of committees studying and analyzing information about their resources. Just embarking upon this adventure in planning are committees in 462 other counties.

New extension techniques have not outmoded time-proven methods. During 1956, extension workers called upon the latter to help solve problems that dealt with crops, livestock, marketing, planning and managing the farm and home business, family economics, nutrition, clothing, family life, farm buildings, 4-H Club projects, safety, soil and water conservation, to mention a few.

Some problems that caused farmers and homemakers to seek aid were specific in nature and localized like those that accompanied the invasion of a half-dozen States by the dangerous soybean cyst nematode and the quarantine that followed. Or, they were often general, like need for better understanding of the Soil Bank program. In connection with the Soil Bank, Extension developed an educational program to help insure that farmers in all States understand the program. County agents and State extension officers used every form of mass communications to tell the Soil Bank story.



Helping insure a clean food supply for the Nation became a major goal last year for many extension workers in the wheat-growing areas. In mid-1956, the Pure Food and Drug Administration announced that tolerances of contaminating material permitted in wheat shipped inter-state for human consumption would be sliced in half. Grain that did not meet these standards was subject to seizure and diversion to non-food use at considerable financial loss to the owner.

In view of this situation, extension workers in 33 States intensified Clean Grain educational programs, guided by committees representative of agriculture and allied interests. Working as teams, State extension specialists

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**Since writing this report, Mr. Goodrich has transferred to the Information Division, Agricultural Research Service.*

Lunchtime Is Classtime

by HELEN JOHNSON,
Home Demonstration Agent, Berkshire County, Mass.

HOMEMAKERS who work 40 hours a week outside the home have little time to attend extension meetings and read bulletins or news articles. How to reach them with home economics information was a question facing us in Berkshire County.

We knew nearly a third of our homemakers were employed full time out of the home. In view of their limited time and opportunity for study and experimenting in homemaking, we were sure they could use our help.

Opportunity for Service

The door was opened when we were contacted by the women's editor of a plant newspaper. A 4-H leader, she was well acquainted with the extension program and wanted her coworkers to have the information we were giving other Berkshire County homemakers.

Women working at the plant had an hour for lunch. This was a spot in their busy lives which was not entirely filled. Yes, lunch, visiting, bridge, and perhaps a walk was taking up the time. But perhaps here was an opportunity for us to bring them something more worthwhile.

The editor talked with management and some key workers and received enthusiastic response. We planned a noon-hour meeting to explain what we could offer. A check sheet was distributed. As might be expected, the women were most interested in home furnishings, foods and nutrition, clothing, consumer buying, family finance, and home management. The overwhelming majority voted for weekly meetings.

We used the questionnaire as a basis for program planning, giving emphasis to the subjects that had drawn the most interest. The venture intrigued our State specialists and they were anxious to work in this new area. Outside agencies such as National Livestock and Meat Board, National Egg and Poultry, the National Dairy Council, and local merchants extended their whole-hearted cooperation.

From the first, these working women were a fascinating audience. Curiosity, responsiveness, interest—all the qualities of the perfect audience—were represented. Every week several would report some application they had made of the information learned in previous classes. We found that they were hungry for the information, were interested in applying it, and were excited about the results.

One young bride admitted that, before our demonstrations, she prepared most meals out of cans. Trying our food preparation methods, she found she and her husband were not only eating better but they were eating more economically.

Another woman, impressed by our home decoration demonstrations, transmitted some of her enthusiasm to her husband. This resulted in the building of a much-needed second living room for their teenage children.

During the summer of 1956, we suspended the weekly meetings at the first plant in order to expand the program to another company. We approached the management of a smaller industry in another part of the county. They were interested and a poll among key women struck a responsive chord, so another program was launched.

Although the plant was smaller, the audience was no less responsive and enthusiastic than the first group. Some women on the production line even sacrificed 15 minutes' pay to attend class. This proved just how anxious these working women are to get this kind of information.

Lunch-hour classes for working women have meant a new audience for home demonstration agents in Berkshire County, Mass.

How It Works

These were optimum situations. If a similar one comes your way, don't hesitate. To possibly make it easier for you, here are some of the points we learned by trial and error.

1. To begin with, never fear contacting management. Many plants have educational directors in the personnel department who may very well become your contact. We have found management very interested, enthusiastic, and cooperative.

2. The greatest handicap you may find is lack of an adequate meeting place. You must have an auditorium

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We Exhibited the Solution

They Came—Saw—Acted

by BONNIE B. DAVIS,
Negro Home Demonstration Agent, Orange County, N. C.

FIND the need—then show the solution. That's what Negro home demonstration club women of Orange County, N. C., did in planning their 1956 State Fair exhibit on bedding and linen storage.

One county in each extension district is given an opportunity to exhibit at State Fair each year. When Orange County's turn came, the home demonstration council decided to tie their exhibit into long-time better housing objectives set up in the county's program projection plan.

The council named a five-member committee to study the situation and extension subject matter specialists were brought into the project. Housing leaders in the county interviewed 130 families to determine problems needing immediate attention.

The study showed that many families stored their bedding in boxes under beds and other undesirable places. In addition, they did not have sufficient bedding for their families. The exhibit, it was decided, should demonstrate both good storage and proper quantities of bedding.

Detailed Planning

The committee then held a series of meetings to discuss size, style, and title for the exhibit; quantity, size, color, and number of sheets, pillowcases, and other items to be shown. Next they made plans for a bedding and linen storage cabinet and selected a carpenter to build it.

The cabinet's plans included three 9-inch shelves for towels on the left door which were fenced in with glass, a large drawer at the bottom, a compartment at the top with two doors, and two large doors in the center. Adjustable height shelves were used. The cabinet was 24 inches deep but the shelves were only 14 inches deep in order to make linen more accessible and to use space on doors for additional storage.

During the fair, two women were in charge of the exhibit each day to furnish information to visitors. What were the results? Some 850 persons requested more information and 10 persons actually brought in carpenters to sketch plans so they could include a similar cabinet in their homes.

Bedding storage cabinet designed and exhibited by Orange County home demonstration group.

Influence Still at Work

The exhibit's usefulness didn't end with the close of the fair. It was shown for a week in two leading stores in Chapel Hill and Hillsboro, and in Cedar Grove School. Now it is being used as a model demonstration in the home of Mr. and Mrs. Finley Parker of Cedar Grove.

As a result of this exhibit, good bedding storage has become a family effort all over the county. And one phase of the county's long-range goals of better housing conditions is becoming a reality.

Healthy Range . . . Healthy Livestock

by LOUIS B. TRUE, *Director of Publications, Montana*

Karl G. Parker, extension range management specialist, tells 4-H Club members how to use an infiltration ring to measure the rate at which water sinks into range soil under various plant cover conditions.

MONTANA stockmen have a new appreciation of range as a resource, thanks to an educational program by extension specialists and county agents.

Range comprises two-thirds of Montana's 90 million acres. As the range and livestock specialists point out, it is the basic resource that makes livestock the State's number one source of agricultural income.

Montana livestock spend about 8 months on the range before going on winter feed. What they eat or do not eat on the range has a direct effect on how well they do on a maintenance level winter ration. Because of the range appreciation program, ranchers are able to relate the condition of livestock in the winter to the range's health the previous summer.

Team Approach

To develop this concept, Karl G. Parker, extension range management specialist, received aid from other specialists and research workers, primarily in animal husbandry, botany, soils, agronomy, and chemistry. Teamed with Parker were N. A. Jacobsen and E. P. Orcutt, extension livestock specialists.

Fundamentals of mountain range are explained to group on the Silver Bow County range tour by Specialist Parker.

This trio held a continuing series of livestock nutrition meetings. Programs were presented on What Animals Need and Why, What's in Range Grass and Shrubs, What Livestock Producers Want to Know, and Reading Feed Tags. Additional information was given in extension bulletins on Wintering Montana Cattle, Wintering Montana Sheep, and Minerals for Montana Cattle and Sheep.

The stockmen learned that certain nutrients may be missing or just a trifle shy in the range grasses for part of the season. This led to educational programs on supplemental feeding of concentrates during the fall and winter.

An alert Montana Livestock Sanitary Board and the Montana Feed Dealers and Manufacturers Association quickly grasped the importance of supplemental feeding. The result was the development of the Montana range pellet, a concentrate to supply missing or deficient nutrients.

While this range appreciation program was carried on for adults, a similar program was conducted with the stockmen of tomorrow. The 4-H range management project was geared to the age and ability of club members, beginning with elementary phases of range plant identification. It went on from there to actual management of an entire range outfit.

Parker reached youth in another way. He gave range appreciation management training to vocational agriculture teachers and the teachers in turn gave the training to students.

The range specialist also trained members of land management agencies such as the Forest Service and Bureau of Land Management. Here again the teaching spread and indirectly helped county agents in counties where these organizations were represented.

In another phase of the program, Parker and Rex Campbell, extension conservationist, held 2-day workshops for grade school teachers. These included a field trip over the range and instruction in range conservation.

Campbell directed the educational program of the annual Montana 4-H Conservation Camp and teamed with Parker in giving range instruction. County agents also attended these camps and became better qualified to give instruction to youth.

Watershed Program

Another angle of approach was by Stanley Howard, extension irrigation specialist. He pointed out that the Missouri and Columbia Rivers have their headwaters in Montana and watershed management affects people in other States. Since Montana has many acres of range on the watersheds, Richard Marks, extension forester, also aided in the program.

Ranchers on the southwestern Montana watersheds had good reason to listen to watershed management tips. The yields and quality of grasses on their mountain meadows had been steadily declining. Parker, Howard, and agronomy specialists worked together on this problem.

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Home Agents Have To Be Inventors, Too

HOME economics extension work in Panama, where the program is only 5 years old and there are no home specialists, calls for ingenuity. If Mrs. Celmira de Malek is an example, the home agents there are equipped with a generous supply of this quality.

When Mrs. Malek started as a home agent in the province of Chiriqui 4 years ago, she knew that lack of a cookstove was a major problem in many rural homes. Cooking was done over an open fire on the floor of the kitchen or built up on a box filled with dirt. In either case, it was a constant danger to the children and the homemaker had to cook in a smoke-filled room. The problem was clear—an open dangerous fire with no facility for removing the smoke.

About the time she started, Mrs. Malek saw a publication from India which gave her an idea on how to help the women in her area solve this problem. This was a bulletin on how to make a smokeless stove which looked like it might be adaptable for use in Panama.

In a cane sugar country like Panama, Mrs. Malek had plenty of opportunity to observe the men making syrup. She noticed that for boiling down the sugar they built a crude stove of a mixture of dirt and molasses which stood up well under long and hard use. This looked like a good material to use in constructing a cookstove.

Putting the two ideas together, Mrs. Malek handmolded a stove. Directions in the bulletin from India were followed and she added straw to the dirt-molasses mixture for extra strength.

Handmolding was a slow process so Mrs. Malek and the agricultural agent in her area built a form for the next one and poured the dirt-molasses-straw mixture like cement. The stovepipe was made of tin cans fitted together and worked very well.

This first smokeless stove served as a demonstration and many visitors came to examine it. Several asked to borrow the forms to make similar stoves for their kitchens.

Soon the women of Panama who made this stove for their own use had improved on the original. They discovered that the wood ashes, after sifting, could be mixed with water to make a paste and spread over the outside of the stove. This produced a surface that could be kept clean easily.

A community fair offered an opportunity to spread information about this improved stove. An exhibit by a home demonstration club showed a rural kitchen with its bamboo walls and the stove.

Also displayed in the kitchen was a double sink made of an oil can cut in two. The sink had a hinged cover which could be folded back and used to stack dishes on or closed down and used as a table.

To assist other extension workers faced by the same problems, Mrs. Malek assembled directions for the stove in a mimeographed bulletin which has been used widely throughout Panama. Mrs. Malek was asked to demonstrate how the stove is made at a regional conference attended by home demonstration agents from Mexico, Guatemala, Nicaragua, Costa Rica, Cuba, Dominican Republic, Puerto Rico, Colombia, Venezuela, and Panama.—*Helen Strow, Federal Extension Service*

Growth in Home Economics Extension

Home economics extension work is rapidly gaining favor in many countries of the world. A good measure of this increase in interest is the number of women being sent to the United States to study home economics and home economics extension work. In fiscal year 1957 there were a total of 109 women; this year we expect even greater numbers. Since 1944 when these programs first started, there have been 727 women participants.

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Exhibit at community fair showing smokeless stove (left) and sink made of oil can (right center).

Method of making smokeless stove is demonstrated by Mrs. Malek to home agents from other countries.

When Our Phone Rings, It's Suburbia Calling

by WILLIAM H. WHITE,
Agricultural Agent, Philadelphia County, Pa.

WHAT'S wrong with my caladium? I have a rare plant in my backyard—can you tell me what it is? Where can I buy Muhlenbergia seed for my lawn?

To a county agent in a rural area, questions like the above would be nuisance calls. To an urban agent, they are recognized as a regular part of the day's work.

Urban and suburban people are very demanding but they are appreciative. It may take 10 minutes on the phone to give the step-by-step procedure for starting a new lawn but it is not unusual to receive a call the following year thanking you for help in establishing a lawn that is "the envy of the neighborhood."

Growth of Suburbia

The trend in Philadelphia, as elsewhere, is to move to suburbia where former apartment dwellers can be more self-sufficient. One of their first steps is to set out the tree fruits—usually one of each. Then follows a familiar pattern: poor pollination, wormy and diseased fruit, trees outgrowing location, and similar problems. These suburbanites become frequent callers for extension aid.

I am regularly called on by civic associations and garden clubs for program assistance. Mass media rely heavily on the county extension office for garden information. Consequently home owners looking for this information are subjected to extension teaching indirectly.

Some 25 weekly newspapers, 3 dailies, 9 radio stations, and 3 television stations receive garden information from the Philadelphia extension office. Mrs. Eleanore Tompkins, home economist, and James Horne, marketing agent, are responsible for a 15 to 20-minute biweekly television program. I work with extension personnel from 7 surrounding southeastern Pennsylvania counties, in presenting a 1-hour weekly farm, home, and garden television program.

Unique Features

The Philadelphia extension office is situated in the downtown area, easily accessible by train, trolley, bus, or auto. Personnel include an agricultural agent, home economist, marketing agent covering 8 southeastern Pennsylvania counties, 2 full-time and 1 part-time secretaries.

Extension work in Philadelphia is unique in several respects. The latest census listed 76 farms in Philadelphia but about half of these are unaccountable. Thus the extension program is almost 100 percent urban and suburban in nature.

Until September 1956 there was no extension executive or advisory committee. Now there are 24 executive committee members with diversified interests. The first four agricultural 4-H Clubs were organized in October 1957. The home economics 4-H Club enrollment this year is 440 in 31 clubs with 48 leaders.

In addition to individuals, garden clubs, and civic associations, there are a number of other organizations and groups that receive assistance from Extension.

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Second year of 45-acre potato rotation demonstration on Philadelphia Prison Farm. Kneeling is J. Wilson Brown, farm manager.

Gearing to the People's Needs

by LYMAN J. NOORDHOFF, *Federal Extension Service*

Editor's Note: This article is a sequel to one published in the Review in August 1955 on keeping daily records in Fairfax County, Va. It reports significant changes in programming based on recorded requests for extension information.

Two new agents added since 1956 plus a program pinpointed to people's fast-changing wants and needs . . . that's the solid payoff in Fairfax County, Va., of keeping daily, detailed records of all office calls, phone calls, and farm and home visits. These total 15,000 yearly and are increasing.

Recordkeeping sound like a lot of needless work? Not at all. True, it takes time to keep records but it's valuable time because the staff knows from studying them that their educational work is what people want and need.

For 24 years in 3 counties, County Agent Joe Beard has recorded people's questions daily. "In fast-changing Fairfax County, we wouldn't know what to do without the information from these records," he declares.

Leaders Record Calls, Too

Home Agent Jesse M. Hammerly asks her local leaders to report questions asked of them by telephone. She calls these indirect influence. Conservatively, these leaders handle 4,000 calls yearly.

Consider what these records have meant to the county extension program:

1. Rachel Garner added an assistant agent for youth in April 1956 after the county board of supervisors had appropriated funds, based on the need as shown by 8 years' records of inquiries about 4-H and youth work. This newly created position has helped materially in expanding young people's programs. Formerly the 3 men and 2 women agents shared this work.

A detailed soils map, 25 soil profiles, numerous mimeo handouts, and photo-enlarged map sections aid Soils Scientist Clarence Coleman in furnishing information to Fairfax County residents.

Mrs. Lee Farrow, secretary, finds that recording as many as 40 questions daily simplifies statistical work in annual reports.

2. E. F. Henry (later replaced by Clarence Coleman) added as soils specialist in January 1956 after a 2-year soils survey had been completed. The latter was undertaken because of the rising number of requests for soils information.

During 1956 Henry answered nearly 1,600 calls from homeowners alone; hundreds of others came in from land use planners, tax assessors, school boards, realtors, contractors, and others. They wanted to know about septic tank percolation, economic ratings of soils for tax purposes, best sites for homes, roads, schools, hospitals, airports, parks, cemeteries, gravel pits, landfills, and related topics.

"I wouldn't have had the gumption to ask for a soils technician without plenty of substantiated requests," Beard admits. "The public will decide your program for you, sometimes faster than you think."

Program Planning

3. A program planned more accurately to satisfy people's wants and needs. The Fairfax County agents study the past year's questions carefully and present this information to their advisory committees in planning each year's program. This also helps maintain continuity when there are personnel changes and eliminates any danger of favoring pet projects.

Within a few years you can see trends developing in subject matter

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NEW HEIGHTS

(Continued from page 243)

in agronomy, entomology, information, engineering, and marketing pooled their efforts to assist county agents in reaching farmers, elevator operators, shippers, handlers, and processors with recommended measures for keeping grain clean.

The number of seizures of cars of contaminated wheat offers some measure of success for the program. In spite of the stricter tolerances, seizures during the latter part of 1956 and early 1957 were only one-third as great as a year earlier.

Extension agents continued to assist farmers fight drought, diseases, and insects and other pests. Working with State and Federal agencies, Florida extension agents aided in a campaign that, in a single year's time, eliminated an infestation of the destructive Mediterranean fruit fly in that State. Extension workers also entered the fight against witchweed, a pest of corn that appeared for the first time in the United States in 1956 with a potential for destroying more corn than the European Corn Borer.

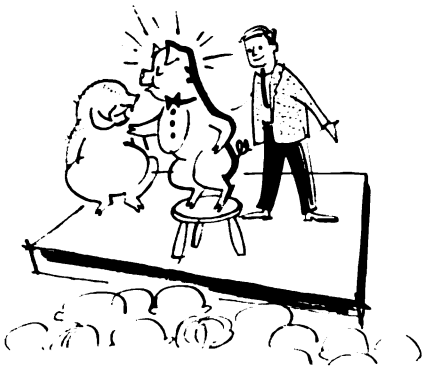
Tailoring to Needs

The Cooperative Extension Service places high priority on educational work that helps agriculture solve marketing and utilization problems. A serious problem in this category involves the need for farmers and processors to transform pork to meet consumer preference for leaner meats.

Henry County, Ill., affords a good example of the progress being made to encourage the raising of meat-type hogs. Stimulated by an extension school on the selection of meat-type breeding stock, Henry County farmers are now firmly supporting two action programs aimed at raising hogs tailored to consumer demands. These are a county boar testing station and a probe-and-weigh program for selecting breeding stock on the farm. About 1,100 meat-type gilts were selected in the county during the past year using these program facilities.

There are other examples of how extension educational efforts have stimulated much grower interest in meat-type hogs. In Iowa, 128 extension meetings and 67 live-hog probing and carcass demonstrations were attended by more than 21,000 farmers.

Extension helped organize swine improvement associations which, in turn, sponsor swine evaluation stations designed to help locate superior meat-type strains of hogs. To encourage quality grading and payment of price differentials for meat-type hogs, extension has held grading schools, live-hog and carcass demonstrations



in many States to train qualified graders.

Home economics extension workers assisted more than 6½ million families during 1956. Although the heaviest demand was for help with human nutrition problems, requests for other types of home economics assistance continued to grow.

Nearly one-third more families asked for help with financial planning than three years earlier. Assistance with family business affairs has increased 26 percent since 1953, while demand for help with farm housing has gone up more than one-third and there has been a 42 percent increase in requests for help with consumer information about clothing.

By making safety their number one project, home demonstration club members in Coahoma County, Miss., have created a statewide consciousness toward preventing needless accidents. Encouraged by their home demonstration agent, the homemakers conducted a six-month, countrywide survey and found that 25 percent of all accidents occurred on the highways. The homemakers then personally applied reflective safety tape to 160 wagons used for hauling cotton to gins. A cooperative press and radio helped interest grow. Others joined them to apply the warning tape to some 800 vehicles.

This was just the beginning. Club members schooled themselves in safe driving, took driver proficiency tests. This interest spread to over 1,000 home demonstration clubs throughout the State.

Membership in the country's 90,449 4-H Clubs is at an all-time high of 2,164,294 boys and girls. This youth movement reaches 65 percent of the farm and rural non-farm young people in the 10-21 age bracket.

Last year, club members conducted 4,502,022 projects in more than three dozen categories. In poultry projects more than 9 million birds were involved. 4-H members grew nearly a half million acres of cereals and vegetables, owned and cared for 1,304,332 head of livestock. In addition, extension's young men and women's program reached 262,710 youths who are beyond 4-H age and interest levels.

More than 371,000 volunteer leaders help guide 4-H Club work. Their work has been invaluable, especially as Extension has attempted to meet a trend toward urbanized expansion resulting from additional requests for 4-H Club work in towns and cities. During the past year, plans were completed for bringing 4-H Club programs to Chicago youngsters. These plans were based on experiences with 4-H Club work in other large cities such as Denver, Detroit, Indianapolis, and Portland, Ore.

With from 50 to 65 percent of the rural youth moving from farms to cities, much attention has been focused upon career exploration. This has become a major program area for older youth in 4-H Clubs. Also patterned to meet the growing-up needs of club members is a new automotive care and safety project that was given a trial run during the past year with youth in 110 counties in 33 States taking part.

Clearly, 1956-57 held a significant message for extension workers: In an economic atmosphere that demands top farm efficiency, and amidst a growing conviction on the part of rural people that research and education are vital to progress, extension can expect more calls for more and for new kinds of assistance.

EACH issue of your Extension Service Review is devoted to an exchange of ideas that may help you do your job better. But we're using a small portion of this December issue for a different purpose. With the approach of the holiday season, we want to give a few examples of how farm people express their generous Christmas spirit.

Truly, man does not live by bread alone. Working with people like these is one of the rich rewards of extension work.

Toys for Tots . . . Not Tricks or Treats

The Christmas spirit begins at Hallowe'en for 4-H Club members in Placer County, Calif., thanks to an idea which started 4 years ago among members of the Dry Creek Club. In planning a Hallowe'en party, they asked, "Why can't we do something useful?" Their own answer was to collect used and broken toys at Hallowe'en, recondition them, and distribute them at Christmas to needy children.

The project was given ample publicity and was received enthusiastically by the townspeople. The idea has spread and last year the several 4-H Clubs in the county gathered four truckloads of toys, numbering more than 2,000. The local sheriff's office now cooperates by having county prisoners help in reconditioning the toys.

Bea Gould, Dry Creek Club leader, says, "Our public relations, always high, have risen incredibly. 4-H has made many new friends through this effort to make Christmas happy for needy children."

He Says Thanks

In the true spirit of giving, 9-year-old Logan Dawson of Muskingum County, Ohio, will donate his fitted steer to the polio fund this Christmas. He hopes it will make someone as happy as he was the day he returned home after 7 weeks' treatment for polio.

As a special welcome, Logan's dad picked out the best calf from his registered Aberdeen Angus herd. "This calf for a 4-H project should help him get back on his feet," thought Mr. Dawson. And it did. But they hadn't counted on the fact that you had to be 10 years old to be in 4-H work. When Logan heard this, he said, "I'll feed it and donate it to polio."

Christmas Every Month

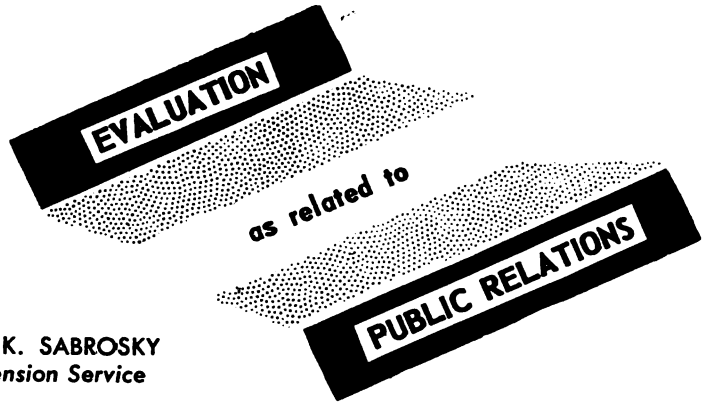
Christmas isn't just once a year for three elderly, shut-in ladies in Athens, Maine. They can count on a monthly visit, including gifts, from the 11 girls of the Green Valley Workers 4-H Club. Last Christmas the girls gave baskets of fruit to two of the ladies and presented a complete dinner to the third.

This is one of the many holiday activities of these girls and the 15 boys of the Athens Hustlers 4-H Club. The boys cut a Christmas tree for the high school each year and the girls decorate it. Last year the girls collected a box of used toys, painted and repaired them, and gave them to a local family. The boys sent money to a radio station's fund for toys for poor children, as well as to Father Flanagan's Boys Town and the Omaha, Nebraska Home for Boys.

Doing Unto Others

The future looked bleak to Mr. and Mrs. Samuel Smiley, Kennebec County, Maine, when fire destroyed their dairy barn, winter's forage, and nearly their entire herd of cows a few years ago. But their neighbors immediately pitched in to plan a party for the Smileys.

The Extension Association and Jersey Breeders Association worked together in organizing the affair, held a week before Christmas. The highlight of the evening was the presentation to the Smileys of two registered Jersey heifer calves. These fine calves formed the basis for a new herd and helped put the Smileys back in the dairy business.



by LAUREL K. SABROSKY
Federal Extension Service

PUBLIC relations, according to a definition written by a subcommittee of the Extension Committee on Organization and Policy in 1951, "consist of doing good work in a way which develops in the public mind an appreciation for and recognition of the program."

"Evaluation," means determining whether or not you have attained the objectives you set out to reach; it means determining what is the worth of any activity or object.

Responsibility for Both

From these definitions, it is obvious that both public relations and evaluation are parts of extension work. If you do good work and let people know about it, you will have good public relations. In order that you can let people know about it, you need to determine whether or not your work is good—and so you are doing evaluation.

If we believe that extension work is worthwhile and is making a real and valuable contribution to the people of our country, we have a responsibility to evaluate our work and to let people know.

One of the reasons why we find it so difficult to report results is because we get so entangled in doing a job that we think primarily of what we do and whether we have accomplished what we planned to, and not in terms of whether we brought about any results.

Actually, Extension has accomplished a lot. There are many cases of adoption of specific crop and livestock improvements that resulted directly from extension educational procedures. For example, an Iowa farmer cut his hog feeding costs $2,700 during 1955 after extension workers had noted his unduly high cost of purchased protein supplement and had recommended steps to reduce it.

In Baltimore, where there had been a home agent for 8 years, extension workers wanted to know what Extension was accomplishing. A rather formal study was set up with the State and Federal offices. It was found that people had learned many things from extension teaching, both in knowledge and in skills, and had imparted knowledge to other people, thus spreading the effect of extention teaching. The July 1957 EXTENSION SERVICE REVIEW carried a story on this study.

Develops Understanding

This kind of information, if communicated to the public, will bring about a much better understanding of extension work and better public relations.

But evaluation need not be carried out only in formal studies in order to provide information for public use. An orderly, methodical system of informal evaluation throughout the year should produce a wealth of information about the good work that Extension does. One day a year spent discussing with a farmer or a homemaker what extension has meant to him or her would result in a case story of invaluable use. Another day spent driving through the county, stopping a dozen or more times to check on the use of some recommended practice, would give valuable clues as to whether or not extension practices are effective and are used, and if not, why not.

Many times the people themselves will do some evaluating and provide extension workers with the information needed. For example, the Secretary of Agriculture's 1956 annual report said: "In Louisiana a statewide farm organization wrote the dean of agriculture at Louisiana State University that ' . . . it is our conservative estimate . . . that the (cotton) crop would have been reduced by $27 million statewide . . . due to insects . . . ' except for timely new recommendations to control boll weevil from Louisiana State University research entomologists through extension agents. New controls were required because the insect had developed partial resistance to chemicals formerly recommended."

Principles of Evaluation

Because of its tremendous importance to public relations, the involvement of everyone in *using results* of evaluation requires elaboration on specific points.

(1) People connected with extension work are like links in a chain. Responsibility for the work in a State rests with the administration of the land-grant college. Then comes the director of extension with the rest of the State extension workers responsible to him, directly or indirectly. In the counties are the county workers and, a vital link, the people to whom all the others are responsible.

Good public relations exist when there is no break, weakness, nor disagreement in this chain. Let one link fail and a problem arises. If one of those links is not fully informed and/or does not adequately do its job of informing others, misinformation results.

(2) There is always some sort of communication going on through this chain, whether it is good or bad. To create good public relations, one must see to it that information which moves through this channel is good, i.e., it is good for the Service.

(3) All those in the chain who are immediately concerned with that part of the extension program that is

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SUBURBIA CALLING

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The Delaware Valley Turfgrass Association was organized in April 1955 with the help of Charles K. Hallowell, former Philadelphia county agent. Members represent parks, playgrounds, country clubs, cemeteries, athletic fields, landscape architects, contractors, and commercial concerns from a 5-county area, all interested in growing better turf. They hold from 4 to 6 meetings a year, including at least one field tour. This group was responsible for the establishment of a 19-plot grass variety demonstration and a demonstration on lawn renovation was included in this year's program. Result demonstrations will be held at both of these projects in 1958.

The Pennsylvania Landscape and Tree Association, consisting of tree surgeons and lawn maintenance men, meets monthly. Extension furnishes many speakers for their meetings.

Businessmen-Farmers

Other groups that rely on extension for program assistance are the Philadelphia branch of the National Gardeners Association; Philadelphia Association of Golf Course Superintendents; Philadelphia Cemetery Association; Quaker City Farmers, a group of Philadelphia businessmen who own and operate farms in surrounding counties; and Philadelphia Society for Promoting Agriculture, founded in 1785.

Another group that is being organized is the Garden Supply Dealers of the Delaware Valley. Extension has long worked with garden supply dealers individually. With the formation of this new organization, we should be able to do a better job of presenting extension recommendations to these dealers.

The county agent serves as chairman of a group called the Philadelphia Agricultural Round Table, which meets once a month for an informal luncheon. There are no officers or committees and anyone with an interest in agriculture is invited to attend.

Extension has a responsibility to urban and suburban people. They need and want what we have to offer.

County Agents Meet in Boston

Welcome to 42nd annual meeting of National Association of County Agricultural Agents is extended by Paul Fenton, Concord, N. H., to Florida Agents E. N. Stephens, H. N. Carr and wives. More than 1200 persons attended Oct. 13-17 meeting in Boston and heard major addresses by Secretary Benson, C. M. Ferguson, Senator John Kennedy, and Farm Bureau President Charles Shuman.

Squanto's famous corn planting demonstration for Pilgrims in 1621 was reenacted during visit to Plymouth by NACAA registrants. Member of a Massachusetts Indian tribe, Squanto showed the Pilgrims how to plant corn and fertilize each hill by burying a fish at roots. This was first agricultural demonstration in America and Squanto has become known as the Patron Saint of County Agents.

NACAA officers for the coming year are, left to right: Carl T. Rose, Fayetteville, Ark., secretary-treasurer; Marion F. Bunnell, Yakima, Wash., president; R. H. McDougall, Butler, Pa., past-president and director; and Orville F. Walker, Kalkaska, Mich., vice-president. Directors are: F. W. Cannon, Lancaster, S. C.; George Lamb, Mullica Hill, N. J.; B. H. Trierweiler, Torrington, Wyo.; Bethel E. Thomas, Smithville, Tenn.; and J. Parker Rodgers, Columbia, Mo.

GEARING TO NEEDS

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needs. Look how fast some changes have occurred since 1953:

	1953	1956
Poultry and eggs	1,090	1,522
Beef cattle	490	1,461
Dairy animals	1,360	2,006
Sheep and goats	270	991
Safety	60	3,715
Food and nutrition	1,308	6,599
Flowers, ornamentals, and shrubs	1,658	3,879

Both the farm and home agent send a complete list of requests each month to the county board of supervisors and to the State extension office. The benefits are obvious of keeping them promptly informed on work done and current problems. You have "proof positive" you're using time and funds wisely on what the people want and need.

This variety of questions is normal for Fairfax County, bordering Washington, D. C. Its 410 square miles are rapidly becoming suburban, with 100 square miles now in urban development, 200 square miles in farmland, and 110 square miles in public ownership or woodlands not in farms. The population is 210,000—up 60,000 from January 1955.

The 8,000 farm people live on 1,150 farms averaging 77 acres, with 600 of these commercial farms. Dairy, general livestock, poultry, and horticultural specialty farms predominate. Farm land plus buildings was valued at $355 an acre in 1950 and $635 in 1955.

How do Fairfax County workers keep track of questions? Each agent keeps a daily record which the secretaries transfer to a 500 page journal. Beard and his staff have filled eight of these over the years.

The secretaries also list each phone caller's name and the nature of the request. In another book, they record each soil sample received for testing along with results and recommendations. This gives a permanent record.

With recordkeeping under control and personnel and program gains, you'd think these were enough benefits from recording questions daily. But that's not all.

Last fall the county board asked the extension staff for their best estimate of funds, personnel, equipment, and facilities needed to carry on a first rate educational program for the next 3 years. You don't let an opportunity like that pass by. Joe Beard and his staff didn't either. The people's questions gave them the answers.

EVALUATION

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being evaluated must be involved in planning its evaluation. And they must also be involved in consideration of any possible changes indicated by the evaluation. They must be prepared to try such changes or else the evaluation need not have been done in the first place. They, of course, should be involved in program planning anyway.

This is one of the weakest parts of most evaluation processes—failure to face up to what might be found out, failure to figure out in advance what any findings might mean to the present setup. This is a very human failing and is not limited to extension workers.

The more informed the public is before a new project goes into effect —before evaluation is being done, before changes are being planned or put into effect—the better the public relations.

Extension workers are given the responsibility for education — for disseminating information and encouraging its use—and it is the recipient of the information who has more to say than anyone else does about whether or not he uses it. Therefore relations must be good.

Involve People Concerned

(4) When a finding from informal or formal evaluation leads to a change in programming or methods, the people must be involved in considering the change, in implementing it, and in watching the results. They should be given the privilege of decision-making when it is their own lives that might be changed.

(5) Interviewing can create good public relations or, approached the wrong way, can do damage. In one State an extension worker, as a student, made a mail survey. In less time than it would seem possible. USDA was contacted by the Congressman from that district because of a complaint from a farmer about the survey. The farmer had obviously not been involved, he had not had things explained to him, he did not know why Extension wanted that information from him, he vocally acclaimed that it was none of their business.

In studies, surveys, and informal observations, much more personal information has been asked for than this student was seeking, but the purpose was explained — the line of command had been built up without a weak link — and the return was interested cooperation, not loud resistance.

People actually like to participate in a study which should result in improved extension work. People like to have the best and will work hard to improve almost anything.

For the sake of good public relations, it's just as important to study what we are doing to improve our jobs, and to tell our public about our desire to do a better job, as it is to study what we are doing in order to tell our public about our accomplishments.

Reversing Information Flow

Information moves or should move through the chain from the people to the college administration just as often as it moves from the college administration to the people. Therefore, the county worker finds himself in the middle of the chain—responsible to the people as well as to his administration. He is glad to be able to report to his supervisors and administrators when he has done a good job, when he has seen real accomplishment, and when he has made changes for improvement. He should feel just as enthusiastic about telling the people about it.

If this evaluation of one's work goes on continuously, usually informally but periodically in a formal way, and if each member of the extension family feels responsible to those on either side of him in the chain for imparting information about educational results and changes for improvement, public relations cannot help but be good.

LUNCHTIME

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type of room. A cafeteria isn't satisfactory.

3. Publicity is necessary but we have had no problem getting it. Notices of meetings are published in plant magazines. We use posters in strategic places. Another effective method is to send announcements to key workers.

4. Be ready to start when the audience arrives. Their time is valuable and they look forward to a full program. We have found it takes about 10 minutes for them to assemble and another 10 minutes to get back to their work. It pays to be careful that the girls do not leave their work early or get back late if you want to keep the cooperation of management.

5. Plan plenty of material. Because there are no interruptions, you can get a lot into 40 minutes.

6. Planning a weekly program is not difficult. We always adapt current programs, sometimes making a series from one. We use back programs for which we have already developed illustrative and bulletin material and supplement these with outside speakers. In emergencies we have used a film but without much success. The women like a film as part of the program but not alone.

7. After 2 years of weekly programs, we have decided to try two series a year in each plant. In this way we can offer the service to more industries. It will also give us an opportunity for a concentrated publicity program.

All of us are impressed and encouraged by this new field for extension work. The horizons are practically unlimited. We have found that office calls for help and information have been much more frequent from this group of people since they started attending the lunch-time meetings. We have had calls from people who have never attended but have seen some of the publicity. Women who come to regular meetings tell us that they have read about the programs in the plant papers and have been watching for these subjects to be presented at their meetings.

We fully realize that this first try in holding classes in industry is pioneer work. We don't know how to turn more of the leadership over to the homemakers at this time but we believe this will come as it did for our other programs. Management likes the program, we like it, and most of all, the homemakers are eager and receptive.

What size sheet to buy? These women get the answers to such questions during their lunch hour.

HEALTHY RANGE

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Their first job was to determine the underlying cause, study the research that has been done in similar areas, and recommend a research and management program tailored to this high altitude area. The program is too young for proved results but some ranchers have already made management changes suggested by the research.

In the same area, the specialists and county agents helped individual ranchers. They encouraged the ranchers to evaluate their soil, range, and water resources in planning more efficient operations. Changes are directed towards conservation of range and water on the watershed.

As a result of this far-reaching program of range appreciation and management, stockmen now are able to get their cattle and sheep through one year as well as another. They are convinced that a healthy range means healthier and more profitable livestock.

AROUND THE WORLD

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An outstanding example of the spread of home economics extension work is found in the Philippines. The January-February issue of *The Philippine Extension Worker* reports 942 rural improvement clubs with an enrollment of 28,977 members. Other informational materials show that they now have 1 home extension supervisor at the national level, 4 specialists, 8 regional supervisors, 52 provincial home demonstrators, and over 300 local or county home demonstrators. Their fields of activity cover housekeeping, home management, food preparation and preservation, home industries, and sewing.—*E. H. Leker, Federal Extension Service*

Rex Campbell teaches range appreciation and management to 4-H Club leaders, members.

Rack 'em Right

by HARRY P. MILEHAM, *Chief,*
Division of Publications, Office of Information, USDA

THE title "Rack 'em Right" was suggested jokingly but I'd like to stick with it. Why? Because it seems to sum up the objective of a new plan to help county extension offices keep bulletin stocks up to date.

It has been my observation that the bulletin rack is one of the things around county extension offices in which agents take pride. It is often the first thing that meets the farmer's or homemaker's eye when he or she comes to your office.

The bulletin rack should be attractive, neat, accessible, and so on. But above all, its stock of State and USDA bulletins needs to be up-to-date and geared to the county's needs. This is true, too, of reserve bulletin stocks.

For you and your office staff to keep bulletin supplies up-to-date, you need usable, timely information on which publications have just been printed, which ones remain in print, and which ones have become obsolete and should be dropped into the "round file." We in the Department of Agriculture have a new service to help you keep USDA bulletin stocks in good order. It will help you get rid of the Model T bulletins and supply yourself with the 1958 models.

Your State Extension Publications Distribution Officer is sending one copy of our new Annual Inventory of USDA Popular Publications to each county extension office. It lists all (about 500) USDA popular publications that are currently available for you to order in quantity to service your "customers." The inventory includes USDA farmers bulletins, home and garden bulletins, leaflets, and Federal Extension Service working-tool publications.

Bulletins that do not appear on the inventory are no longer considered current and in general should be discarded. If you have bulletins carrying older issue or revision dates than those on the list, discard them and order a new supply. You will receive the most recent editions.

The inventory will come out once a year. To fill you in on month-to-month developments in USDA popular publications, the EXTENSION SERVICE REVIEW will carry a column of latest publications news in each issue. This will provide a monthly supplement to the inventory and keep you up-to-date with information on new and revised publications and on those which have been discontinued.

These several services have been specially planned to help county extension agents. During the last fiscal year, county and State extension workers requested 4¼ million copies of USDA popular publications. We realize how much inconvenience, delay, and disappointment result when you do not know which bulletins are available and which are obsolete and have been dropped. That's what the new services are intended to prevent.

These steps add up to better communications on USDA publications. They are part of a program in which the Federal Extension Service, the Office of Information, and other agencies of the U. S. Department of Agriculture are cooperating with the land-grant colleges and universities to help county extension workers and all concerned get more effective use of State and USDA publications "to aid in diffusing . . . useful and practical information on subjects relating to agriculture and home economics."