EXTENSION SERVICE Review

JANUARY 1958

Doors of Opportunity to Professional Improvement

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.

Vol. 29 **January 1958** **No. 1**

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

This month's cover and other illustrations emphasize that there are many doors of opportunity to professional improvement. No matter which you select, you'll gain something that will help in your daily job.

When we invited authors to contribute articles for this issue, we posed three questions. Why did you go? What did you get out of it? What did you do with it after you got it? Their answers to the third question tell you how they applied the things they gained from different forms of professional improvement. Without exception, all of them gained skills, knowledge, and a new outlook on their work.

Speaking of improvement, how about helping me do a better job? One of you suggested recently that we start a regular section for readers' comments. We're all for it. An objective of the Review is to exchange ideas that will help you do a better job. Your timely and pointed comments may benefit your coworkers and help meet this objective.

If a Review article on a new method (or a new way of using an old one) gives you an idea for a better one, let us hear about it. We'll pass it along through the Review.

Maybe you disagree with an article. Let's hear about that, too. Frank discussion of both sides of a question is the best way to clarify such things.

Your comments don't have to be confined to articles that have appeared in the Review. Maybe you've got questions on how to carry out a specific job. Send them in and we'll see if your coworkers have some answers.

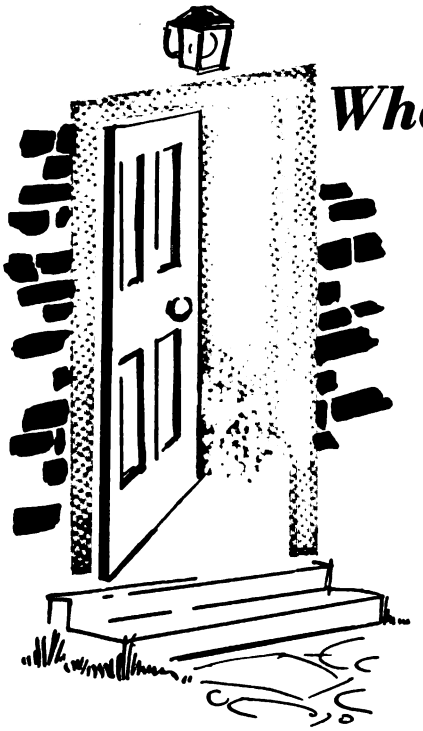
Incidentally, if you prefer that your name not be published with your letter, we'll go along with you. Don't hold back just because you don't want to step on somebody's toes.

Next Month: One of the authors in this issue points out that the first step to professional improvement is becoming aware of the need for improvement. We hope to help you do that in the February issue.

We hear a lot these days about the rapid changes taking place in our agricultural economy. You county workers only have to look as far as your own area to see many of them In view of these changes, next month's authors are going to re-examine some methods of working with people. The theme is, "Are Your Tools Equal to the Task Ahead?"—E.H.R.

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.



What Is Professional Improvement?

by EDWIN L. KIRBY, *Assistant Director of Extension, Ohio*

LET'S broaden our concepts of professional improvement opportunities. Many people consider professional improvement primarily as academic work which takes place in the classroom. Others think of professional improvement only as that provided through the normal channels of conferences, workshops, and training schools. Some look at such participation as a duty rather than an opportunity.

The urgency of "getting on with the job" in a busy schedule causes many to give little thought to making a conscientious effort toward professional improvement.

Our primary responsibility is education—helping people change their knowledge, skills, and attitudes. The fulfillment of this responsibility is becoming more complex with the rapid changes in the social and economic conditions affecting the lives of people. Extension work today demands an educational background and ability specially designed to fit workers for the profession.

With constantly rising standards for professional proficiency, we must recognize our obligation for continued professional improvement. We must sharpen our tools if we are to be effective teachers.

Someone has said, "He who dares to teach should never cease to learn." If we are to provide the necessary leadership required to work with people, we must be better informed, better trained, and possess higher leadership abilities than the majority of the lay leaders with whom we work.

A person grows and develops through the sum total of experiences which he receives. With this broad concept, professional improvement encompasses all the experiences which we participate in that contribute to our effectiveness as extension workers. Even the experience of failure because of a lack of knowledge or ability can contribute to professional improvement provided that it is recognized as such and effort is made to correct the causes. Many opportunities are available to the extension worker who accepts this definition of professional improvement.

Individual Effort

Perhaps the most important, yet least emphasized, opportunity is that normally called "self-improvement." Director Paul A. Miller of Michigan, in an article entitled "The County Agent's Job" in the July 1957 issue of BETTER FARMING METHODS, stated: "Tomorrow's county agent must now obtain a self-energized professional ethic. More and more the county agent will discover that competence is obtained alone." Director Miller emphasized that, although assistance is provided through many channels, nothing will substitute for individual effort through reading, keen observations, and purposeful and analytical thinking.

On-the-job experiences obtained with an open, inquisitive mind and a thirst for new knowledge, skills, and understandings are basic and necessary for effective professional improvement. It is through this individual effort that additional needs become felt and a desire is created for taking advantage of opportunities.

It is at this stage that the extension worker becomes really professional, according to G. B. Leighbody, Supervisor of Industrial Teacher Training, University of the State of New York. He says, "The professional worker continually seeks self-improvement. He takes advantage of every opportunity to improve his knowledge and understanding in connection with professional duties."

Working as Team

Another important professional improvement opportunity is available to the extension worker through the counsel, advice, and guidance of coworkers, supervisors, and others. Proper orientation concerning responsibilities, methods of working, relationships, and helping workers to become aware of the kinds of assistance available would do much to enhance this opportunity.

Some of the most effective professional improvement takes place where an atmosphere is developed in which each worker regards his coworker or supervisor as a fellow professional worker, hitched together as a team working for a common cause and toward the same objectives. An attitude of full acceptance of each other as worthy individuals with a mutual respect and full understanding of the responsibilities of each is necessary.

Universal professional opportunities for extension workers are county office conferences, district conferences annual conferences, workshops, training schools, institutes, and others. This type of training is an effective means of keeping up to date on subject matter, policies, proce-

(Continued on page 16)

It takes more than experience

by C. O. HOULE, *Professor of Education, University of Chicago*

ONCE upon a time, there was a veteran county agent who opposed every suggestion for change. "It won't work," he invariably said. "Believe me, I know. Don't forget I've had more than 20 years of experience." His supervisor finally heard this observation once too often. "No, you haven't had more than 20 years' experience!" he snapped. "You've had one year of experience repeated more than 20 times."

What gives this story its point is that everyone realizes that the supervisor was making a valid distinction. Anyone who merely piles up experiences or who repeats the same round of activities year after year does not grow very much. Cardinal Newman put the matter rather neatly more than 100 years ago when he said that, if experience alone could educate, sailors "who range from one end of the earth to the other" would be the wisest of men.

Self Evaluation

Experience is essential to success in extension or in any other professional work. But experience cannot educate unless it is analyzed. This analysis may be undertaken independently. Thoughtful people are constantly looking back over their activities to appraise their meaning and to make new plans for the future. In recent years, however, the process of self-examination has been increasingly stimulated by organized programs in which extension workers are helped to learn more about their work and how it may be improved.

Participation in these professional improvement activities is needed by every person within extension, as within any other profession. The dean of a college of agriculture once remarked that he encouraged every member of his resident teaching, experiment station, and extension staff to undertake systematic professional improvement. "That leaves only me," he added, "I'm the only one of the whole group who has no training program planned for him!" And yet actually, as he was quickly reminded, he participated in many activities each year which were wholly or partially educational.

Round Out Capacities

Many extension workers think of professional improvement chiefly as a means of acquiring new skill or knowledge. Sometimes they discover that they need to round out their own capacities. Problems are presented to them which they cannot solve because they do not know enough. Their techniques prove to be inadequate; they may not know, for example, how to write interesting news stories or how to help groups to plan effectively.

This acceptance by extension workers of their need for help is a necessary first step in their pattern of growth.

In addition, the field of extension is constantly moving forward and every worker must keep abreast of new developments. This need is recognized clearly enough so far as content is concerned. No county agent would want to recommend a practice which has already been supplanted by a better one. He should also not want to use an educational concept or process which is out of date.

In constantly refreshing his knowledge of new content and new methods, the extension worker is doing what every professional worker does. The doctor, for example, knows that he must not fall behind in his knowledge and practice, or his patients will quickly discover his inadequacy. The medical profession has accordingly set up an almost incredible variety of refresher courses, conferences, and conventions to reinforce the professional reading which each doctor is expected to do.

The doctor is even aided in his reading. In California, several thousand doctors now have tape recorders installed in their cars and are provided periodically with tapes which report on new developments in medical research. In this way, a doctor can be learning as he drives from one house call to another. The effect of this program on the California accident rate has not been divulged!

Add Meaning

Important as knowledge and skills are, an even more significant outcome of professional training is the acquiring of new insights. It is in this regard that experience is significantly transformed, since new insights give meaning to previously unrelated facts.

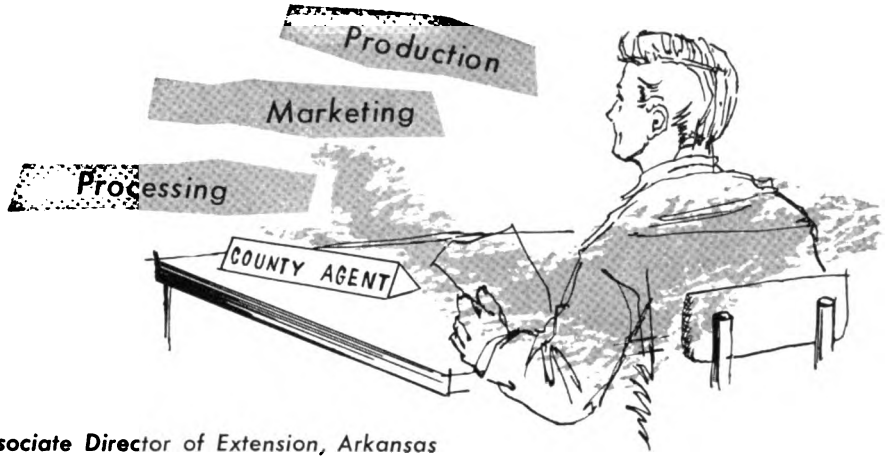
For example, suppose that an agricultural agent attending summer school becomes aware of the sociological research which reveals, among other things, that the people who are influenced by extension tend to be those who have had extensive formal education, who have many contacts with new sources of information, and who are stimulated by belonging both formally and informally to certain social groups.

This agent, if he is worth his salt, will already have made certain observations and will have a number of unformulated ideas about the kinds of people with whom it is easiest to work. Now he finds his own general, half-shaped ideas stated precisely and supported by research.

At once, the way the agent views his job will be different because he has a principle to test and apply. He will begin to think about his county program. Is his influence chiefly felt by those who have had formal education, who have wide contacts, and who belong to certain social groups. If so, is this fact always true? If not, how can one explain the exceptions? Has he perhaps been looking only at some of the people in his county and being effectively blinded to the others? Questions like these start up in the mind

(Continued on page 18)

WHAT MAKES A GOOD AGENT?



by C. A. VINES, *Associate Director of Extension, Arkansas*

TODAY'S extension agents must be able to correlate the technical, natural, and human resources and come up with sound and wise information that will help rural people solve the problems that are facing them in agriculture and home economics.

This is more important today than it was in the formative and early years of extension. The rapid changes being made in technology, the present-day status of our natural resources, and the general increase in the educational level of rural people make it necessary that an agent be well-rounded in his education and be able to give specific suggestions and recommendations rather than the shotgun method of spraying the entire farm. Scientific facts used yesterday may be out of date today and obsolete tomorrow.

Stimulating Awareness

No longer can the Extension Service fulfill the needs of the people of the United States by merely providing them with how-to-do-it information, unless they go back to the social structure of this country and individual communities and families and start where people are.

We must provide people with the basic principles and fundamentals of the activities in which the various segments of our economy are interested and assist them to become aware of a need for such information. It is only when people realize a need for something in their way of life that they become receptive to change.

The extension agent's responsibility is not one of demonstration of production techniques per se. It is the weaving together of production, marketing, transportation, processing, wholesaling, and retailing, and demonstrating how these and other activities work together for the social and economic good of the individuals and their community, State, and Nation.

We live in a time of technology resulting in rapid changes. Extension has been aware of this and has constantly shifted its programs and methods to meet these changing conditions and demands. We feel that the primary concern of extension is and has been with the people affected by agriculture, not the agricultural industry. It has been one of the guiding principles of extension to help people help themselves.

A recent report from an ECOP subcommittee made these statements about helping people: In performing these functions Extension operates informally in line with the most important local needs and opportunities. It works with people helping to: (1) identify their needs, problems, and opportunities; (2) study their resources; (3) become familiar with specific methods of overcoming problems; (4) analyze alternative solutions to their problems where alternatives exist; and (5) arrive at the most promising course of action in light of their own desires, resources, and abilities.

In light of these changing times, Extension is concerned with the urban population as well as rural. There is a constant decrease in the number of people who provide the food and fiber for this Nation and for foreign trade channels. It has been suggested that 6 or 7 percent of the total population might be sufficient to produce the food and fiber necessary to keep our country happy, healthy, and prosperous.

It is one of the responsibilities of Extension to assist this small percentage of people, which are so essential to the health and welfare of our Nation, to fit into the social and economic pattern, and assist urban and rural people to develop a mutual admiration and respect for their respective vocations and positions in society.

Applying Management Skills

Farming has developed into big business. More capital is needed today to own, operate, and make a reasonable profit from a given farm than ever before. Capital required in many farming operations far exceeds that required by small industries. With large sums of capital invested, it is becoming more imperative that farm people have managerial ability. Although management principles are learned in public schools and colleges, the extension service can help farmers apply these principles to their particular enterprise.

Farm people today have access to so much information by way of our modern communications channels that it is becoming more difficult for agents to plan ahead and to provide

(Continued on page 21)

Give Your Fitness A Checkup

by J. PAUL LEAGANS, *Professor of Extension Education, Cornell University*

EXTENSION workers who improve their professional ability become more useful; the opposite is true for those who don't. Extension's total training program rests on this assumption.

With each new year the extension job is bigger, there is more to be known, expectations of the public are more complex. Hence, both the opportunity and responsibility are greater.

To meet the challenge, extension workers must attain abilities at the high and intricate level of integrated professional behavior that harmonizes knowledge of technology and skill with educational processes in ways that get the job done.

What are the competencies needed by extension workers? This is a knotty question but one that each extension worker must answer. There are 10 kinds of ability that appear to me as minimum for the success of all extension workers.

Knowledge and Understanding of Subject Matter: All successful educational effort requires significant technical subject matter. Subject matter is to extension education what food is to the human being; it is life's sustenance.

Attempting to teach something one does not know is to invite failure from the start. If we are to "aid in diffusing" we must know what to diffuse. Extension workers must have not only an adequate knowledge of technology, but an understanding of it and its relationship to the problems of people.

Understanding Extension and Its Educational Role: Adequate competency in this area is clearly fundamental to effective leadership in extension. Knowledge of one's professional affiliation is a primary "tool of the trade." Without such knowledge, one cannot thoroughly understand his job, intelligently explain his profession, or suggest action to improve it.

Skill in Human Relations: Our most difficult problems in the world today are said to have their roots in poor human relations. Research in this area has uncovered evidence that a major factor influencing personnel performance is the way an employee feels and acts toward his organization and the people he is working with. Acting on this significant cue, ratings of success on the job put at the top of the list the ability to get along well with people.

Man is not born a social being. These behaviors have to be learned. Extension administrators say that lack of technical competency rarely is the cause of failure among extension workers; it usually stems from inability to get along with people.

Ability to Plan: Abe Lincoln once said: "If we could but know where we are now, and where we ought to go, we could better judge what to do, and how to do it." The need for planning is related to the complexity and the importance of the job to be done. In this day of rapid scientific progress, setting the conditions for exposing people to useful ideas is not a simple task.

Planning is primarily an intellectual activity, for it usually involves a study and use of facts, and often of principles. It is a preparation for action and gives meaning and system to action. In essence, planning is a process of making decisions. Good plans are to the extension worker what the compass is to the seaman.

Ability to Clarify Objectives: The person was wise who said that: "To him who knows not the port to which he is bound, no wind can be favorable." Too often, statements of objectives can be best characterized as "glittering generalities." In this form they are not very helpful in guiding the extension enterprise.

It is very important to identify clearly just what an extension activity's purpose is and what its importance is. This clarity improves the preciseness with which the activity is carried on.

Effective extension work is an intentional process, carefully designed to attain specific, predetermined ends. The shotgun approach to extension has never been very effective and must be replaced by the rifle. We must identify our targets and shoot straight at them with all the force of our ammunition.

Ability to Organize: The principle is well established that the need for organization increases in direct ratio to growth in the size and complexity of the tasks to be performed. Organization is properly viewed as an arrangement of relationships of persons, materials, or ideas necessary for the effective performance of functions. We organize people for joint activity. We organize ideas, materials, and facts either for common use, or for use by one person.

Good organization is that which groups activities, materials, or persons so as to get the best performance with the least effort. Good organization is shown by definite regularity, predictability, and dependability in the everyday behavior of individuals or groups doing the job that is expected of them.

Communication Skill: Good communication is the essence of good extension teaching. It is one thing to get information to people; it is quite another to be certain the information is accepted, understood, and acted upon. Our success at influencing people is limited only by our ability to select useful subject matter and our ability to communicate it effectively.

Skill in Relating Principle to Practice: Theory and practice always have a relationship. One may understand the structure of theory and be unable to apply it in practice. On the other hand, one may use a technique skillfully but be superficial in his efforts because he does not understand how the technique relates to the whole process of extension or to the broader aspects of the activity he is performing.

The extension worker must understand the principles lying behind his technique in order to make the technique most effective. This under-

(Continued on page 22)

GRADUATE TRAINING gave the answers

by WILLIAM G. RICE
Assistant County Agent Leader, Indiana

HAVE you ever interviewed a prospective employee and later realized that you had not found out enough about him? You found out where he was reared, where he went to school and the type of work he has been doing since graduation, but did not probe deeply into his personality, his integrity, or his ability.

If you have had such experiences, don't feel too badly. Many of us in extension have had similar trials and they are certainly frustrating.

It isn't just interviewing and other personnel problems that bother administrators and supervisors. The whole field of administration causes difficulties.

One reason is that we have been trained in technical agriculture but not in administration. Until recently, about the only means of training along administrative lines was by association with coworkers, by trial and error, and by observation.

Why I Went

This deficiency in formal training motivated me to do graduate work. Through graduate training, I have learned the answers to many of my questions concerning personnel, administration, and supervision.

At about the time I was seriously considering graduate study, the National Agricultural Extension Center for Advanced Study was established at the University of Wisconsin. The Center, as it is known on the U. W. campus, was financed by a grant from the W. K. Kellogg Foundation. This grant also provides fellowships for approximately 25 extension administrators and supervisors recommended by their deans and directors.

Objectives of Center

I attended an interstate supervisory workshop where Dr. Robert C. Clark, Director of the Center, outlined its objectives. Of particular interest was his comment that one of the Center's aims is "Expanding learning opportunities in principles of administration, personnel and fiscal policies, and organization relationships as they apply to the Cooperative Extension Service."

After the meeting, Dr. Clark told me that the Center's study program leading to a M.S. and Ph.D. degree in Cooperative Extension Administration includes a variety of courses offered at the University of Wisconsin. Among these are some new courses designed specifically for Extension administrators and supervisors: administration of cooperative extension, supervision in cooperative extension, budget development and control, program planning, and methods of rural social research.

Other courses given on the Wisconsin campus are available to graduate students in the Center. These include personnel management, political science, communications, economics and social theory, and education.

It isn't difficult to become enrolled at the Center but it does take time. I needed approval and letters of recommendation from my dean and director of extension, leave of absence from the land-grant college and the Federal Extension Service, approval to enter the graduate school of the University of Wisconsin, and acceptance by the Center's Grant-in-Aid Committee (for a fellowship).

As I recall, I asked for application blanks for admission to the graduate school and for a fellowship in November 1955. Everything was approved by June 1956. This gave me time between June and September to make arrangements for moving my family. (Editor's Note: Applicants desiring financial assistance through the Center should apply six months prior to the semester in which they wish to enter—March 1 for the fall semester, October 1 for the second semester.)

Advisory Committee

As a candidate for a master's degree in Cooperative Extension Administration, I had an advisory committee of three faculty members. Their principal duties were to see that my course schedule was sound and advise in my research project.

Although the committee gave me guidance in selecting courses, I had considerable freedom in choosing ones that I felt I needed. The committee members advised me in the research for my thesis.

Their guidance was sound and democratic. I do not recall an instance when a committee member told me that a thing had to be done

(Continued on page 22)

Exercise for the Mind

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

READING is to the mind what exercise is to the body, says the philosopher. A broad mental exercise is needed to keep our mind alert, just as we need physical exercise to keep our body in good condition.

Extension workers read a great deal on technical agriculture and home economics developments to keep up to date. This reading, plus the other demands on our time, means many of us do relatively little reading to improve our techniques for motivating people or for balanced living and for most effective extension teaching.

Reading good books can be done with little or no expense. As we read we get hints, ideas, principles, and suggestions that, when applied in everyday life, will make for fuller living and greater job success and satisfaction.

Such books as the *Art of Clear Thinking* by Rudolf Flesch, *Mature Mind* by H. Overstreet, *Art of Leadership* by Ordway Tead, and *Techniques of Handling People* by Laird & Laird are invaluable for extension workers and others serving in leadership positions. *Reading Improvement for Adults* by Paul Leedy, *Probing our Prejudices* by H. Powdermaker, and *Release from Nervous Tension* by D. H. Fink are among those that offer helpful suggestions for personal living.

Many county extension people do not have access to books that meet their specific needs. Furthermore, many agents do not receive the encouragement and stimulation needed from their supervisors for this kind of personal improvement.

Extension Library Service

For several years a plan has been in operation in Missouri to suggest books suited to the needs of extension people, to encourage the reading of books by staff members, and to make books more accessible to county extension workers.

An extension section has been set up in the University Agricultural Library. It contains 442 books with 218 different titles which have been recommended by specialists or other staff members for use by extension workers.

Supervisors take these books to district conferences and on county visits. Agents check them out for a month or more. Last year 43 percent of the agents in Missouri checked out one or more of these books. Agents make an appraisal of the books read and this helps others decide whether or not they want to read them.

New books are constantly added and others are taken off the list from time to time. The number of books by titles in the extension library at present are: extension history and philosophy, 10; methods—leadership, 13; personal development, 30; psychology, 19; communication, 11; rural development and education, 8; economics, 23; agriculture, 51; and home economics, 53.

Full cooperation with the university librarian makes it possible to give this service to extension agents. With a part of the library's annual budget designated for purchase of extension books and with a member of the State extension staff on the university library committee, this cooperation is likely to continue.

Read and Succeed

by W. F. JAMES,
County Agricultural Agent, Pemiscot County, Missouri

PROFESSIONAL reading is as necessary for my profession as sharpening tools is to a wood craftsman.

We extension workers are generally equipped to use the basic tools—farm and home visits, office calls, meetings, newspapers, radio, demonstrations and tours — through our college training and apprenticeship. I've found little change in these basic tools in my 23 years with the Extension Service.

It's a different story, however, in using these tools to accomplish our goals. For example, a movie at a meeting almost always insured a good attendance 20 years ago. Not so today.

In my job as county agent, I consider influencing people my biggest problem. Thus my reading has been mostly in that direction.

Clarifies Principles

Did you ever plan and carry out a program when you felt it was the right way but there lurked a little doubt about it? I know you have and you were pleased when it worked out all right. But you did not have assurance that it would work next time until you read in some good text or had been told that your procedure was sound. Several texts spelled out and clarified principles and techniques which I previously had blindly stumbled upon and used in a crude way.

Among the books I've read are: *Release from Nervous Tension, Get-*

(Continued on page 10)

WHY WE BELONG
to national associations

by E. O. WILLIAMS,
Agricultural Agent,
Lucas County, Ohio

SINCE its founding, the theme of the National Association of County Agricultural Agents has been professional improvement. The first two purposes written into its constitution are: to assist member State and district associations for furthering educational advantages, to encourage a high standard of professional performance among extension field workers.

Through the years, more than 35 committees have served the association. The current number is 10. Professional improvement, now called professional training, is the only committee that has continued without interruption.

On the presumption that there is no substitute for graduate work at a university, this committee has encouraged the land-grant colleges and the Federal Extension Service to make attractive provisions for formal professional improvement by county extension workers. This includes graduate study in an institutional setting, in the field or travel under supervision, summer schools, and in-service training, with graduate credit for graduate quality work.

The core activity of NACAA is the annual meeting, which provides informal professional improvement that supplements the formal. Approximately 15 percent of the membership, many with their families, attend the annual meetings. These are rotated among the four regions — Western, Southern, Northeast and North Central.

Attendance at an annual meeting generates professional consciousness. There is professional mutuality of interest. Members attending show pride in belonging and a willingness to contribute.

Reports of the research committees, presentations by speakers nationally prominent in agriculture and related interests, person-to-person exchange of ideas, and travel to and from meetings raises the level of appreciation of the scope of our national agriculture. In meeting and working with this group, the finest and most lasting friendships are developed.

In the early days of the Extension Service, county agent work was considered a prep school by many. Extension was a lucrative source of trained manpower for commercial and other organizations. The NACAA has been a powerful influence in the conversion from this early concept to a ranking lifetime profession.

The NACAA participates in the Council of National Organizations of the Adult Education Association. C.N.O. is the only organization in America which brings together, in terms of common interest in adult education, the voluntary organizations, formal educational institutions, and educational arms of government.

Through C.N.O.'s auspices diverse national organizations, including some whose purposes carry a totally different emphasis than others, have been able to associate voluntarily with the Adult Education Association. Unifying interests include exchange of information and materials, discussion of mutual concerns, participation in common activities, and association with representatives of national organizations who share interest in the objectives of adult education.

A recent C.N.O. committee report concluded that the big and continuing problem of today is educating adults to live in a technological age. More education will be needed in the future, productivity will increase, hours of work will shorten, and there will be a more leisure-oriented society.

With the "flight to the fringe" by both people and factories, farmers, part-time city workers, part-time farmers, and full-time city workers will be living on the same street. County agents will be conducting programs in the same community where voluntary organizations, formal educational institutions, and other educational branches of government will be teaching adults.

It is apparent that working alone at the community, State, or national level will not yield the greatest benefits to society. To work together will require understanding and willingness to share responsibilities and accomplishments.

Multiple Values

by IVA L. HOLLADAY,
Home Demonstration Agent,
Valley County, Mont.

WHAT are some of the values of membership in national professional organizations? As I begin writing, this article is one of the tasks to be done this week because next week I will be attending the national meeting of the Home Demonstration Agents Association in Minneapolis, Minn.

I'll be burning some midnight oil to get all the things done that will give me time for that national meeting. Is it worth it? My answer is yes.

Many times I've gone through that extra bustle to clear the schedule for a professional meeting or activity,

(Continued on page 18)

What I Gained from Summer School

by HELEN CHURCH, *Clothing Specialist, Arizona*

WHAT do extension summer schools have to offer specialists? When I attended summer school, I know that many of my fellow extension workers wondered why I went. Some even asked, "What can a clothing and textile specialist gain from school?"

Many folders concerning summer schools cross my desk. Each year I searched for something that would be helpful in the field of clothing and textile subject matter. I could find this in a 6-week course but nothing for 3 weeks or with the extension specialist in mind.

Still determined to attend, I decided that I would obtain other benefits from such a school. Colorado summer school was my choice.

I had just completed writing 4-H Club bulletins; leader's guides needed to be written. Possibly the course in principles and development of youth programs would be helpful.

Need for Evaluation

I knew the course in evaluation would be beneficial. Often we become so busy with the immediate problems of initiating programs that we fail to take time to evaluate our work in an organized manner. And it's always easy to put off doing something when we're not sure of the best approach.

The class of about 75 in principles in the development of youth programs was most inspiring. I had an opportunity to hear discussions of problems facing agents in their 4-H programs and to review literature from the 36 States represented.

The 4-H literature from each State was appraised by a class committee on which I served. I might have done a better job writing my 4-H bulletins if I'd had this opportunity before.

For my term paper I wrote one leader's guide and outlined two others. I was able to informally discuss these guides with many in the class and obtain their suggestions. The best part of the whole thing was that when I returned home I had one guide ready for the printer and the other two were ready in a few days.

These guides have a different approach than others I had written earlier. Each meeting has specific objectives—an outline of things to be taught at meetings — things to be done at home — and suggestions for junior leader responsibilities.

Geared to Needs

The leader is given reasons for the project's organization and why the specific requirements are set up — how they meet the needs of the specific age group that she will be leading. This was inspired from class discussions on leader's needs for knowing more about boys' and girls' abilities and needs according to age.

The guides have been in use for the past year. Leaders who have been trained to use them seem to find them helpful.

After another year of their use, some evaluation needs to be made to determine how effective the guides are. Since I have had the course in evaluation, I should be able to do this easily and with confidence.

In the evaluation class, I decided to set up a study of the Singer Sewing Machine leader training program. This is ready for me to use next fall when the program in our State will have been given for 2 years. The good guidance I received and the suggestions of fellow classmates were invaluable in preparing this.

If I had prepared this evaluation alone at my desk without expert assistance, I would have spent much more time and would never have felt as confident of its worth and use. Even more likely, I would probably have put it off because I just couldn't seem to find the time.

Valuable Vacation

My summer school experience was on my own time as vacation and I am sure it was the most beneficial vacation I have ever taken. Those of us who do not need credit for summer school courses still require such help.

Subject matter, it seems to me, could be added to some of our summer schools. Then in a 3-week period many of us could gain information that could be put to immediate use. There is a place for assisting specialists as well as county agents — allowing them to plan and prepare materials.

Summer school is indeed worth the effort if you actually have something to show for your time spent. This takes planning and thought before you go to school.

Another benefit, of course, is the inspiration that can be gained from fellow extension workers. This is invaluable to us in our job.

READ AND SUCCEED

(Continued from page 8)

ting Information to Farm People, Technique of Handling People, and *The Art of Plain Talk.* From this list you can see that I've tried to pick books that give practical and useful information.

I consider all of these texts very good and I've put many ideas from them to work. The one that I prize most highly is *The Art of Plain Talk.* The author, Rudolf Flesch, sets forth the principle that "writing is just talking on paper." I always wanted to write in that manner and this book certainly gave me more confidence to do so.

This informal type of writing has been used particularly in my news column. I'd be boasting if I told you I frequently had calls from farmers in other States as well as my own concerning items appearing in my columns.

Group Development Training

We're Applying It On The Job

by JANE F. SCHROEDER, *Home Economics Agent, Wasco County, Ore.*

Wasco County Agents Jane Schroeder and John Frizzell do a "trial run" in preparing a theory presentation for unit officers training school.

WHENEVER I find myself wondering what kind of an agent I would be if I hadn't taken advantage of in-service training offered over the past 8 years, I think particularly of one of the most recent workshops in Oregon. This course in Group Development Training was fun, it was very interesting, and it has proved very beneficial in my job.

In the spring of 1957 we were given an opportunity to participate in a 4-day workshop for 100 Oregon extension agents. I call it an opportunity because we weren't compelled to attend. Enrollment was encouraged but not required.

The course proved to be a great learning experience. Working with other agents, we discovered that as theory was applied we were able to "grow" as a group. We simply found that we were more productive as we worked together.

I recall an incident which occurred during one of the first sessions. One agent wasn't convinced that the role of the blackboard person was important. Wanting to confirm his belief, he intentionally misspelled a word while playing the role of blackboard man, thinking no one would notice. Disapproval registered immediately on the face of each person in the group. This agent now appreciates the value of using a blackboard.

Observing my own behavior and that of others in my group during the workshop, I soon found myself thinking about similar behaviors noticed among people with whom I work. Already I was thinking about what I could do in my own county.

The old familiar verse might be modified to say, "You can't do it to other people unless you've done it to yourself." In other words, we can't hope to bring group development into our county program unless we believe in it and practice it ourselves.

For this reason, my own experience is being applied constantly in my work in many ways. It has not only given me a greater insight for working with people as individuals and groups but has caused changes in me.

Fortunately, every member of our Wasco County staff participated in this training. As a result, our Monday morning staff conferences have been more productive and more interesting. We find that our county program is better coordinated and that we enjoy working together as a team more than ever before. Here is evidence that the people in the county are benefiting directly from the training which we received.

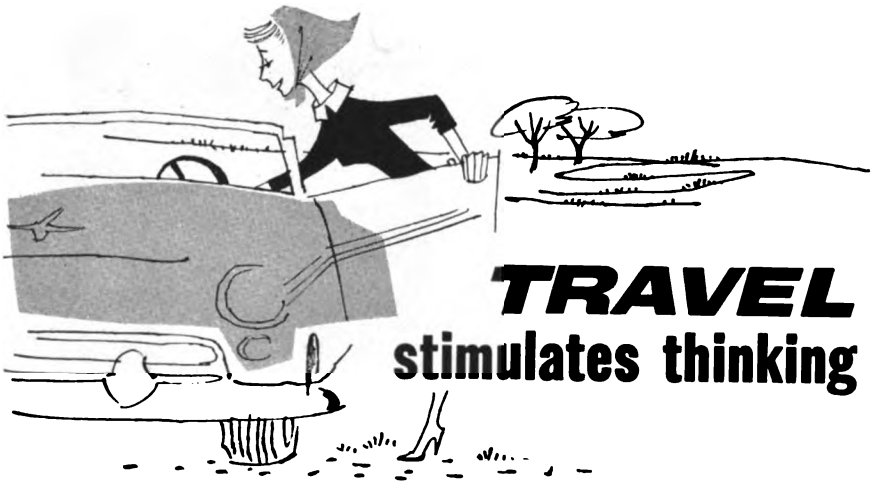
The leadership team of chairman, recorder, blackboard man and observer is used successfully in Wasco County committee meetings. This group is setting up goals for the year.

Our county people have gained in another way from this guidance. They are learning more about working with small groups. For example, seven women who work closely with me in developing the county home economics program have been hearing a great deal from me about leader and member roles. By making a point of studying actions at our sessions and relating my observations, I helped them realize some of the group development techniques.

These women have discovered how to observe for themselves. Now when they visit extension unit meetings they are able to evaluate the various groups and do a better job of setting up future programs to meet their needs.

Mrs. Dorothy Brown, Benton County home economics agent, reports one way in which she has applied group development procedures. She divided a large county meeting for training officers into seven small

(Continued on page 20)



TRAVEL stimulates thinking

by ORENE McCLELLAN, *Home Demonstration Agent, Dallas County, Texas*

As agricultural and industrial changes developed rapidly in Dallas County, I have been concerned about our extension program, particularly in home demonstration work. Has it grown with the changing situation? Does our entire extension program need to be redirected to keep pace?

This growing concern started me questioning and searching for a better way of conducting extension work in our urban county. Reading studies and reports of urban work in other States stimulated my desire to visit some of these areas. I wanted to see how the work was organized and what methods were used in planning an effective program.

When a grant for study or educational travel came my way, I soon decided to use it for observation of home demonstration work in urban areas. My 3 months' travel leave was one of the most rewarding experiences in my extension career.

In formulating plans for my schedule of study, I turned to the Northeastern industrial States. This area was selected primarily because many people moving into the Dallas area have come from that section of the Nation.

Through our State staff, inquiries to State leaders brought reports of various situations. Some States had urban work in progress for many years. Others were still in the experimental stage.

My final decision was to concentrate my study in one State, with less time in three others. The urban areas included were: Kent, Genesee, Wayne, and Oakland Counties in Michigan; Erie and Monroe Counties in New York; the city of Baltimore, Md.; and Essex County, New Jersey.

Viewed Whole Program

Although primarily interested in home demonstration work, I studied as much as possible of the entire extension program in each county. I consulted with county agricultural agents, 4-H Club agents, home demonstration agents, State leaders, specialists, and 4-H Club leaders and members. I attended home demonstration club meetings, leader training sessions, program planning meetings, and home demonstration and 4-H achievement events. I observed radio and television programs and in one State participated in a home demonstration program conference.

My schedule included one week each in most of the counties visited. The week usually began with the agents' regular office conference. I noted items of interest and with the agents' help, mapped my schedule for the week.

Everywhere I was warmly received and the extension agents generously shared their time, information, and ideas. I shall always be grateful to the agents, State staff members and others who contributed so much to make my study a truly rich experience both professionally and personally.

In general, I was impressed with how the agents were involving more people in planning and directing the extension program in the counties. An effort to increase the capacities of people was clearly evident. Good leader training and effective use of mass media were two features I noted most frequently in the urban programs.

From every State and county, I received many useful ideas. Most of all, my own thinking has been greatly stimulated.

Applications to Program

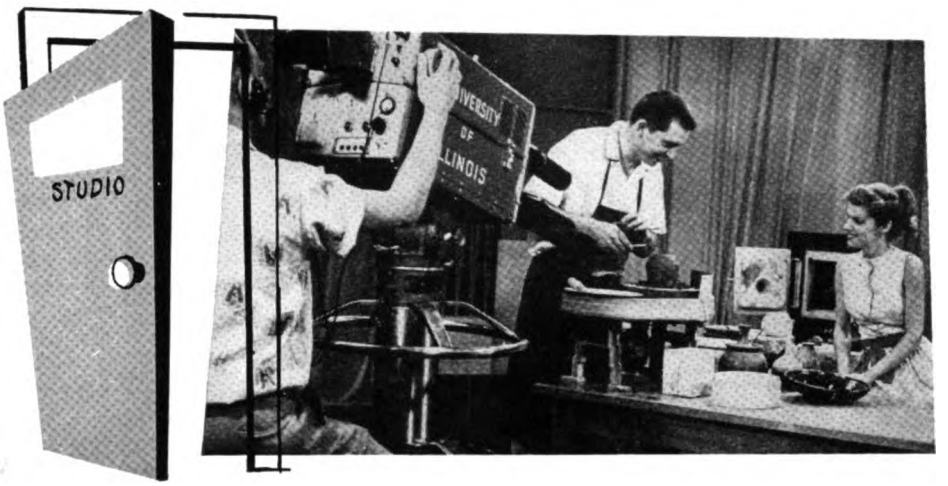
As we explore possibilities and opportunities for involving more people in the Dallas County extension program, these are some of the applications I feel are important:

- Share findings, ideas, and information with coworkers.
- Discuss possibilities of expansion with present extension leaders. They are coming up with good ideas.
- Expand our leader training program. Do a more thorough job of training leaders, open leader training to organizations other than home demonstration and 4-H, and recognize leaders for work they do.
- Make better use of mass media. We are sending weekly news releases to 15 county newspapers, have started a weekly 15-minute radio program, and are developing plans for a television program.
- Consider use of yard and gardening clinics with cooperating nurserymen and garden groups.
- Plan a study to determine wants and needs of people in county.
- Make progress in securing and developing 4-H leaders.

I plan to continue my study for increasing the effectiveness of the extension program in Dallas County and am on the lookout for better methods, new ideas, and inspiration for doing a better job. My faith in extension has been strengthened and I'm deeply grateful for the opportunity of studying and working with coworkers in other States.

THE DIVIDENDS GROW AND GROW

by JESSIE E. HEATHMAN,
Assistant Extension Editor, Illinois



A series of programs were given on arts and crafts for the entire family.

In the 2½ years since the completion of my travel leave, I've had an opportunity to apply some of the information gained and to evaluate it in terms of the job at hand. I count it a rich and rewarding experience. And the dividends seem to grow with the years.

When the University of Illinois station was being readied for operation, I was granted a semester's leave to study commercial and educational television programming. We needed information on minimum budget requirements, staff workloads, and production techniques. County farm and home advisers were requesting help with local station programming.

My assignment was to get first-hand information. Visiting commercial and educational stations in 12 States, I consulted with business managers, producers, and directors. I talked with grade and high school teachers, county agents, university and college administrators, and subject matter specialists.

Observing in-school and commercial programs, I frequently monitored around the clock. In addition, I attended two national communications conferences and one regional communications workshop.

One of the most important benefits gained from my leave is a realization of the great potential of television and its place in the overall information program. If we are to exploit television to its fullest (and here our responsibility is great), we must know the interests and needs of the people. We must develop skills and techniques, be willing to experiment, and take time to evaluate thoroughly.

In producing two weekly half-hour home economics programs during the past two years, we have experimented with format in an attempt to lighten the workload for participants and to make them less "camera shy." We have borrowed "soap opera" techniques, adapted classroom methods, and varied table-top demonstrations. I believe we have had some measure of success.

One phase of a television series on family fun—the home yard picnic. Three types of grill equipment were used to indicate that such a venture need not be costly.

We have experimented with content, broadening the scope to include community projects and situations. We have tried to answer such questions as: What type of information is best suited to television? How much didactic teaching can we expect to do effectively in a given period? How many programs should be included in a series?

This year we are varying our format to give more flexibility to the program. We are planning to evaluate three phases: content, presentation, and impact of message. Champaign County will be our testing area and a graduate student will help with the interviews and surveys. In addition, we hope to organize viewing panels, drawing the members from parent-teacher associations, women's clubs, and extension groups.

Thank you, Sponsor

Editor's Note: This letter was written to J. J. Thompson, Vice President, Chas. A. Pfizer & Co., New York, by Mrs. Jessie R. Middlemast, one of four winners of a Pfizer Home Demonstration Award in 1956. Because it so clearly expresses her appreciation of the value of such awards, we are publishing it as an open letter to all sponsors of fellowships and scholarships for extension workers.

Dear Mr. Thompson:

I can't tell you how often I have written this letter in my thoughts because it is so important to me to express clearly and briefly what the Pfizer Home Demonstration Award has meant to me. It has enriched my life professionally and personally — and I don't believe one could ever separate the two or that it would be desirable to do so in terms of growth and development.

The generous size of the award has made it possible for me to complete my graduate work for the master's degree with no financial worries. In addition, I have been able to start a small collection of books which have become important to me as new windows have been opened in my understanding of the problems we face in the mid-20th century.

It becomes more and more imperative that the social sciences keep up with the rapid technological progress of our times. Education is in large part responsible for the ultimate ability of man to live "the good life"—to develop his ability to solve life's problems in the midst of an ever more complex social and technical matrix.

Your company has shown this vision in making study awards available to us who are privileged to work with homes and families that influence the kind of society in which progress will take place. I am deeply grateful that I was a recipient of one of the four awards this year.

My concern is primarily with administration in the home demonstration program so I directed my course of study in the area of educational administration of adult education at Teachers College, Columbia University. I have been out of college for 20 years but have had the benefit of excellent in-service training opportunities as an extension worker. However, I would list as my chief gain in this graduate study experience the opportunity it gave me "to stand apart and take a look." I don't believe it is possible in this day to play things by intuition.

Research has given us definite bodies of facts and knowledge—about how people learn, how people are motivated. It has given us tools and techniques and has suggested methods to use in developing an educational program that will bring about a change through the experience of learning.

Research and invention in science has revolutionized our lives. There are definite things to be studied and learned . . . and the knowing of them becomes imperative for the educator who influences people's lives.

I believe that the time has come when we must plan for education from the cradle to the grave and that education must be the shared responsibility of all of the agencies and organizations of man—whether they be commercial, religious, governmental or social—if we are to maintain a democratic society. My conviction has been increased through my opportunity for study and contemplation without the responsibility of a job and of financial burden.

I return to work with my philosophy strengthened and with confidence that what I have learned will make me a better teacher and administrator in our home demonstration program. This study experience has given new direction to my life—and new inspiration.

I will always have a special place in my heart for your company. It isn't within my ability to put in words my full appreciation for the study award which enabled me to complete this program.

Sincerely yours,
Jessie R. Middlemast,
Home Demonstration Agent, Nassau County, N. Y.

Epsilon Sigma Phi Honors 14 Persons

Director James W. Burch, Missouri, received Epsilon Sigma Phi's highest award at the Grand Council's November meeting in Denver. The Distinguished Service Ruby is given to one member of the honorary extension fraternity each year.

For outstanding service to agriculture and rural life, certificates at large were presented to President W. E. Morgan, Colorado State University; Administrator C. M. Ferguson; and Georgiana H. Smurthwaite, program development specialist, Kansas State College.

Certificates of Recognition for outstanding service in extension work were granted to: Assistant Director Herbert A. Berg, Michigan; Norma M. Brumbaugh, State home demonstration agent, Oklahoma; Edna Callahan, clothing specialist, Ohio; Director James W. Dayton, Massachusetts; Frank M. Harrington, professor emeritus, Montana; Rhoda Hyde, home demonstration agent, Vermont; Assistant Director Mabel Mack, Oregon; Gordon Nance, former extension professor, Missouri; Director Homer O. Stuart, Rhode Island; and Director George M. Worrilow, Delaware.

Fellowships and Scholarships

National 4-H Club Foundation and Sear-Roebuck Foundation

In 1958, for the seventh year, we will have 50 scholarships available to extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided, through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation. The 6-week workshop is again planned for Cornell University, from July 7 to August 16, 1958.

As in the past, scholarship applications will be open to at least 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. States are encouraged to name one or more alternates, because every State does not name a candidate each year. 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 Extension Training Branch, Federal Extension Service, U.S.D.A., Washington 25, D. C., by April 1.

Pfizer Awards

The Chas. 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 1958 to home demonstration agents, one in each extension region. The awards are $1,500 each. A minimum of 5 years experience is required.

Candidates are asked to describe in their applications the development of their county home demonstration program, a detailed plan of how they propose to use their awards, and information on their personal and educational background. The study period is to consist of a minimum of 6 weeks.

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 Extension Training Branch, Federal Extension Service, U.S. Dept. of Agriculture, Washington 25, D. C., by July 1, 1958.

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 extension work. Each State may nominate one candidate, and the selection of the agent to receive the fellowship will be made by the National Home Demonstration Agents Association.

Applications are handled by the State Association fellowship chairman, in cooperation with State home demonstration leaders.

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

Six fellowships of $2,400 each for 12 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 St., 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 Extension 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.

National Agricultural Extension Center for Advanced Study in Administration and Supervision

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 students 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 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.

Horace A. Moses Foundation

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 the scholarship committee appointed by the Extension Committee on Organization and Policy.

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 or more time 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 course plus others of his choice.

Applications are made through the State director of extension to the Extension Training Branch, 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 Sarah 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.

Harvard University

The Graduate School of Public Administration at Harvard has requested funds that would make it possible to offer Conservation Fellowships in the amount of $4,000 each for the academic year 1958-59. If the funds are made available, the Conservation Program will consist of a year of study at Harvard beginning July 5 and continuing through the end of the academic year in June. It would be 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 1-year program entitles the Fellow to the degree of Master of Public Administration.

Application blanks will be sent to State Extension directors when funds are made available.

Applications are made through the State director of extension to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C., by March 15, 1958.

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 1958 Colorado Regional Summer School in the supervisory course.

Applications should be made by May 1 through the State directors of extension to Howard Finch, Secretary, Extension Summer School Committee, Colorado State University, Fort Collins, Colo.

Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural extension workers, with priority given to those on the administrative level, including directors, assistant directors, and supervisors of county agents, home demonstration agents, and 4-H Club workers. Individuals being trained to assume administrative responsibility will be considered; also specialists if the quota is not filled from supervisory staff. The fellowships will apply to staff members of the State extension services and USDA.

Courses of study may be pursued for one quarter, one semester, or for nine months. The amount of the awards will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be $4,000 for nine months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be placed upon agricultural economics, rural sociology, psychology, political science, and agricultural geography.

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, 600 South Michigan Avenue, Chicago 5, Ill.

Applications should reach the university training centers not later than July 1.

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.

WHAT IS IMPROVEMENT

(Continued from page 3)

dures, and plans, primarily dealing with areas of immediate concern.

The effectiveness of this opportunity is dependent on how well the teaching situation has been structured. Many times the participant attends because he is expected to rather than seeing this as another opportunity to improve himself professionally. On other occasions, the

activity is provided because someone thought the participants needed this type of training. This is most effective when the participants are involved in the determination and planning of the activity.

Proper involvement assures that the teaching effort is based on the recognized needs and interests of the people concerned. Improper selection of content for the time and place available, as well as inadequate preparation, contribute to lack of enthusiasm and acceptance of this opportunity.

Periodic participation in regional extension summer schools, purposeful travel, attendance and active participation in professional association meetings, and accepting responsibilities on district, State, regional, and national committees are all considered professional improvement opportunities under this broad concept. The acceptance of these as a professional responsibility as well as an opportunity is desirable.

The opportunity to contribute, to share experiences, and to gain additional knowledge and skills are some of the favorable benefits. A chance to gain a different perspective, do some reflective thinking, and develop a fuller appreciation of responsibilities are additional attributes.

Need for Graduate Study

Formal graduate study is becoming increasingly important as a means of professional improvement. Rapid advances in technology and growing complexities in our society dictate the need for such training. Extension workers can no longer perform effectively on the training received in undergraduate curriculums along with the informal training while on the job. This has been recognized by both the extension administration and the land-grant colleges and universities.

A recognition of the need for such training on the part of both the extension worker and the institution responsible for providing the instruction has helped to provide more liberal policies relative to leave for professional improvement. It has also resulted in providing greater flexibility and broader selection in graduate course offerings which will more adequately meet the needs of the extension worker.

The effectiveness of participation in graduate study for professional improvement is dependent on many factors. The attitude with which the person approaches graduate work is a primary factor in the benefits attained. Some look upon graduate work solely as a means of getting an advanced degree. Others want to make the practical approach, taking only those courses which can be immediately applied on the job. Because of broadened curricula and greater flexibility in degree requirements, it is usually possible to develop a graduate program which will meet degree requirements and provide principles and methods applicable to the job.

Adequate advanced planning and a recognition of strengths and weaknesses on the part of the extension worker are essential factors to be considered if graduate study is to be an effective professional improvement opportunity. A determination of a person's present needs as well as planning for anticipated needs in future responsibilities are necessary considerations for intelligent selection and effective participation in graduate work. Effective counseling and guidance in this regard can make graduate study a real professional improvement opportunity.

A clear recognition of the values of professional improvement by the extension worker will help to make these many opportunities more meaningful. Any extension worker who is eager and ambitious to do his best in his job looks for means of improving himself.

Values Cited

Thus, a primary value to the extension worker is that of improving his abilities to develop an effective extension educational program which will more adequately meet the needs of his clientele.

A second value is the personal satisfaction and recognition that one receives from dealing successfully with complex situations involving the people whom he serves, his coworkers, and others with whom he works. There is no greater reward that comes to any individual than that of a personal feeling of a job well done.

A third value of professional improvement is increased opportunity for advancement and broadened responsibility. More effective programs, more frequent counsel, advice, and assistance requested by other educational agencies and groups within the county and opportunities to serve and contribute to the profession on various committees are all examples of values of professional improvement to the individual and to the extension service.

Demonstrated effectiveness in one's present position is always a major factor in the consideration for positions of increased responsibility within the extension organization and positions in other fields of endeavor.

Salary advancement is another value received from professional improvement. Generally, persons who regularly and actively participate in advanced work demonstrate their increased effectiveness and, other factors being equal, are at a higher salary level than those who have not taken advantage of professional improvement opportunities.

Professional improvement is the sum total of all experiences which the extension worker avails himself through his own initiative under guidance and direction. This broad concept of professional improvement includes self-improvement and direction; individual counseling and guidance available through coworkers, supervisors, and others; conferences, training schools, workshops, regional summer schools, travel, committee work, professional association meetings, and graduate study.

The individual himself determines how effective the opportunities will be to him. Others can only set teaching situations in which learning can take place.

We should accept the fact that participation in many kinds of professional improvement is necessary and good for the individual, the extension profession, and the extension program. Each individual should have a plan tailored to meet his needs and interests. No organization will progress further than the professional abilities and skills of its personnel.

IT TAKES MORE

(Continued from page 4)

whenever one looks at an old program with new eyes.

Suppose a home demonstration agent reads an extension bulletin which deals with how new practices get adopted. This research shows that usually a homemaker will not respond to one kind of stimulus — it barely makes her conscious that the new practice exists. But if the homemaker sees a demonstration of the practice, reads about it in the newspaper, finds it included in a radio show, and hears her neighbors discuss it, she will very likely feel impelled to adopt it.

This home demonstration agent, realizing the importance of multiple exposure, may well reflect about whether her own program is sufficiently well-rounded. Is she relying too heavily on one kind of educational activity? Is she dealing with so many matters that she is providing only a weak and ineffective support for all of them?

Occasionally the insights resulting from professional training go very deep and change the worker's whole conception of his role. Suppose, for example, that an extension specialist has considered it to be his job chiefly to go out on call to give consultations, demonstrations, or talks concerning his own field of specialization.

He may attend a conference during which a committee, defining the role of a specialist, develops the concept that he should be primarily a trainer, not presenting his special knowledge himself but helping the agents to know how to present it. Moreover, it is agreed that a specialist should not merely wait to be called, but should actively stimulate agents to understand his specialization.

What will this extension specialist do when he confronts this conception which is radically new to him? Unless he rejects it completely, and it would usually be hard for him to do so, his practice would almost surely change and he might well completely re-interpret his role and all that he does to fulfill it.

Some of the learnings which grow out of professional training are even more profound and subtle than the acquiring of insights. Fundamental attitudes may be changed. A State director, for example, whose professional outlook has been fairly well circumscribed by his extension responsibilities, may take a course in adult education at a university. Here he gains the insight that extension is merely one of the many significant agencies in modern society in which adults are engaged in systematic learning.

This realization may change the director's viewpoint toward his work. By gaining a conception of the breadth and sweep of modern adult education, he will identify himself with an important social movement and will view his own job with a new sense of its vitality and its relationship to the work of countless other people.

Opportunity for Growth

All of the foregoing examples concern the training which a worker might undertake in order to perform his present responsibilities more effectively. It must be remembered, however, that extension is a social framework in which people are constantly moving about from one position to another, often into situations which bring greater responsibilities.

When an assistant agent becomes an agent, or an assistant director becomes a director, both find that the range of demands made upon them has broadened. When an agent becomes a supervisor, he quickly discovers that his whole approach must change. He becomes a stimulator, a resource person, and a superior officer, working chiefly through the agents and not directly in the community or the county as he formerly did. To prepare for such new assignments as these and to learn how to discharge them is one of the most important aspects of professional improvement.

To sum up, the fundamental tenet of extension is that the men, women, and young people whom it serves can profit by organized learning experiences. Every professional extension worker must believe that he is advancing the cause of agriculture and of homemaking by using education to help the people with whom he works to examine their own experience and to learn new ways of doing things. If he believes that this is necessary for the people he serves, he must believe that it is necessary for himself. Professional improvement is the means by which he practices what he preaches.

MULTIPLE VALUES

(Continued from page 9)

and wondered as to its value. Always I've come home with new ideas from other agents or home economists, inspiration and information from speakers, new techniques and methods from exhibits.

At each meeting, I make new friends in the home economics field and renew friendships with fine people from all over the country. I come back with a renewed professional pride in being a home demonstration agent and home economist, and a greater appreciation for living in a country that makes all these privileges possible.

Membership in a national organization brings the professional publications of that organization. Names of contributors of articles are no longer just names — they're people who addressed us in the national meeting sessions or talked informally to us across the table at one of the association dinners.

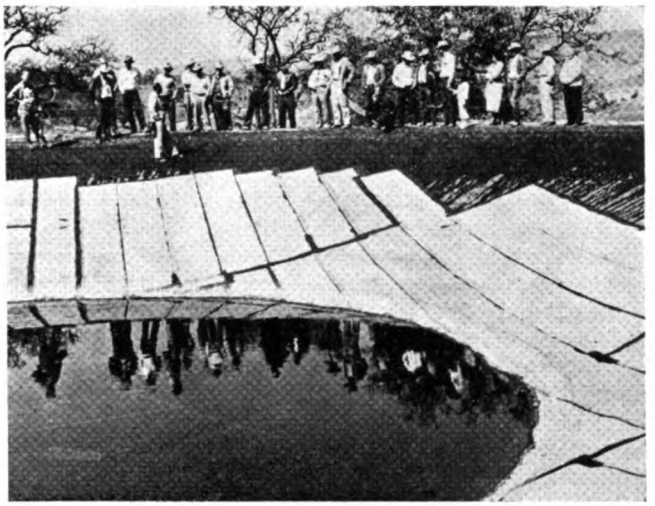
As county extension agents, we work with many people who want a variety of up-to-date information. Trips to national professional meetings and reading professional publications help us to keep abreast of the times while on the job.

Here in the West where our counties are large (mine has 3,450,000 acres), we do not often see our neighboring extension agents. Our professional association ties not only provide us with technical information but help to keep up our morale.

I've been a home demonstration agent for 28 years. During this time I've been privileged to work with fine county people as well as State and national extension personnel. I certainly prize these associations and the values that have come to me through membership and participation in national professional organizations.

22 Years in Extension and I'm Still Learning

by JOSEPH MUIR,
Farm Advisor, Contra Costa County, Calif.



Group approach to a community problem is evident in this cooperative tour with SCS on lining of water storage range reservoirs.

EVEN before I started out as Garfield County (Utah) Agricultural Agent in 1936, an extension career was already a deep-seated ambition. I had completed several years of 4-H Club work, won a trip to the National Club Congress, and participated in many extension activities. Thus I started my career dedicated to the proposition of helping farm people help themselves.

I had spent a lot of time with my county agent, Lyman H. Rich. He was tops in the field and the way things clicked in Wasatch County, Utah, justified my admiration. To prove myself worthy as one of his proteges, I attacked the extension program with enthusiasm.

As the months wore on, I often found myself wondering what had happened to many of my important projects. They just hadn't gone over. At the first annual conference I was lamenting to Director William Peterson how slow my people were to accept new ideas. He smiled and said, "When we sent you down there we didn't expect you to remake the world immediately."

That remark started me thinking. After a close analysis of the projects that didn't go over so well, I discovered that some of my methods had been wrong, my publicity approach poor, and my knowledge of human nature sadly lacking.

The local newspaper editor was forever suggesting that I rewrite a news story. And if there wasn't time I would read my reports in the paper and find them very readable and interesting. But that wasn't the way I had turned them in. The editor had taken pity on me and rewritten the stories. I decided that if I was to be a successful extension worker, I had to learn more about how to do my job.

At the first opportunity I attended summer school at Colorado A & M in 1938. The advance program announcements had listed courses in publicity in extension work by Bristow Adams of Cornell University and extension methods by H. W. Hochbaum, Eastern Federal Extension Supervisor. These courses were right down my alley. I was determined to learn how to write a news story that would not only sell my program but please the editor.

The influence of Professors Adams and Hochbaum on me was tremendous. Professor Adams taught me the five w's of writing and gave me the foundation rules in story formation. He also instilled in us the importance of vision in our work in helping farm people.

Gained New Tools

I came back to my county armed with some important tools. From then on when a project was started, I used sounder methods. The publicity, subject matter articles, bulletins, circular letters—in short, the printed word—came out better. I started a county agent's column in the local paper and soon people were telling me how much they enjoyed reading it.

Still I found myself failing to fully understand people. I did not know just how to approach them as individuals or groups to win their support.

When I read in the 1940 Colorado A & M extension summer school bulletin that Professor Paul Kruse of Cornell was to teach psychology for extension workers, I knew that course was for me. Again I was greatly impressed with a teacher. He taught me very useful information on attitudes and the nature of people that has stuck with me ever since.

Summer school taught me how to better work with people. It was like magic the way things got done—by the people themselves.

After 7 years in extension, I was getting more specialized in my thinking and decided I should learn more about livestock. Enthusiastic and determined, I applied for sabbatical leave and earned a master's degree in animal husbandry at Texas A & M in 1942-43.

This broadened my understanding of animal science and helped fulfill my ambition to become a livestock specialist. Two years later I accepted an appointment as extension animal husbandman at the State College of Washington.

The two summer schools had sharpened my know-how in working with people. Graduate study gave me a deeper understanding of the science of livestock production and 9 years of field experience in a large livestock county made me ready to test my wings as a specialist.

(Continued on page 23)

New Michigan Institute Offers Three Professional Development Programs

WITH the recent creation of the Michigan Institute for Extension Personnel Development, three universities now offer graduate programs leading to a Ph. D. degree for extension workers. The others are Cornell University and the University of Wisconsin.

These three schools are among 10 which grant a master's degree to both agricultural and home economics extension workers. They include: Colorado State University, Kansas State College, University of Kentucky, Louisiana State University, Mississippi State College, and University of Missouri.

The University of California offers a Master of Education degree for agricultural agents. Graduate programs at Tennessee and Oklahoma provide masters' degrees in home economics.

Flexible Training

Based on 7 years' experience at Michigan State in planning graduate study programs with more than 200 extension agents, the Michigan Institute was founded on a flexible, individualized, interdisciplinary concept of training. It focuses the total educational resources of the university on the training of extension workers.

According to Dr. John T. Stone, staff training officer, the Institute makes new and challenging professional improvement opportunities available to county agricultural agents, home demonstration agents, 4-H Club agents, specialists, and supervisors. It was created in recognition of the unique ever-changing training needs of extension workers in a dynamic society.

Under today's rapidly changing conditions, a single training program cannot meet the needs of all extension workers. The Institute concept encourages a systematic but individualized study approach to help each extension worker equip himself to meet new and different situations.

The program is flexible to keep pace with the ever-expanding scope and growing responsibilities of extension. By carefully building their study program around strong course offerings throughout the university, agents can receive special training for the many different types of positions developing within the Extension Service.

Related Programs

Basically the Institute offers three different yet related professional development programs.

Graduate Degree Program: The degree of Master of Science with a major in extension is granted by either the College of Agriculture or College of Home Economics. Candidates for a master's or doctor of philosophy degree in any department in these two colleges may elect a minor field in extension through the Institute.

Considerable flexibility is permitted in formulating graduate study programs, with a minimum of required courses. In planning the program, the student's background, experience, future aspirations, and professional interests are taken into consideration.

Past experience indicates that a program meeting the needs of most extension workers consists of courses in technical agriculture or home economics, one-third; courses in social sciences, one-third; seminar and research problem courses combined with optional courses in education and/or communication arts, one-third.

Professional Study and Research: This program is designed for experienced extension workers desiring to improve their professional competence but not concerned about earning an advanced degree.

Extension workers are encouraged to take advantage of the facilities of the Institute for self-improvement study observations and research. They may audit various courses of special interest or take them for college credit, even though not necessarily working towards a degree.

Under this more informal program, students make organized field observations, study, and evaluate various phases of the Michigan extension program which are of particular interest.

Work and Study Internships: This is a special program offered by the Institute for new workers in the Michigan Cooperative Extension Service. It offers both experienced and inexperienced men and women an opportunity to prepare for specific assignments in extension.

Agents accepted for this special program are "agents in residence" for 3 to 12 months. Their study and work experience program includes: getting acquainted with staff members, study of the Michigan Extension Service and extension teaching methods, organized field experience, special research assignments, and participation in graduate courses and seminars.

APPLYING ON JOB

(Continued from page 11)

district sessions. Each group included from 8 to 14 people. This arrangement afforded her an excellent opportunity to demonstrate through group action some of the reasons why groups "tick," responsibilities of leaders and members, and other group promotion procedures. The officers were so enthusiastic that they requested another similar meeting later in the year.

She also has used experience gained in project meetings to increase mental involvement of the people. In a project on economical use of the freezer, she was able to lead individuals through group movement to accomplish a goal which was much more satisfying to them because it was their own action.

This system could be applied to meetings that we present as well as to project leader training.

More of the same was applied in a different way this fall at our annual officers' training school. This included about 90 chairmen, secretaries, and chairmen of standing committees.

John Frizzell, county staff chairman, and I worked out an informal theory

presentation designed to be of maximum value to these new officers. Utilizing an easel, we demonstrated such principles as types of leadership and their effect on a group, qualities of good leadership, how one can be a good leader, and some of the responsibilities of a leader.

Expressions on the faces of our officer trainees assured us that they were beginning to think "back-home application." Since that time I have attended meetings conducted by these officers and have observed some good results.

Leadership training workshops are being conducted here this spring with the help of the State staff. We anticipate that the experience which we have had will be of great advantage.

Mentioning all the ways in which I have applied group development knowledge on the job would be impossible. Most important, it has made me aware of behavior in groups and conscious of my own actions and reactions.

A considerable gap exists between theory and its application. Nevertheless, there is a real challenge in trying to close that gap by practicing the application of group development techniques.

A GOOD AGENT

(Continued from page 5)

them with current and new ideas. The agent could easily become so busy in day-to-day chores that the people might become better informed on current farm problems than the agent.

Extension, as the educational arm of the U. S. Department of Agriculture, operates largely in the field of adult education. Therefore, it is essential that agents have an understanding of the educational process.

"Education involves more than making available factual information; and educational achievement is attained only when interest is aroused, understanding is developed, and appropriate action is taken. An end objective of education is the development of individuals to the point where they are able to make decisions as to possible alternative courses of action with personal confidence in the soundness of the decisions they have reached." (USDA report on Scope of Extension's Educational Responsibility, 1946.)

Needs of Agents

In view of the foregoing situations existing in our land today, I want agents to be able to do many things in being of service to agriculture.

I want agents to consider the economic and social conditions existing in their areas and to study the risks involved in making recommendations and suggestions. To do this they must understand people, their social habits, educational level and attitudes, as well as have a good knowledge of subject matter.

Agents must be good organizers and know how to use leaders so as to multiply their efforts. They must delegate or share responsibility with others on the staff and give sincere recognition for jobs well done.

I want agents to be congenial with each other, to support each other and create a climate before the public that will command the respect and confidence of the people and be conducive to carrying out the family approach in extension work. They should have one program in the county which will include youth, home economics, and agriculture. They should look at the farm and home as one unit and recommend practices that will support each other to the end of using full resources.

Agents should be a part of their community and participate in civic organizations, church, school affairs, and other activities. They should have a genuine love for people and a desire to be of service.

Work as a Team

Agents must keep in mind political trends and their possible influence on agricultural programs. They should keep in close contact with local, State, and national leadership of farm people and be a closely integrated part of the team with the land-grant college and USDA. They must work cooperatively with all other agencies of the USDA in bringing about wiser use of resources resulting in more efficiency and greater service.

Educationally, I want agents to plan for advanced study, to take part in all in-service training programs, to spend some time reading and studying while on the job and to cultivate an open mind toward new ideas and practices. The amount of educational training that was once sufficient for an agent is no longer adequate. The educational process is becoming more complex and the agent cannot be complacent nor can he consider himself educated.

Agents should have the capacity for self-analysis and be able to evaluate, not only their program, but themselves in relation to their program. They should have a desire to revise goals and activities in terms of changing conditions of rural life.

Look in Future

Agents must look ahead and visualize and even dream a little as to what agricultural and home conditions should be in their community 10 years hence. They must realize that agricultural problems are no longer confined solely to farm problems but are intertwined with industry. Through Rural Development and other programs, industrialization is coming to many of the rural areas. Farmers and homemakers are accepting part-time employment in these industries and at the same time this movement brings urban people into the country.

Today's extension agent must be a specialist in several fields and at the same time a generalist in having the ability to look at the total program. I want agents to be able to develop a program that blends the activities of these people and to take the lead in encouraging the fullest use of all resources in the area toward the development of a better farm and home program.

I want agents to have access to, and make full use of, subject matter specialists and be able to develop an approach that will make research and the knowledge that comes with it meaningful to those who have need of it. As we advance to the future and specialization becomes more prominent, I suggest that the agents' personal skills in the techniques of farming may not be as important as their ability to develop agricultural

ideas and to counsel with farm people.

And then I want agents to plan some time for rest and recreation—to have some time to spend with their families and to participate in activities that include the entire household. Healthy, happy family relationships give incentives to more efficient operation.

GIVE A CHECKUP

(Continued from page 6)

standing, coupled with skill with techniques, is the height of professional competency.

Skill at Inquiry: This is basic to guidance or counseling. Without this skill extension workers cannot help people analyze their problems and work out effective solutions.

The process of inquiry consists of four primary steps:

1. Identifying the difficulty, problem, or need.
2. Discovering the focal point of trouble.
3. Determining possible solutions.
4. Evaluating the alternative plans of action and selecting the best.

Ability to Evaluate: With the expansion and growing complexity of the extension program has come an increasing need for operation on the basis of facts rather than of opinions—of knowing vs. guessing. On what basis do extension workers arrive at facts about programs, accomplishments, and ways to improve them? Greater emphasis is being placed on scientific inquiry as a means of evaluation.

Identifying Competencies

In essence, evaluation is a process by which one "looks to see" by using valid and reliable methods. It is a means of identifying what is actually happening as a result of our efforts and points at which our method may be improved.

The basic significance of evaluation lies in the fact that it is useful in guiding our programs and teaching efforts. It is an integral part of any effective extension undertaking.

Competency means fitness for the necessities of the job, ability to meet all requirements of a professional assignment, skill to perform effectively all the current tasks of the position. What is known today about professional training all points to the necessity of clearly identifying the competencies needed as a necessary prerequisite for training. It is the mark of a growing profession to give thought to this problem.

The foregoing list is only preliminary and should be developed much further. It is hoped that, even though incomplete, it will stimulate further thoughts about competencies needed. In this same vein, I would like to pose the following thoughts:

1. We are experiencing a period in which standards for professional proficiency are constantly rising in all fields of endeavor.
2. An important characteristic of the 20th century is its requirement of decisiveness in action.
3. It is clear that extension is dealing with a dynamic parade, not with a static congregation.
4. The quality of extension education, like that in any profession, can never exceed the professional quality of the people who carry it on.
5. Extension personnel with competencies to perform effectively the current professional tasks are our best assurance against becoming lost in the passing parade of progress.
6. Extension workers must constantly seek to further clarify the professional competencies needed and to attain them as rapidly and as completely as practicable.

GRADUATE TRAINING

(Continued from page 7)

a certain way. They would suggest one or more ways in which I might proceed, then leave the final decision up to me.

Four Benefits

Looking back on my ten months at the Center, I feel that there were four areas of experience which were valuable. First, the course work gave me new knowledge and a different slant on existing knowledge. My concept of research changed considerably through doing some actual research and writing it in thesis form. Just getting away from the job long enough to take a new look gave me a new insight into extension. And in my many associations with extension workers from other states, I learned that there is more than one good way to do extension work.

As yet, I have not decided which of the four areas was most valuable. Perhaps it is not important to decide. They all contributed to my total learning experience.

The strength of the National Agricultural Center for Advanced Study lies in the staff that Dr. Clark has assembled. Each one is outstanding in his field. I found all staff members at the Center cooperative and helpful. They have good working relationships with the rest of the University of Wisconsin faculty, which is an asset to the graduate students who take courses in several departments.

Family Adjustments

It was not easy for us to pull up stakes and move to a different State for nearly a year. The move meant a completely new routine for me and I looked forward to it with some misgivings. For my wife, it meant taking care of the family in a different house and shopping at strange stores.

Our 12-year-old daughter probably had the greatest adjustment to make. She had her friends in Indiana and her relationships were well established. I felt sure that the ten months ahead looked much longer to her than to me.

Our son, 6 at the time, looked on the move as an adventure. His relationships were not as strongly established as those of our daughter and he was not leaving so much behind.

After about a month in Madison, all of us felt at home. We had our new routines established and everything that had seemed strange at first was now normal.

The real test of my advanced study program is yet to come. Will I be able to do a better job for the Extension Service in Indiana? I hope the answer is yes.

* * *

A fertile mind is as important as a fertile soil in successful and profitable farming.

STILL LEARNING

(Continued from page 19)

From then on I constantly thanked my lucky stars that I had those experiences in summer sessions and graduate study. Situations were always coming up that couldn't be handled nearly as well without them. My journalism course continued to bear fruit as I wrote a weekly column in the Western Livestock Journal for 5 years, plus many subject matter articles in other publications.

I returned to county work in 1950 in Monterey County, Calif., and settled down for a long tenure. Yet, after 7 years I began to wonder about myself and the county program. I reasoned thus: I haven't really stopped to analyze what I have been doing in a systematic scientific way. Were the things I did really worthwhile? Had they made any lasting effects on the people?

Early in 1957 I learned that an evaluation course was to be taught at Cornell extension summer school by Fred Frutchey of the Federal Extension Service. I spent an enjoyable and enlightening three weeks studying the evaluation process and how to apply it in my work.

On the way home my thoughts ran along these lines: "Joe Muir, you've been in extension for 22 years and had many experiences in both county and State work. With this knowledge of evaluation, you had better make an appraisal of your past work, yourself, the extension programs and their long time accomplishments, with a view to bettering the future. You have at least another 10 to 15 years ahead of you as a career man in extension. Now you should be in a position to put your time to the best possible use for the welfare of your farm people."

As I look back on my three postgraduate school experiences, I am very thankful that I took the time and expense to go. I will be forever grateful to the kind professors for their generous help. Each time I went I had a specific problem and went after exact information to help solve it. It has paid off in not only salary dividends but more importantly in personal satisfaction that I have become a better extension worker as a result of the effort.

I would like to pass on a bit of advice to my fellow extension workers. By all means, look ahead. While there is still a "kick in the old mule," keep up to date.

Attendance at summer school or longer term graduate study will give you the opportunity to get out and get acquainted with new science, new people, new ways of doing things. It will develop your skills in working with people. It will give you a new view of yourself.

While away from the job you'll find that people can get along without you. This is humbling and gives us an understanding of our limitations. It makes us more tolerant.

Extension is working with people. Live, breathe, and be one of them. Love, thrill, suffer with them. And along the line, help prepare the way for our farm people to continue to progress and improve the rural scene.

Good group relations and advance publicity were credited for this large turnout for a cattle demonstration.

Monthly Revisions in Publications Inventory

Last month the article "Rack 'em Right" explained the operation of a new plan to aid county extension offices in keeping bulletin supplies up to date.

State publication distribution officers have been provided copies of the Annual Inventory List of USDA Popular Publications for all county offices. This is the first monthly supplement to that list.

Bulletins that have been superseded should be discarded. Titles of replacements and other new publications should be added to the list and bulk supplies ordered under the procedure set up by your publications distribution officer.

New publications include:

FB 2109	Shelterbelts for the Northern Great Plains
L 417	Tobacco Cutworms—How to Control Them, Replaces F 1494
L 419	Hauling Water for Range Cattle
L 420	Blackleg of Cattle, Replaces F 1355
L 421	Mesquite Control of Southwestern Rangeland, Replaces L 234
L 426	Scab of Cereals, Replaces F 1599
L 429	The Meat-Type Hog
G 55	Potatoes in Popular Ways, Replaces L 295

The following have been discontinued but county offices may use any copies they have on hand. The titles should be removed from the inventory list as USDA supplies are exhausted.

FB 1418	Lettuce Growing in Greenhouses
FB 1881	Potato Diseases and Their Control
FB 1931	Care and Use of Rope on the Farm
L 226	The Pepper Weevil
L 290	Protection of Turf from Damage by Japanese Beetle Grub

The following is obsolete. All copies should be discarded and the title removed from the inventory list.

FB 1330	Parasites and Parasitic Diseases of Sheep

Plan to attend

SUMMER SCHOOL IN '58

University of Arkansas
Fayetteville
June 16-July 3

Principles and Procedures in Program Development and Projection, Charles A. Sheffield, Federal Extension Service
Principles of Extension Teaching (to be announced)
Effective Use of Information Media (to be announced)
Organization and Procedures in 4-H Club Work, John Banning, Federal Extension Service
Extension Education in Public Affairs (to be announced)
Use of Groups in Extension Work (to be announced)

Colorado State University
Fort Collins
June 16-July 3

Family Financial Management, Starley H. Hunter, Federal Extension Service
Principles and Techniques in Extension Education, G. P. Summers, Kentucky
Administration and Supervision in Extension Work, F. E. Rogers, Missouri
Basic Evaluation Adapted to Extension Teaching, Ward F. Porter, Federal Extension Service
Public Relations in Extension Education, William L. Nunn, Minnesota
Psychology for Extension Workers, Fred P. Frutchey, Federal Extension Service
Principles in the Development of Youth Programs, R. O. Monosmith, California
Rural Recreation, Stewart G. Case, Colorado
Principles in the Development of Agricultural Policy, Tyrus R. Timm, Texas

University of Wisconsin
Madison
June 9-28

Extension Communication, M. E. White, Wisconsin
Farm and Home Development, John B. Claar, Federal Extension Service
Development of Extension Programs, Gale VandeBerg, Wisconsin
Evaluation of Extension Work, J. L. Matthews, Federal Extension Service
4-H Club Organization and Procedure, T. T. Martin, Missouri
Extension Methods in Public Affairs (to be announced)
Administration of County Extension Programs (to be announced)
Rural Sociology for Extension Workers (to be announced)

Cornell University
Ithaca, New York
July 7-25

Farm Policy Education, Kenneth L. Robinson, Cornell
Principles in the Development of 4-H Club Work, John Merchant, Vermont
Farm and Home Development — Techniques and Economic Considerations, Starley Hunter, Federal Extension Service, and Robert Smith, Cornell
*Special Problems in 4-H Club Programs, Mylo Downey, Federal Extension Service
Program Building in Extension Education, D. B. Robinson, Ohio
Psychology for Extension Workers, Glenwood Creech, Wisconsin
Evaluation in Extension Work, Emory Brown, Pennsylvania
Communications in Extension Work, George Axinn, Michigan

Prairie View Agricultural and Mechanical College
Prairie View, Texas
June 9-27

Agricultural Communication, Sherman Briscoe, Office of Information, USDA
Rural Sociology for Extension Workers, Kate Adele Hill, Texas
Development of Extension Programs, Martin G. Bailey, Maryland
4-H Club Organization and Procedure, Ben D. Cook, Texas
Farm and Home Development, Eula J. Newman, Texas
Extension Supervision, P. H. Stone, Federal Extension Service

* Advanced course open to extension workers who have had elementary course in 4-H Club work at one of the Regional Summer Schools or to agents with at least 10 years experience in 4-H Club work, or State 4-H Club leaders.

EXTENSION SERVICE Review

FEBRUARY 1958

Are your tools equal to the task?

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.

Vol. 29 **February 1958** **No. 2**

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

Are Your Tools Equal to the Task? This month's issue takes a fresh look at some of the methods used by county workers and brings you up to date on how these fit in with today's and tomorrow's extension efforts.

We're living in a time of rapid change. The extent and the speed with which farm families adjust to these changes may well determine their future. One of Extension's big jobs is to use every method at its command to help farm families make the necessary adjustments as rapidly and as painlessly as possible.

Are we ready for this job? The first step in answering this question is to look at the tools we're using and see if they're adequate. Then we have to consider others that we might be using to do an even better job. Finally, of course, we have to find ways to fit all these methods together.

Next month we're going to feature Extension's role in the Rural Development program. We'll also have some articles on Extension activities related to this work, showing how they all contribute to a well-balanced program.

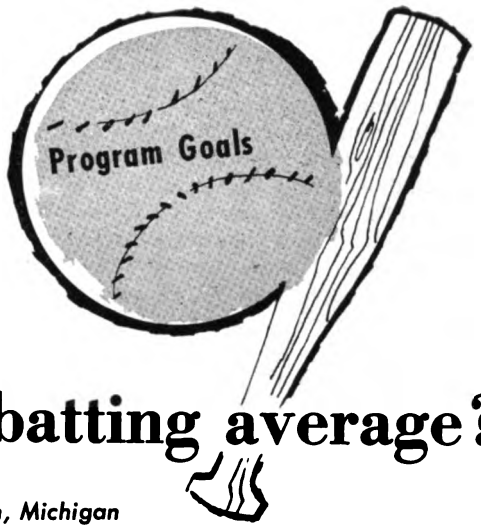
Rural Development is underway formally in less than 100 pilot counties but their experience offers suggestions for all extension workers. A broad study of a county's resources is a basic step in Rural Development. Similar studies are valuable in program projection in all areas. Studies in the pilot counties have revealed some human characteristics common to all these counties. Perhaps they offer some clues that will aid you in planning ways to carry out your program.

Proven extension methods are being used to carry out Rural Development work. For example, families in these areas have to analyze their resources, study their alternatives, and make some decisions if they are to increase their income and improve the family's living standards. Thus Farm and Home Development is a good way to help these families develop their problem-solving abilities.

Rural Development also offers an excellent example of inter-agency cooperation. It has been defined as "bringing to focus the resources of all agencies . . . to increase income opportunities of rural people and assist them in improving the economy of the area." Certainly this is an objective not restricted to the 100 pilot counties.—EHR

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.



How's your batting average?

by GEORGE H. AXINN,
Assistant to Director of Extension, Michigan

Success is important to all of us. Each of us hopes to succeed in our job. If you work on a production line and produce yards of fabric, for example, it's relatively easy to measure your success. You merely count the number of yards you produce in a day.

If you play professional baseball, your batting and fielding averages — your hits, runs, and errors — tell you and the rest of the world how successful you are. You may have a good year or a poor year. But there is never any question as to how well you are doing on the job.

On the other hand, if you are a county extension worker, it's very difficult to know whether you are doing the job effectively. It is difficult to know what personal abilities your job requires. And it's difficult to be able to say without any question, "I am a success."

In spite of the difficulty, however, every good county extension worker does some self-evaluation. Riding home from a meeting, an agent asks himself, "Did it go well?" Walking out of the radio studio, an agent says to himself, "This was a good show." A flood of mail in response to the home demonstration club meeting is a clue to the effectiveness of the home agent's work.

Informal comments from our coworkers continually tell us something about how successful we are. And, of course, the extension agent with an honest and critical husband or wife receives an evaluation of the day-to-day job.

This kind of personal evaluation gives us some idea of the extent to which we are successful. But there are several reasons why it pays for each of us to do a more systematic job of evaluating ourselves and our total jobs. For one thing, it will help us increase our understanding of our jobs and the level of our performance. It will improve our performance on the job and the effectiveness of extension work, and should increase the satisfaction that we get from our jobs.

As with the fabric mill worker, the easiest kind of measurement is to determine the volume and quality of production. Some service aspects of the county extension job are measured this way. In our formal reporting systems we usually list the number of activities which we perform. We record the number of days in the office and the number in the field. We total the telephone calls, office callers, circular letters, and bulletins distributed. We also count the number of radio and television programs, meetings, etc. in which we are involved.

Measure Changes in Behavior

We count those things which are easy to count—the activities in which we are involved. We make few measurements of the changes in behavior of people with whom we work — the real goals of any educational program. This suggests that one way to evaluate ourselves is in terms of our program. To what extent have the goals and objectives of our program been achieved?

This kind of evaluation can relate to individual activities, such as a corn field day, kitchen tour, or junior livestock show. It can also be related to our long-time effectiveness as an extension worker.

To do this kind of self judgment, we must first have some kind of a planned program. Planning and evaluation are inseparable. Without specific, tangible, measurable goals and objectives, it is impossible to evaluate the extent to which we achieve those objectives. Every county extension agent, in order to demonstrate his success on the job, must first develop a written statement of the educational impacts he plans to bring to bear upon the people with whom he works and the changes to be effected.

Because the goals in our program may be difficult to measure or impossible to claim credit for, we must turn to certain evaluative criteria. Here we rely on our own experience and that of other extension workers, as well as the small amount of research which has been done on the extension job. We look at the things others have done which have been associated with successful achievement of goals and objectives in extension programs.

Areas of Study

With regard to planning and developing the county program, for example, we can ask ourselves how carefully and systematically we have analyzed the situation in our county. We can ask whether we have assisted our advisory groups and special interest committees in a study of the overall situation to determine interests, needs, problems, and priorities.

To what extent have we developed the program cooperatively with these various advisory groups? Do our plans include a way of evaluating what has been done? Has leadership been developed by involving people in program development?

With regard to our advisory groups, we can ask ourselves: Have we trained our advisory groups and other local leaders to carry out their responsibilities? Are our advisory groups and committee memberships

(Continued on page 46)

What Makes Groups Click?

by MAUD M. WALKER,
Group Development Specl., Oregon

WHY are some committees productive while others can't seem to get started? Why does attendance hold up in some 4-H Club groups and fall off in others? Why do some agents look forward to going to county staff meetings while others tolerate it as a requirement of the job? These are some of the questions which have been raised by extension staff members in Oregon.

Much extension work is centered in the small group—from the county staff itself to county councils, 4-H and home economics clubs, committees, and similar groups. If our program is to be successful, we must know how to work effectively and harmoniously with people in groups.

Increases Output

The social scientists, in their research in group dynamics, have shown that there is greater productivity when people are involved in the planning and setting of their own goals. They've also pointed out the importance of teamwork in bringing about social change and the effects of democratic vs. autocratic or laissez-faire leadership.

Among their findings has been the training value of joining a new group in which one actively participates and observes the development of the group's goals, standards, procedures, leadership, and internal organization. There may be evidence of competition for leadership. Some people participate freely, others remain silent. The problem of an agenda arises. How and who will decide what the group talks about?

This is the unique experience which 106 agents in Oregon had in April 1957 when they attended two district staff workshops in group development.

The objectives of the workshops were: to increase our effectiveness in working with groups by increasing our sensitivity and awareness of behavior in groups and its effect on others, further developing and practicing leadership skills, and considering ways of using workshop experience "back home."

The group development workshops were scheduled in two parts of the State and enrollment was voluntary. Where possible, county staffs sent half of their members to one workshop and half to the other. The first workshop had an enrollment of 60 and the second 46, with 32 of the 36 counties in the State represented.

Changed Attitudes

Some of the agents had attended workshops held 3 or 4 years earlier and knew what to expect. Others were wary. As the 4-day workshop progressed, the negative attitude of some agents changed to positive. There was "something to this group development business after all." In observing their own behavior and its effect on others, as well as the behavior of group members, they began to recognize familiar problem behavior on their own staffs and in some of their extension groups.

There may be the prominent farmer who has all the answers, the staff member who won't "play on the team," the people who accept chairmanships and don't carry through, the person who distracts by clowning because he is bored, the breakdown of poor communication. With the help of other members of the group, ideas for dealing effectively with such behavior were brought out.

The workshops were planned and carried out by a staff of 8 persons, 6 from the State office and 2 agents from the counties. Emphasis was given to small work groups of 11 to 12 members each because this discussion and activity provides the "meat" of the learning experience.

One work group selected the county staff conference as its major problem for discussion. They talked about the purpose, ways that some staff meetings fail to accomplish the purpose, and what comprises an ideal staff conference. They searched sincerely for basic answers.

Binding Thread

Interpretation of what actually went on in the work groups was given in theory sessions held twice daily. As one agent expressed it, "The well organized presentation in the theory sessions was the thread that bound the whole experience together."

Topics discussed included: the leadership team, characteristics of a group, a film forum on our invisible committees, what is leadership, how a group functions, steps in problem-solving, and group development.

On the final day, a panel on back-home application tied the workshop to everyday activities in extension work. The panel was composed of a member from each work group who reported how his group thought the experience in the workshop might be helpful in the county situation. This proved to be one of the most interesting sessions.

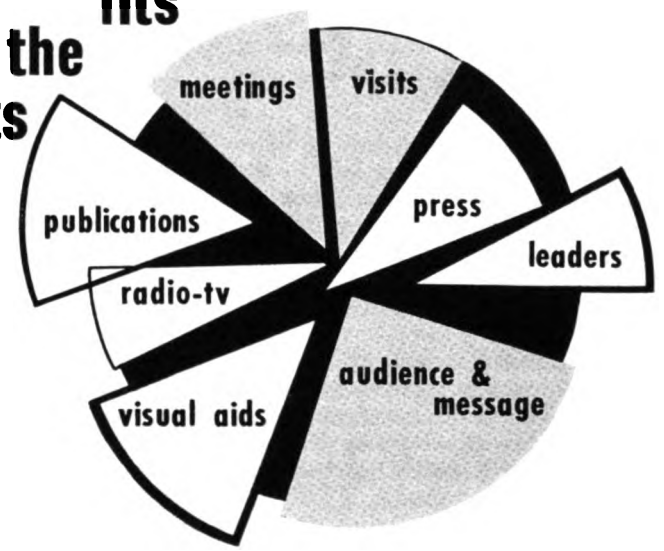
In the evaluation, the workshop was rated helpful because of the "opportunity to discuss some common problems and to exchange ideas and solutions." The agents said they liked the small work group approach because of the "permissive" atmosphere which allowed free expression of ideas, interchange of experiences, and opportunity for 100 percent participation.

One agent said, "I could watch the group grow as the theory was applied. The practical experience gained from this participation will help me a great deal."

A new agent commented, "The group learning process was a real experience. It was interesting to note how much we depended on each other as the sessions progressed."—(interdependence within the group).

(Continued on page 42)

COMMUNICATIONS TRAINING fits the parts together



by RALPH M. FULGHUM, *Federal Extension Service*

I haven't got time to be trained. I need help now in better reaching the many people and doing all the things that are part of my job." The Texas county agent who threw that point into a communications training discussion was probably speaking for most of us.

Yet, during the last year more than half our extension agents and specialists took the time to become deeply involved in communications training sessions. Most of them left asking for more.

Thirty-six States and one territory have made special efforts to equip communications training teams—including supervisors, specialists, training and information leaders. Are we saying that this deeper, unit approach look at how people learn, act in groups, and how we can better communicate from their standpoint is a kind of training that does help with our everyday planning, involvement, teaching and public relations job? I think we are.

Core of Everything We Do

Communications — personal, oral, written, visual, meetings, leaders, press, TV, etc. — is the methods core of everything we do. Good communication — two-way, audience-centered, learn-by-doing — is a changing process that we haven't studied enough. We face vastly changing technology, problems, audiences, we need to reach. We have new tools involving the speed of radio, the reach of the press, the realness of TV, the simplifying impact of visuals. We have to mesh these with the proven values of leader and personal contacts to get helpful information faster to more people with more impact.

Need to Sell Ourselves

We've done a good job of selling farmers on the value of science. "Book Farming" they called it in the early extension days. Maybe we need to do as good a job of selling ourselves on the value of communications science. Call it "Book Teaching" if you like. Much of the guidance we need is in our own and other research reports, educational and other books. Communication research and training is ferreting it out, bringing it together so we can get at it, make it a part of us and put it to everyday use.

Part of our problem may be that some of the terms the psychologists, sociologists, and information specialists use are new and strange words. So were learn by doing, helping people help themselves, and other once new, now common extension terms. The terms are not important. The big point is, can we break through their meaning, make it our own, and put the principles to work in our own words. Such terms as inductive learning, learning blocks, social action, initiation, legitimation, diffusion process, impact, and the audience, message, channel treatment concept have real meaning in our everyday work.

Tune Up Methods

So, we are deep in communication training. How can we use it? Those of us using it in our daily efforts say: To tune up our methods, to reach more people, to better involve people in developing their own programs, to concentrate on and still spread the farm and home unit approach, to aim our special programs more specifically at the target.

A number of you have said it differently. The Georgia agronomist who said, "Many times I failed to communicate because I did not have the people's interest, they did not have the background." The Washington agent who said, "I am going to keep this social action chart on my desk, and before I go to a meeting look at it so I don't miss any of the steps." The Wyoming agent who said, "It helped me understand the way people act and react." The specialists who said, "I want to learn but sometimes I just resist being taught. You moved the immovable." The training leader who said, "Our agents are thinking more about how they are doing their job, how the parts dovetail together."

Reach More People

We are using better communications to reach the people we need to reach more quickly and effectively. We have to if we are to meet the ever growing demands for more educational work in marketing, in public affairs, as the educational arm of USDA and our institution, in getting research results out faster and used; with consumer, low income groups, youth, suburbia, food handlers, others who help pay us. We need to do all

(Continued on page 45)

Do We Help People Help Themselves?

by WALTER H. HAYES, JR., *Assistant Dean, College of General Studies, George Washington University, Washington, D. C.*

SILLY title? On first glance, probably your answer is yes. But stop a moment and reflect. Does the following monologue sound familiar?

"Sometimes I'm ready to give up. Here we are, trying to help other people — trying to show them how to do a job. But will they do as we say? We knock ourselves out trying to pound ideas into their heads. What good does it do? I give up! I just don't understand these people!"

Familiar? If so, then the title is not so silly, is it? In fact — and here comes the $64,000 question—have we, ourselves, ever said it?

If we are honest in answering, we probably are a little embarrassed. We have to answer in the affirmative. We are embarrassed because we know our answer means that we have sometimes failed, at least to a degree.

Reasons for Failures

It might be a good idea to examine this matter a little more closely. It is interesting that, after close scrutiny, we find the reasons for our failures do not lie so much with the people we are trying to help but rather with our own selves.

Let us start examining this matter by looking at the nature of our work.

What is its primary aim? The answer is easy. Our aim is to help people do a job, or at least do the job better.

What is required to achieve this primary aim? First, we must be of service to help people. Second, we must be leaders. Third, we must have knowledge both of their problems and of the ways to solve them.

Thus we serve the people by using our knowledge and skills to help them conquer their problems. This is the kind of leader which we must be — a very special kind of leader — the leader of service.

Let us look at this item: leadership. It is a trait that ranges in nature from the extreme authoritarian to the most democratic. We see examples of these opposites in politics. The authoritarian leader is exemplified by ruthless dictators such as Hitler; the democratic leader is exemplified by the President of the United States.

How does the authoritarian leader work? He merely tells the people he is leading what their problem is and how they are to resolve it. He then sits back and waits for them to eliminate the problem.

This sounds good, doesn't it? Particularly because it sounds easy. But wait. Why is it that history shows us that no dictator has ever reached his goal?

The reason is simple. The dictator tells his people what to do. The people are willing to follow his orders because they want to get out from under the burden of their problem. However, solutions are never reached without obstacles. After being set back by several handicaps, the people soon learn that "this thing is easier said than done." They soon begin to wonder if the solution told to them is a good one. Then they begin to believe that it is not. After all, it wasn't their idea. All they did was do what they were told to do. Unfortunately, their source of authority did not know so much.

As a result, the people either accept the problem and do nothing further or they turn to another approach of resolving the problem. In either case, the authoritarian leader ceases to lead because to his followers he has proven himself useless.

If we ourselves employ an approximation to this type of leadership, we frequently will find ourselves reciting our monologue about our futile efforts "to help" other people.

Now let us look at the democratic leader. How does he lead?

Does he tell the people what their problem is? No. He works with the people as a group in defining their problem. He rapidly learns, as do the people involved, that there is a problem. But all concerned, through working together as a group, soon learn that this problem means different things to different people.

By working together, the people and leader come to define the problem in terms of their mutual rather than the many individual interests involved. Thus the leader not only learns much about this now well-defined problem, but during this process he has also learned much about the people whom he must help.

Even more important, the leader now has gathered around this mutually accepted problem a cooperative group of people ready to work toward their common goal. They're thinking together constructively.

Planning Action

Next comes the plan of action. Does the democratic leader tell the people he is helping how to reach their goal? Again, the answer is no. The people, aided by the knowledge and experience of their leader, develop possible approaches, discuss the merits of each, and finally agree upon the approach to be tried.

Now the leader has a united group working on a mutually accepted plan toward a mutually accepted goal. Therefore, when the people who are attempting to carry out the accepted plan are stopped by obstacles, they do not give up. They work harder. After all, this was their idea. It has got to work. This is a part of them. They are therefore ready to give more of themselves.

Further, if the accepted plan doesn't work, the people can blame no one but themselves. They cannot point the blame of the failure at one person. The leader does not become the scapegoat. Instead, the people

(Continued on page 40)

PUTTING IT ACROSS

by ROY C. BUCK, *Associate Professor of Rural Sociology, Pennsylvania State University*

A SHORT time ago I was visiting a farmer friend and asked him how the new assistant county agent was doing. Stan's reply was, "He's a smart fellow but he doesn't know anything."

"Now Stan," I said, "You are not making much sense. If a fellow is smart, he must know something."

"Well," mused Stan, "What I really mean is, he is smart but he just can't put it across."

Stan's second observation is a common one. "He can't put it across," is such an easy criticism, and yet it really makes a very basic point. The need for good communication is at the heart of the whole extension program.

Several Angles

Stan's notion of communication was much more than the bare mechanics of message sending and receiving. While he didn't mention it as such, the thing that was foremost in his mind was what we might call the public relations problem in communication. Stan placed a lot of emphasis on such things as "feeling easy in the meeting, really learning to know what extension is all about, making a fellow feel as though he knows something, and breaking things down so they are clear."

His wife, Marie, had some ideas, too. She talked about "good judgment, understanding woman talk, and getting to do things that matter."

Tom, a young 4-H'er volunteered: "A county agent has gotta level with ya. I don't mean he's gotta horse around but, boy, he sure has to make his stuff important if kids are to buy it."

Now, let's back up a little and see if we can't hang a little meat on this can't put-it-across skeleton. We shall only work on the public relations angle.

Defining Public Relations

Activities deliberately planned to enlist public understanding and/or approval and support for a plan of operation may be considered public relations. In addition, public relations means cooperation with other persons or groups to an extent that there is interest in each other's program and, no less important, mutual respect. This is the planned part.

There is another way of looking at public relations which is often overlooked. Each person has a public relations program whether he wants it or not, or whether he realizes it or not. People are continually sizing up each other's behavior and drawing conclusions and inferences.

So public relations is part of the day-to-day life of everyone. It involves two broad categories of activity — those events which are more or less deliberately planned and those which constitute the day-to-day routine of living.

The idea of a general public is not very helpful in considering the public relations problem. An entire county may know about the extension program but the people will look at it in different ways. People are apt to see what they most want to see and believe what they most want to believe. This ordinary trait of human nature cannot be ignored.

The problem is one of translating and interpreting the program. The general objectives can be the same for all but they must somehow be made relevant to each person's interests, biases, and prejudices. They must strike at the heart of his special problems and, perhaps even more important, at the special way he defines his problems.

Many Publics

One way to get a little practice in thinking about your county as a collection of special publics is to compile a simple chart. List your publics, including the county extension office staff, county government officials, commercial farmers, part-time farmers, farm machinery dealers, farm organizations, cooperatives, rural nonfarm residents, public schools, other public agencies in the county, your next door neighbor, and local business people.

Then select a major objective of the county extension program. As you go down the list of publics, how would you vary the method of putting this objective across.

Perhaps in some instances there wouldn't be much change. Some publics are closely related. And a person can be a member of more than one public. We need to recognize that as people move from one group to another, their points of view may change. How does your next door neighbor define your position? Do you feel reasonably certain that he

(Continued on page 47)

What Kind of Meeting Do People Like?

by EDWARD V. POPE, *Federal Extension Service*

THIS is not an easy question to think about, much less to answer. Meetings are held for many different purposes and involve many different kinds of people and points of view. There are staff meetings, demonstrations, fairs, farm and home visits, leader training meetings, annual conferences, and the many sessions of county and community groups ranging in purpose from policy meetings to public social and recreational get-togethers.

By reason of our broad charter of responsibility in the educational field, we find ourselves as extension workers called upon to assume leadership responsibility in all of these types of meetings and many others. Moreover, the complexity and interdependence of modern life will probably mean more rather than fewer meetings, as the need for consultation with people becomes more frequent.

Setting the Stage

Perhaps the most basic questions in any meeting cluster around the problems of communication. This is not meant in the sense of how to get people to accept what we decide is "good for them." The question is, "How can we set the stage for communication well enough so that people progressively understand each other and thus efficiently share ideas and move toward greater consensus with due consideration for all points of view?"

The problems in creating this kind of climate may appear insurmountable. Some people seem not to want to be democratic; they want either to tell or to be told what to do. Others go to the opposite extreme in denying the need for structure or leadership at all. There are all gradations between, and the same person may react differently at different times. Then again, the nature of the job to be done, the time available, and the pressures exerted by all those with a stake in the outcome arouse powerful temptations to shortcut or circumvent important steps.

Yet the democratic imperative is there. Within the inevitable limits, we still must operate as though people deeply like to experience the respect for the individual which democracy has as its premise.

Taking into account the varied purposes of meetings and the individual differences of people, are there any common denominators we can identify as fairly adequate conditions for good communication?

For one thing, we can make clear the purposes of the meeting, with an indication of the type of participation for which opportunity is provided. This seems as obvious as a TV commercial. Yet how often have you left a meeting still wondering why you were asked to come? And how often have you experienced the uneasiness of not knowing what was expected of you as a member of the group? No matter what the situation, confusion as to objectives and roles gets in the way of good communication.

Important in this connection is the choice of methods appropriate to the purposes at hand. In planning for a leader training meeting, for example, the objectives are to help the leaders both to understand the content and to develop skill in conducting follow-up meetings on their own. Preplanning will involve the selection of methods encouraging the active participation of each leader in the roles of learner and teacher.

In a staff meeting to acquaint personnel with a new policy decided upon at the last session of the legislature, preplanning will consider other questions: Does the person who will explain the new policy really understand it? Can he explain it clearly and accurately? Should there be time for questions and discussion of the policy's implication for the work of the staff? Should there be a place for some good-humored griping at this latest "directive from on high" as a safety valve for negative feelings?

Adaptable Methods

Flexibility of method within one meeting is being widely practiced nowadays. In this same staff meeting, another item on the agenda may call for the type of deliberation best suited to small groups. The leader who can adapt his methods as situations change, even within one meeting, is quite likely to be helping toward good communication.

Then again, respect for the individual means taking care that the group does not sense a "hidden agenda," and that, in fact, there is none. Too often people have learned to distrust meetings through experiencing the destructive effects of exploitation. They have been in meetings which have seemed to be for the purpose of gaining the semblance of group sanction for a program planned by a "privy council." Even with the finest of intentions, such an inner circle, convinced that it knows "What's best for people," will cause those same people to go away muttering, "Why do they ask for our opinions and then do what they want to anyhow?"

In summary, clarity as to purpose or objective, and appropriately chosen methods for individual participation in honest and open situations are some important elements in encouraging cooperative attitudes and thus in setting the stage for good communication. We can safely assume that most people like meetings with these qualities.

working as a team

by J. W. SCHEEL, *Assistant Extension Director, Oregon*

PROGRAM integration or unification has been discussed frequently in recent years. Common questions are "What is it?" "Is it practical?" and "How do you go about accomplishing it?"

The ultimate answers will be developed by county extension staffs. By trying out a variety of ideas, they will find the ones that are practical for particular situations. Some such trials are under way in Oregon, and experience here may be useful to agents in other States.

For example, the extension agents in Yamhill County last year held a highly successful "Know your meats" meeting that was attended by at least 275 people. All agents took part in planning and staging. The local livestock producers' organization, meat retailers, and consumers were involved. And a demonstration of meat cutting that was a major program feature was handled by a livestock specialist and a consumer education specialist. Several other counties held similar events with good results.

Joint Activity

This meat meeting is one type of program integration. It represents a joint activity by several agents in a county that contributes simultaneously to several separate objectives of the different projects involved.

A second type of program integration is the direct opposite—separate activities by several agents that contribute to a common objective for all the projects involved. The Deschutes County staff gave attention to this possibility in one of their weekly staff meetings early this year, using the improvement of dairy farm management through production testing as an example.

Agents' Role

The home agent might have a unit meeting on keeping and analyzing DHIA records, assisted by the agricultural agent. The agent responsible for 4-H Club work might develop with local 4-H leaders some club activities dealing with production testing and maintaining records of production. The agent responsible for Farm and Home Development could encourage a testing program for the families with whom he was working who had dairy enterprises on their farms. Finally, if a tour were being held in the county in connection with one of the agricultural projects, a stop could be included at a dairy farm where results of a good program of cattle quality improvement could be seen.

Still a third version of program integration is staff teamwork in a joint activity toward a common objective. One excellent example in Oregon this year was a series of leadership training meetings in Jefferson County in which all the agents collaborated, with the help of the group development specialist from the State staff.

These meetings were planned in cooperation with a local committee of leaders from a variety of agricultural, civic, and youth organizations. They were attended by some 80 people who were a good cross section of the local community leadership, both farm and town. The series consisted of three meetings on successive nights, each a workshop of a different phase of the group process.

Emphasis was on developing better understanding of the human interaction that takes place in a discussion group (such as a committee meeting) and sharpening the leadership skills of the participants by giving them opportunity to observe and practice the use of different techniques. Response was enthusiastic.

Common Problem

At least three other counties successfully undertook a similar activity. In each case, the extension staff recognized the need for a larger number of better-trained leaders as a common problem and made accomplishment in that field a common objective for a combined activity.

A similar type of integration was the Great Decisions program in which most Oregon counties took part early this year. This program was intended to improve public understanding of a number of foreign policy issues facing the Government of this country. It was made possible through the help of the Foreign Policy Association in providing fact sheets, discussion guides, and organization plans. As a piece of public policy education,

(Continued on page 42)

Stimulating action

Equipping leaders

Clarifying procedures

Reaching new people

Evaluating progress

Planning programs

THE VISIT—A MULTIPLE-USE TOOL

by KENNETH F. WARNER, *Professor, Extension Studies and Training, University of Maryland*

HEAR about it—think about it—talk about it. Action is the goal, of course, but action does not come until folks feel that it is important and necessary. How they feel depends on thinking and talking. That is where visits come in — person-to-person discussions that analyze, compare, and finally approve.

In Extension, the long series of line-fence and teacup discussions builds up the ground swell of public approval. When that ground swell rolls into all corners of the county, our job is done. Then we can switch to the next item.

The visits you make are "seeds" for the ones described above. Well-planted in fertile soil, they are worth the time and preparation needed. Well-planned visits build the foundation for planning and carrying out programs.

Equipping Leaders

We extension workers can't do the whole job ourselves. We have to work through others—through the million and a quarter public-spirited local leaders. Visits are key tools in equipping leaders.

When a local person agrees to take charge of a 4-H Club, become an officer in the homemakers or the chairman of a weed eradication committee, he steps out of the crowd. These people move over to our side. They put their status on the line and become a target. We must equip them to defend themselves, to explain their actions with clearness and enthusiasm, to promote the selected job with pride and conviction.

Person-to-person conversations, face-to-face discussions are essential. Only through such discussions can the local person rehearse his information. Only through such rehearsals can we be sure we told the story clearly and that we were understood.

Amid the turmoil of a program that is expanding and adjusting to a changing situation, visits may appear too time-consuming. There is no better way to save time than through well-planned key visits. Delay, confusion, mistakes, and hostility result from misunderstanding. The facts, the plans, our attitudes are best explained face to face. Folks need to know clearly what is to be done and how. When they know, they take pride in doing it themselves.

From this well-informed leadership, the useful grapevine starts. It reaches into the home, the neighborhood, the town, the market. These are the conversations that cause people to consider, decide, and act. These are the visits you planted but did not have to make.

Potential Cooperators

There will be other, unplanned visits outside your regular program. Bugs in the shrubbery, brown spots in the lawn, newcomers on strange farms, sick cows, sick chickens. Some of these unexpected calls will give you your greatest satisfactions. All of them will yield potential sources of cooperators in your program.

These calls can come from people who do not go to meetings, who do not read your column, who do not

(Continued on page 45)

Agricultural Agent C. R. Spooner, Telfair County, Ga., and farmer R. H. Jones and son, talk over Jones' farm plans and his son's 4-H projects. Well-planned visits build the foundation for county programs.

Broader Horizons for 4-H Work

by GEORGE FOSTER, *4-H Club Specialist,* and FRED BERGGREN, *Assistant Experiment Station Editor, Tennessee*

A 4-H Club leader and 5 panel members pose before visual aids they used to discuss the future of forestry in 7 Tennessee Valley States.

BACK in 1956, some of the sponsors of the first Tennessee Valley Regional Resource Development Conference for Older 4-H Youth were skeptical about its success. Now they would quit sponsorship as soon as a youth would quit courting the attractive daughter and only child of a middle Tennessee farmer—one who owns a 500-acre farm all clear!

The seven States of the Tennessee Valley mixed together generous helpings of the cream of their senior 4-H Club members at Fontana, N.C. Some 200 boys and girls took a clear-eyed look at their natural and human resources and came up with some ideas about their own responsibilities and opportunities.

Plans are now well underway for the third annual conference. Fontana Village, surrounded by inspiring forest, water, and mineral resources, will again be the site.

C. B. Ratchford, assistant extension director of North Carolina, is chairman of the 1958 planning committee. It includes representatives of the cooperating State extension services, and the other two sponsoring groups — the Tennessee Valley Association of Test-Demonstration Farm Families and the Tennessee Valley Authority. You can see that this is an excellent example of inter-extension, inter-agency as well as inter-State cooperation.

How did this idea originate? Many people have been concerned about the depletion of the human and natural resources of our region — movement of youth off farms, migration of people to industrial centers in other areas, a general lack of appreciation for the physical and educational resources of the region; failure of older boys and girls to continue in 4-H Club work; insufficient recognition for those who stayed with club work but failed to win national honors. These and many related factors were of serious concern to our agricultural leaders. The problem certainly was formidable.

Recognition of Resources

One leader in Kentucky explains it this way: "If any area or State is to fully develop its resources for the betterment of its people, some program must be initiated which will first cause the people to recognize these resources." As a result, Kentucky has developed a State-wide 4-H Club project in resource recognition.

Conference ideas crystallized at a meeting held in Chattanooga early in 1956 and a committee was named to represent the sponsoring agencies. Their job was to develop plans for a conference to include 4-H Club delegates from valley counties in the seven States in the Tennessee Valley region.

The following excerpts from the announcement illustrate some of the highlights of the first conference:

"The 4-H members attending will spend 3 days at one of the most popular vacation spots in the region. They will learn about the resources of the Tennessee Valley and the entire South; problems and opportunities in the area; and possibilities for developing their skills and talents to take advantage of the area's opportunities. They will visit and work with 4-H members from other States, and take part in discussion, workshops, and recreational activities.

"One boy or girl from each county in the Tennessee watershed is eligible to attend. (Now all States can send two delegates per county.) Delegates must be over 15 years old, have outstanding leadership abilities and good project records, and agree to report on the camp to other groups after they return home."

Officers and directors of the Tennessee Valley Association of Test-Demonstration Farm Families promote the valley-wide conference of 4-H boys and girls. The Extension Service in the seven States and the Tennessee Valley Authority help plan, organize and conduct the conference and use it to promote the develop-

(Continued on page 40)

It's Still A Basic Tool

by GLADYS GALLUP, *Federal Extension Service*

EXTENSION is continually developing new ways to reach more people with more information. Of all the methods employed over the years, the result demonstration continues to be basic in serving all groups. It is particularly effective with low-income families.

These families see others profiting from modern improvements in communication and transportation, new discoveries in science, and new inventions. Often as not their own woes are intensified and their plight more keenly realized. Extension result demonstrations stir their interest in seeking solutions to their problems.

Recent research indicates that those in the low-income group in general have less schooling, do not participate as often in formal organizations, and are more limited in physical resources. They depend a great deal on everyday contacts with neighbors, relatives, and friends for new ideas in farming and homemaking. The result demonstration has proved to be a successful method of reaching such groups.

Encourage Adoption

Studies show that mass media, especially newspapers, farm journals, and radio, serve mainly to inform this group of new farm practices. Other influences such as demonstrations are usually required to encourage adoption of the practices.

Each result demonstration is a new and different presentation and therefore endowed with the advantages of variety, freshness, and newness. The fact demonstrated may be old but each version of it is new.

Result demonstrations, the core of extension teaching, provide basic information used by agents in news articles, circular letters, radio and television programs, meetings, and other teaching methods. Like other visual presentations, demonstrations stimulate much more interest than can ordinarily be developed through the printed page or by talks.

Basic Role

While results obtained at experiment stations lead some people to try new practices, many more are readily convinced by the experiences of successful farmers and homemakers in their own community. This is the role of result demonstrations.

Well-staged demonstrations can be more convincing than dozens of printed pages or hours of talk. A conveniently arranged demonstration kitchen is far more interesting and enlightening to a woman than a word description of how to plan her kitchen.

The demonstrator learns by following the recommended practice, by observing, and by keeping a record of results. He becomes his own teacher as well as the teacher of his neighbors.

After successfully proving the worth of a specific practice in the county, extension agents can speak and write more convincingly about it. The most successful agents have increased the educational value of this tool. By better planning, conducting, and using the demonstrations, they not only show proof of single practices, but also a combination of practices such as in Farm and Home Development.

An extension result demonstration is used to prove the advantages of a recommended practice or combination of practices. It involves careful advance planning, a substantial period of time, adequate records, and comparisons of results. It is designed to teach others in addition to the person who conducts the demonstration.

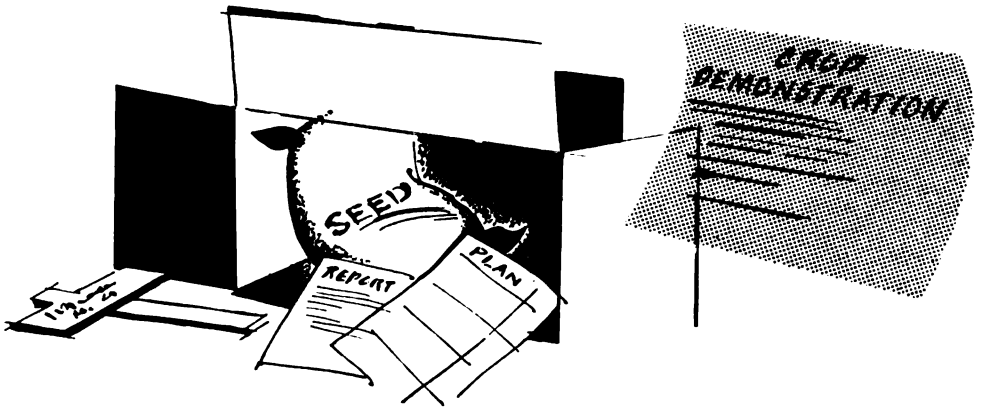
To be effective, result demonstrations must be carried on systematically to prove that the recommended practice is definitely superior to the one it is to replace. Accurate records are essential—records of labor, materials, costs, and results. Before-and-after photographs often are a valuable part of these records.

Combination of Practices

Proof from research or reports of successful experiences showing the advantages of a practice must precede a demonstration of it. Result demonstrators do not discover new truths, but they show to what extent the research findings of the State experiment stations, USDA, and other agencies apply to local conditions.

In recent years the trend has been toward fewer and better planned result demonstrations involving more elements. Today's demonstrations usually involve a combination of several practices which will increase efficiency.

Demonstrations will always be an integral part of extension teaching. They provide local proof of the advantages of farm and home practices, especially those that are based on recent research. Demonstrations also help gain the confidence of new farmers and homemakers and others who have had little experience with Extension.



we package the DEMONSTRATION

by BEN R. SPEARS, *Extension Agronomist, Texas*

RESULT demonstrations are on the upswing in Texas. Packaged crop demonstration kits have increased both the number and effectiveness of this basic extension teaching method.

Until we started using these kits, result demonstrations in Texas followed the same downward trend noted in some other States. A major reason for this decline, no doubt, is the great amount of time required for a county agent to organize, plan, and complete any sizable number of result demonstrations.

To offset this disadvantage, we adopted the idea of the packaged demonstration. County agents are supplied with a complete kit including seed, planting plan, report form, variety identification signs, and roadside sign calling attention to the demonstration. In 1952 we started on a trial basis with 36 corn variety demonstrations. The kits' value was established and in 1954 grain sorghum, forage sorghum, small grain, pasture grass, and legume demonstrations were added.

Acceptance Grows

The number of kits supplied to counties has increased each year. By 1957 the total reached 693 corn, grain sorghum, forage sorghum, and small grain kits and the number of pasture grass and legume kits jumped to 412. Thus this single idea was responsible for more than 1,100 crop demonstrations in the State in a year.

Observations by farmers throughout the growing season encourage adoption of demonstrated practices. This was one of 8 demonstrations last year in Hill County, Texas.

Other advantages have been observed and passed on to us from the counties. Since research facilities are widely distributed in the State and most counties are a considerable distance from a substation, many farmers do not have an opportunity to observe the work being conducted by the Texas Agricultural Experiment Station. Local demonstrations which utilize the latest production practices as well as the planting of the newest and best hybrids and varieties of crops offer the next best best.

Application for the demonstration kits is made by the county agent through his district agent to the State agronomy office. County agents are limited to two demonstrations of any one crop. Applications are accepted well in advance of the earliest planting dates so there will be sufficient time for the specialists to work up the kits and other supplies.

Planting plans for the various demonstrations are prepared in detailed outline and mimeographed. The outline includes not only planting instructions but details for harvesting and reporting results. Each participating agent receives a copy of the plan when his request is confirmed and another with the kit. The advance copy aids the county agent in discussing the proposed demonstration with a prospective cooperator.

The varieties or hybrids to be used in

each county or district are determined on the basis of their adaptability. Seed supplies are purchased from seed companies with assistance from the Foundation Seed Section of the Texas Agricultural Experiment Station. Inoculant is supplied for the legume demonstrations. Each kit contains an identification stake for each hybrid or variety in each replication of the demonstration.

Signs Increase Value

The kits are mailed to the county agent 2 to 3 weeks before planting time. When the demonstration has been successfully established, the agent is furnished a 16 x 30-in. roadside sign. It is felt that much of the value of the demonstration is lost when signs and markers are not used.

For crops such as corn and grain sorghums, seed is provided to plant about 720 row feet each of six varieties or hybrids. Other seeds are furnished proportionately. The planting plans are designed so that accurate comparison of varieties or hybrids can be obtained.

After the demonstrations are harvested, the results are recorded on forms furnished by the extension agronomists. The reports are sent by the county agent to the district agent for his information and later transmission to the extension agronomists. When all reports are in, the results are summarized and furnished in mimeograph form to all county agricultural agents. Drought, floods, and other causes take their toll of the demonstrations each year but the demand for more kits continues to increase.

Hill County in central Texas has made effective use of the kits. County Agent C. H. Clark and his program building committee use the demonstrations for introducing a new crop variety or hybrid. When the variety's value has been established, demonstrations on that particular crop are discontinued.

In 1957, Clark used eight packaged demonstrations. Two grain sorghums were demonstrated because of the great amount of interest in the new hybrids; two corn and pasture grass demonstrations were included because distinctly new types of hybrids and varieties had been released by the Experiment Station; two forage sorghums were used because of a need for increased silage production in the county's dairy program.

County Agent Clark usually renders whatever assistance is needed to insure that the planting and harvesting are done according to plan. This also helps keep him familiar with the progress and outcome of the demonstration.

Clark reports good attendance at field days and tours but believes the greatest good has been the observation of the demonstrations by farmers throughout the season as evidenced by well-worn paths through the demonstration areas. The demonstrations have had an effect on the farmers' choice of varieties and one seed dealer waits until the demonstration results are complete before ordering his seed supplies.

Introduced New Hybrid

In Liberty County on the Gulf Coast Prairie, Agent G. L. Hart used a demonstration to introduce a new corn hybrid which had been developed especially for that area. The hybrid yielded well in comparison with other hybrids and showed the disease resistance claimed for it. These results, along with publicity on research tests, resulted in a demand for seed which was in excess of the supply.

Result demonstrations are not needed on every improved practice in order to gain public acceptance for it. However, it continues to be one of our best teaching methods and should not be discarded in the county program building process. All methods have their place.

The value of demonstrations for introducing new crops is established and agents and farmers like the local testing. Demonstrations also strengthen local mass media efforts by providing agents with material for news stories, radio and television programs, and meetings. This packaged demonstration program has encouraged county agents and farmers to conduct more demonstrations involving other phases of crop production.

A New Look at My Job

by GAYLORD HAYNES, *Extension Agronomist, Oklahoma*

AFTER 6 years, 240,000 miles and 1,000 days in the field helping county agents establish and harvest demonstrations, hold tours, field days and educational meetings, I have come to the conclusion that my job is to train agents rather than farmers.

During most county visits the time is consumed by many items with which you are well familiar. Telephone and office calls generally prevent much discussion in the agent's office. District meetings are too large and time too short for effecive discussion of technical information.

Considerable research, not only from Oklahoma, but from throughout the world, is available in every field of agriculture. There are over 3,000 annual publications of scientific literature on agriculture. Scattered through these volumes of publications is agronomic information valuable to every county agent.

Practical experiences gained from working with county agents, farmers and research workers throughout Oklahoma, as well as visiting experiment stations and agronomists from other states, can be of value to county agents.

Heavy workloads prevent the county agent from taking advantage of these sources of information. Perhaps I could bring many of these bits of information to the county agent in usable form.

In the coming year, I want to spend more time working with the agents and less time in direct contact with the farmers. My plan is to meet with 3 or 4 county agents at a time for 1-day meetings. At these meetings we can discuss the latest research, teaching methods and exchange experiences. Also, slides can be made available to the agents for duplication and use in meetings. Tissue testing and other educational aids can be discussed and practiced if desired.

The primary objective of this plan is to see if a program of this nature will help us both do a better job.

This recipe has the ingredients for SUCCESS

by RUTH CRAWFORD, *Home Advisor, Humboldt and Del Norte Counties, Calif.*

Do you want a recipe for successful Clothing Information Days? Try this one we used in California's Humboldt and Del Norte Counties.

Take one part clothing specialists from the State extension office; blend with one part local business people (retailers, manufacturers, and dry cleaners) and key women interested in consumer questions; add equal amounts of county home advisors, clothing demonstrations, and exhibits. Simmer this mixture for 6 to 8 weeks or until the good program ideas rise to the top. Then add an enthusiastic audience of interested consumers. What's the final product? Clothing Information Days, California style.

We held two of these programs this spring in Humboldt and Del Norte Counties. As a result, the retailers and consumers who participated have a better idea of each other's problems. Business people are more aware of extension and its service to the community. Consumers have asked us to present similar programs on home furnishings, home management, and food buying.

Advance Publicity

Preparing for the meetings, county staffs sent out advance information to 4-H Club leaders, families, home economics teachers, parent-teacher associations, chambers of commerce, and all local newspapers. Five television programs, two 5-minute radio programs and spot radio announcements also helped publicize the events. Questionnaires were distributed to consumers to determine subjects for discussion.

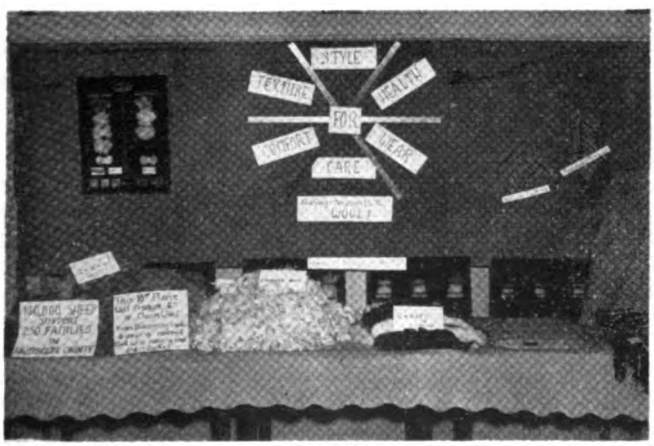
More than 500 consumers attended the 1-day sessions. The morning programs consisted of panel discussions on selection and care of clothing. Demonstrations and exhibits featured natural and man-made fabrics, children's and adults' clothing, dry cleaning, and many related subjects.

In the afternoon, the panel of local business people and State clothing specialists answered homemakers' questions. The retailers distinguished themselves for frankness and clarity as they answered such questions as: Why do zippers stick? Why do sizes of dresses and coats vary? Why should certain garments be dry cleaned? Why don't labels give better information?

Repeated on TV

For the benefit of homemakers unable to attend, the same panelists participated in a half-hour live television program the following week. The program was announced in the advance publicity as well as during the consumer-day programs.

Retailers and homemakers responded enthusiastically to the clothing information days. Plans are underway in other California counties for similar programs.



This exhibit demonstrated that Humboldt County's 100,000 sheep support 250 families and supply a useful clothing material.

Retailers and State clothing specialists discussed clothing selection and care and answered consumers' questions.

The Alabama delegation works hard planning a skit about natural resources which they presented at the 7-State Senior 4-H Club Regional Resource Conference.

BROADER HORIZONS

(Continued from page 35)

ment of the Tennessee Valley and its people.

What benefits have accrued? Let's look at some of the comments:

"In evaluating this encampment, I believe that it is a phase of club work that we have failed to cover in the past... Many of these boys and girls had not been district or State winners and therefore might not have had an opportunity to prove their leadership.

"We feel that the conference provided one of the best incentives for older youth to continue 4-H Club work — to learn more about our region. Words cannot convey the closeness of fellowship and mutual understanding that developed among the youth of the seven States as we studied and played together and discussed our mutual interests.

"This opportunity if continued will provide a very effective method of fighting the increasing problem of youth delinquency, which everyone knows is due partly to the lack of properly planned and supervised worthwhile activities for youth."

What are all these comments about? The first year, 1956, the senior 4-H'ers presented skits on improved fertilization and soil management, use of electricity on the farm, community development, development of leadership, spread of better farm practices, use of resources, and cooperative action.

In 1957, topics developed by State groups for discussion included forestry; water (rainfall, transportation, industrial, irrigation); recreation; electric and atomic power; human resources; rural organizations; agriculture (livestock, crops, soil management, fertilizer, and conservation); industry and commerce.

Possibilities of Area

The program includes inspiring talks by leaders from the area. There has been no trouble in obtaining such speakers as an editor of a large southern farm paper, the public relations director of a leading southern insurance company, a member of the TVA board of directors, deans or directors of agricultural colleges, and a college president. Speakers point up the possibilities in the area and otherwise inspire the youths. Leaders who attend hope that the speakers will tip a few wavering 4-H youngsters over the brink toward the conviction that they must have more education with college the next step.

As for the look ahead, we feel that this pioneering effort is highly significant. It shows how various interest groups can work together to support 4-H Club activities. It also illustrates an approach to a broad field of related subject matter on the part of older youth — rather than dealing with narrow project fields.

Significantly, a national 4-H Club development committee has been formed on the use and conservation of natural resources. Its approach is very similar to that of the regional resource conference. They both deal with plants, animals, minerals, soil, water, and air, and their relationships to human resources. They both are demonstrating the values of cooperation between agencies, States and subject matter fields in the development of the greatest resource of all — man. They are truly making broader horizons for 4-H Club work!

HELPING PEOPLE

(Continued from page 30)

will usually turn to an alternate plan quite readily, keeping the group including the leader intact.

This is not true with an authoritarian-led group. In this latter group, if another attempt is made, at least the leader is usually not present. It is a united group that still must solve the problem. It is also interesting that frequently a failure will tie the members of the group closer together in further planning, revising, and working together to achieve success.

As we approach the ideals of democratic leadership, we find ourselves less likely to find occasion to wail over how incomprehensible these people are.

We must realize, however, that the two extremes of leadership have been presented—authoritarian at one end, democratic at the other. Although it is obvious that the extreme of the democratic method is the most effective, we can scarcely hope to reach the ideal of the democratic leader either in personality or results. But at least this should be the goal towards which we, as leaders, should aim.

By this method we can best serve the people in need by helping them with our knowledge and skills as their leader to define and solve their problems. By so doing, in our democratic way, can we not only become a real leader, but a successful one.

They Put Their Jobs on Display

by ELWOOD MINTZ,
Assistant Publications Editor, North Carolina

WHAT do subject matter specialists have to offer? North Carolina's county extension workers were given a comprehensive view of their State staff's jobs at a recent annual conference.

Nineteen specialist groups set up exhibits to show county workers what each group offers in the way of educational materials and other services. Some 780 county workers toured the exhibits at three separate sessions.

A half-day of each 2-day session was allotted for viewing exhibits. County workers were divided into groups of about 20 persons, headed by a group leader. Each group spent about 5 minutes at each exhibit.

Specialists were hosts to the touring groups. They either took turns with the 5-minute presentations or each specialist gave a report on his particular job.

Exhibits remained up throughout the conference so interested persons could take a second and more detailed look. Space was also provided for previewing movies, film strips, slide sets, and for inspecting visual aids and communications equipment.

Planning started two months prior to the conference. Assistant Director R. W. Schoffner, Forestry Specialist John Gray, Editor O. B. Copeland, and Artist Lloyd Turnage checked the hotel's facilities and layout, made measurements, and alloted space for the exhibits.

Turnage and Artist Floyd Harness aided in making titles, layout, and design arrangements. Photographers Ralph Mills and John Mattox assisted with photographic details.

Extension specialists also benefited from the presentations. They were able to see new avenues for cooperation between State and county staffs.

For example, the forestry specialists illustrated the many and varied educational opportunities in forestry. Their exhibit contained large photos emphasizing the role of good forest management and what it means in terms of dollars per woodland acre.

The forestry display also drew attention to ways of telling the forest management story with such methods as roadside demonsrations, sign units, woodland analysis training schools offered to county extension staffs, result demonstrations, long-term cooperator demonstrations, Agricultural Conservation Programs and Soil Bank. Also shown were teaching and information aids available such as measuring sticks, prepared television scripts, Federal and State posters, scale sticks, planting charts, canned radio broadcasts, and publications.

Forestry's growing economic importance and extension's role in that growth were pointed out in this exhibit.

Overall View

The home management exhibit was designed to give an overall idea as to the scope and range of home management extension. Specialist Mamie Whisnant stated the objective, "to develop managerial knowledge and skills" with publications used to show what is meant by work simplification. This center panel was flanked by side panels devoted to family economics, subheaded consumer buying.

Publications were displayed under the respective sections covering all ranges of home management from money matters to selecting washing machines, including 4-H project books and manuals.

The Division of Agricultural Information used a portable display rack known as Flexibit, designed by artists Turnage and Harness. Constructed of hardwood with masonite paneling, the exhibit measured 4 x 8 feet. It folded down to a compact 2 x 4 feet. This type of equipment can be assembled in about 5 minutes, not counting the time for placing illustrative material on panels.

Because many members of the division are not as well known to field

(Continued on page 42)

GROUP TRAINING

(Continued from page 28)

The warm friendly atmosphere was mentioned frequently. The coffee breaks and fun night provided opportunities to get better acquainted with other agents. It was suggested that every workshop should have a common meeting place for the evening where agents and staff members can gather informally.

Impersonal Look

Other comments included appreciation of the opportunity for self-analysis and observation of the group process, the frankness and good sportsmanship shown regarding constructive criticism, and the ability to take an impersonal look at the county situation.

Agents are applying this learning experience in improvement of staff meetings, in training local committee chairmen for program projection, and in using leadership material in the training of 4-H Club leaders. They are prepared to assist in the training of community leaders.

A group development workshop provides an opportunity to have fun while you learn. As one agent put it, "I thoroughly relaxed and enjoyed the extension people more than at any other conference. I feel that I can see myself and my problems more objectively, and that with application of this training I can be a better agent."

WORKING AS A TEAM

(Continued from page 33)

it was a logical job for the county extension staff to tackle as a team.

Still another excellent example of program integration in action was the outstanding job done by the Polk County staff in conducting a long-range county planning conference or program projection. It was planned by the staff as a team and helped identify some common goals. The lay groups developed broad understanding of the county's problems and opportunities, so that each group has a vision of its part in a larger whole.

All of these examples have some common elements. These common elements provide some clues as to what program integration is, and also how to bring it about.

Basically, an integrated county extension program means that the agents in a county have some common objectives, they carry on some joint activities, and they make their separate activities mutually reinforcing where practicable. By this means, the agents accomplish some things that they cannot otherwise do.

For one thing, program integration permits a "family" approach in extension teaching. Farms are family businesses, and such an approach makes sense. Program integration also has public relations advantages. It ties each public to the overall extension undertaking rather than to a separate segment that may not be identified with the whole. It encourages joint support for the program rather than competition for support of various segments. It facilitates using all resources of personnel and knowledge in meeting the needs of any one public. It permits increased accomplishment by focusing concerted effort on major objectives. It also establishes a sounder basis for staff organization in the county.

Achieves Naturally

The conditions necessary to achieve an integrated program are simple. They center around certain staff attitudes and habits. If agents are willing to work as a team and make a practice of doing so, they can achieve an integrated program rather naturally and without painful effort. They can be aided considerably if the climate created by administrators, supervisors, and specialists is favorable.

To get an integrated program, the agents first of all plan together. Common objectives and opportunities for joint activities are easier to identify when the planning is combined. A weekly county staff meeting provides a logical opportunity for this.

Staff meetings also help the agents to keep each other informed — and effective communication within the staff is a second prerequisite for an integrated program. Frequent consultation between agents is essential, even though time-consuming.

Willingness to try new undertakings that require integrated efforts also is necessary. There are many opportunities for such attempts — tours planned for family groups, joint radio programs, combining related home economics and agricultural subjects on meeting programs, teamwork approach in farm visits, and collaboration in recruiting and training leaders.

These and many other opportunities have existed for quite a few years. If we have been slow to recognize them, perhaps it is because attention of various staff members has focused on somewhat different objectives. When we integrate our program, we seek out the broader values behind our separate undertakings.

JOBS ON DISPLAY

(Continued from page 41)

extension workers as other specialists, photos of the workers were displayed. In addition to the panel exhibit, visual aids, radio, and television equipment items were shown.

Another broad field was covered in the family life program exhibit. Mrs. Corrinne English told the objective of the family life program in a panel captioned, "To learn to get along with others." She listed ways in which the program was carried out in North Carolina and named cooperating agencies such as parent-teachers and mental health associations, North Carolina recreation commission, etc.

Common Goal

Mrs. English included three subjects on the two-sided panels. One panel was devoted to child development and another to personality development. Publications were displayed with such catchy titles as, Your Child Needs Both Parents, Faith is a Family Affair, and Attitudes are Important.

All the exhibits drew favorable comments. They gave county workers and specialists an opportunity to see and appreciate the roles of all staff members in reaching their common objective of educational service.

NEWS and VIEWS

All aboard for the State 4-H conference at Fort Collins, Colo. In the driver's seat of the "county activities bus" is Bert Ransom, assistant county agricultural agent.

Huffman Succeeds Croy as Assistant Administrator

Otto C. Croy, assistant administrator for programs of the Federal Extension Service, retired January 31 after more than 39 years as an extension worker. He has been succeeded by Gerald H. Huffman, FES field representative for extension administration for the past 3 years.

Otto C. Croy

G. H. Huffman

Mr. Croy joined the FES staff in 1954 after serving 36 years with the Ohio Extension Service. He began his career in 1917 as the first extension agent in Muskingum County, Ohio. Subsequently he was assistant State 4-H Club leader, district extension supervisor, and assistant extension director in Ohio.

A graduate of Ohio State University, Mr. Huffman served on the Ohio extension staff from 1938 to 1949. From 1949 through August 1954, he was an extension specialist with Economic Cooperation Administration missions in Italy and France.

Activities Bus

Ever try keeping a caravan of 4 or 5 cars together in heavy traffic. Washington County, Colo., agents have whipped that problem. When they want to take an extension group to an out-of-town activity, they use the county "activities bus."

A school bus scheduled for replacement was donated to the county in the summer of 1957. It carries up to 30 passengers with ease.

A group of community leaders was called on as advisors to draw up rules for operating the bus. The rules are tough but realistic. The bus is available to any organized group within the county, but applications must be made at least 48 hours in advance. A responsible person, representing the group, must fill out the insurance forms covering the entire group for the trip. And the driver must possess a chauffeur's license.

Groups using the bus pay only for the gas and oil used on the trip. The county maintains personal liability and property damage insurance under its fleet policy. The county also picks up the tab for repairs and maintenance of the vehicle. Full control for scheduling and operating it remains in the hands of the county extension office.

County Agent Edwin Amend says the bus has solved the nettlesome transportation problem for extension group activities. No longer does he and Assistant County Agent Ransom have to spend considerable time on the phone to line up cars and juggle passengers. And they don't have to worry about keeping a caravan of cars together on busy highways and crowded city streets. — *Charles H. Burch, Publications Editor, Colorado.*

History of YMW

Young Men's and Women's Programs in various States have grown out of needs of this age group, attempts have been made to meet these needs in a variety of ways, and the good results prove the desirability of increased adoption of some of these ways in all States and territories. These are the major points brought out in "A History of Work with Young Men and Women in the States and Nation," published by the Indiana Extension Service, Purdue University.

The specific purposes of the history are:

1. To emphasize the importance of some program for this age group, which many leaders have called "the most neglected phase of rural work."

2. To compile information about the various approaches that have been made in providing YMW programs.

3. To recognize achievements and values that have come from such programs.

4. To encourage the development of more programs and better achievements with this important age group.

Edited by F. L. McReynolds, State

Supervisor of Rural Youth Work, the publication contains histories of YMW work in 31 States and Puerto Rico, as well as four national organizations. Single copies are available free and quantity orders will be filled at 5 cents per copy. Orders should be addressed to: State 4-H Club Office, Purdue University, Lafayette, Ind.

Graduate Fellowships in Ginning Engineering

Three fellowships are available in 1958 for graduate study in ginning engineering at Clemson College, S. C. Purpose of the awards is to aid outstanding individuals to secure additional training for work in ginning research and education.

The fellowships are for $2500 each for one year's study. Deadline for filing applications for the 1958-59 academic year is April.

Additional information and application forms may be obtained from the National Cotton Council, Box 9905, Memphis 12, Tenn.

Litterbugs Exposed

National 4-H Club Week in 1957 was chosen by Clay County, Mo., 4-H'ers to erase the marks of litterbugs from the county highways. At the same time, they exposed litterbugs for their disrespect of others' property.

Two Saturdays in March were scheduled for the highly organized clean-up campaign. Crews from each of the county's 20 4-H Clubs started on roads in their own communities and then moved on to nearby areas.

Several hundred loads of trash were collected and piled at a temporary site. The latter was selected to show the public the accumulated effects of litterbugs' activity in the county.

Special Course in Group Development

The 12th Annual National Training Laboratory in Group Development will be held this year at Gould Academy, Bethel, Maine. The two 3-week sessions will be held June 15—July 4 and July 13—August 1.

The sessions will be devoted to more effective development of human relations knowledge, insights, and research on the part of various professional and volunteer leaders; and to development of ability to overcome resistances to change in organizational and community situations.

The Laboratory is sponsored by the Division of Adult Education Service of the NEA and its faculty will come from the universities of Boston, California, Columbia Teacher's, Delaware, Kansas, Michigan State, New York, Utah, Northeastern, and Vanderbilt. For further information, write to Mrs. Aileen Waldie, National Training Laboratories, 1201 16th St., NW, Washington 6, D. C.

Little Shoal 4-H Club members unload rubbish from one-half mile of well-traveled road in community. Several hundred loads were collected in cleanup campaign in Clay County, Mo.

Sears-Roebuck Foundation Scholarships for NACCA

Eight $100 scholarships will be awarded in 1958 by the Sears-Roebuck Foundation through the National Association of County Club Agents. Two scholarships in each extension region will be awarded for attendance at a 3-week extension summer school or other advanced study.

All county 4-H Club workers who are members of NACCA are eligible. Candidates may be previous Moses scholarship recipients but preference will be given to persons never having received a scholarship. They must agree to enroll in the 4-H or youth course if they have never had such a course.

Application forms are being distributed to all NACCA members. Completed applications must be forwarded to State 4-H Club leaders by April 20. Not more than two will be forwarded for final judging. Checks will be sent direct to recipients by Sears.

Soils and Plants

SOIL-PLANT RELATIONSHIPS, by Dr. C. A. Black, Department of Agronomy, Iowa State College. Published by John Wiley and Sons, Inc., 1957.

The book contains 332 pages and is subdivided into nine chapters: Soil Composition, Soil Water, Soil Aeration, Exchangeable Bases, Soil Acidity, Soil Salinity and Alkalinity, Nitrogen, Phosphorus, and Potassium. This book is a pleasure to read. It contains new ideas and is well illustrated with concise examples. At the end of each chapter there is a mass of cited literature used in the preparation of the manuscript.

Extension workers interested in soils should find this book worth their inspection. It may be what is needed to bring their library up-to-date. —*George H. Enfield, Federal Extension Service*

COMMUNICATIONS

(Continued from page 29)

those and still find time to concentrate where we must.

As one agent put it, "With so many important jobs to do, I'd be lost if I didn't have so many channels and possibilities for getting each job done in its best way. We are learning how to use radio, TV, the press, to-the-point publications, letters, idea-packed visuals to create awareness, build interest and get facts faster to the people who need them. That's where those channels work best. We follow up and move concurrently with leaders, meetings, counseling, demonstrations, etc., as each job demands."

Develop People's Program

We in Extension pride ourselves in helping people develop their own programs. Most of us agree, as early extension workers did, that a major problem is creating awareness, interest, desire before the group concerned can work out the organization of a program. Their needs, values, why they haven't done it, may differ with each group. We need to know. At each step from awareness to final action we have different communication problems.

If it is truly a people's program, someone must be sure all the groups concerned, leader and lay, are informed of each step along the way. This is a simple reporting job — who did or plans to do what and why? If we fail here, we wind up with what is likely to be "our program" and not enough their program. We then have a tough time trying to sell it.

We also have a communication job in getting local and other needed situation facts ready for the people to interpret and use in planning. As Dr. Seaman Knapp put it before a House Committee on Agriculture back in 1908, "It is a task like the old system of theology where the whole law and the prophets had to be boiled down into the Ten Commandments before the common people could get at a code of morals."

It takes leadership and keen type of audience-centered, localized, involving communications to help people want something they don't know they need because they don't know it exists. We'll fail in program projection if we don't succeed in this, the highest type of communication.

Working with Family Unit

One of the really dynamic developments in Extension in recent years has been major progress in the total farm and home unit approach. Here we need everything we've had in the past plus more, helping families fit everything together.

We have to concentrate, and do an expert counseling job. We need to bring together and help localize all applicable facts or teaching material for the family. Though we don't write any commandments, this material often needs to be as simple, meaningful and still as overall as the Ten Commandments.

And, while we are concentrating so heavily with a few families, we have a major communication problem in extending the progress they make to the rest of the community and area. We are rendering personal service to a few rather than leadership help to all if we fail to keep the other families and the public informed. We need to plan for and use success stories, tours, leaders, group meetings and other good communication channels to spread the better total management idea.

Aim Programs at Target

In all our more specialized programs — 4-H, home demonstration, marketing and each subject matter area—it is good communication planing that aims our efforts at the specific target. Apply the audience, message, channel treatment concept to each and we find we have different audiences, with different backgrounds and interests. Each is usually best reached by a different combination of channels.

That's what the Texas editor meant when he recently said: "This leaflet is aimed at early adopters." Good planning finds other ways — sometimes the one-two-three punch — to inform and motivate the others, including the industry and other leaders who can help.

We who know our subject matter well are very prone to become message or subject-matter centered. We have to know our subject matter. We have to know our channels. But if we miss the audience we miss the target. A little time spent in common-sense, golden rule study of the specific audience helps us come up with audience-centered messages that intrigue, have appeal, impact.

We are applying a most basic part of communication training when we remember the specific audience whether it be 4-H Club members with their teen-age language and ideas, parents, leaders, the groups we want to reach beyond the home demonstration club members, food handlers, consumers, the people who milk cows, or one of many other groups. When we know the target, it's much easier to pick the channel and aim the message.

Add to our audience study the principles of inductive learning and involvement of groups in social actions. When we fit it all together in balanced use of the many educational channels available to us, we are better teachers, better leaders, more effective extension workers. Yes, we can and must put our communication training and experience to work in everything we do.

FARM VISITS

(Continued from page 34)

belong to organizations, who do not understand the real objectives of Extension. Red spiders in their evergreens can open a door for them and for you.

Public relations calls can be a beginning or an end. In the beginning you call to get acquainted, especially if you are a new agent. You call to inquire about borers in the cornfield or to invite the wife to a sewing machine clinic. At the close of some activity you often call to say thank you, to evaluate the progress made, to obtain suggestions for the new program.

County workers have a feel for visits. They have to. Working through others, it is important that they maintain a personal touch. The "others" like to feel that they are in contact and that their avenues of communication are open. These

calls often are unplanned and brief. But the county worker must be appreciative, helpful, and forward-looking.

The family wants to do a better job out on the farm and in the community. They want to feel that they are moving toward the security, prestige and service that will give them the comfort and social status that we all desire.

When you drive away after a visit, do you leave behind a clear understanding of the progress they have made — of the way they can take another step along this road? Do you leave them with confidence that they and you can take this step together? Do you leave them with enthusiasm for this added effort?

If your answers are yes, you are getting maximum value from the visit — a key tool in extension.

BATTING AVERAGE

(Continued from page 27)

truly representative of the people in the county and their interests? Do we delegate and share responsibility with advisory group members — do we support but not dominate their activities?

In carrying out our programs, we might ask: Is our work guided by the goals and objectives in our program plan? Do we use a variety of appropriately selected teaching procedures? Do we use personal contacts, group methods, and mass communication channels effectively? How about the family approach?

Do we keep our programs flexible by reviewing them periodically during the year? Do we delegate and share responsibility with committees and leaders in carrying out the program? Are other agencies and organizations involved in implementing the extension program?

And then comes the biggest question of all — to what extent have we achieved the goals and objectives listed in our program plan? If our program called for increasing the efficiency of corn production, for example, how many farmers have adopted recommended practices and thereby lowered their production costs? If the average age of boys and girls in 4-H Club work in the county was 12 years and a goal was to raise that average to 15 years, what is the average age today?

As you answer these kinds of questions, you will know how well you are succeeding in your job. But, in addition to the program questions there are other aspects of the job of a county extension agent which should be evaluated.

How about your conception of the job itself? Do you understand the objectives of extension and meaningfully interpret them for local people in relation to their interests and problems? Are you recognized as an educational leader in your field? Do you understand the part which local people should play in the development and implementation of extension work in your county?

Do you understand the relationship of and your responsibility as a member of the Cooperative Extension Service and as a representative of both your State land-grant institution and the USDA?

Are you able to see your job in relation to other aspects of your personal life? Do you set a pace conducive to high personal morale and good health?

Relations With Others

How about your working relationships? Do you cooperate with other members of the county extension staff in developing and implementing a coordinated program? Do you work conscientiously to promote teamwork among the staff members? Do you utilize the help of the specialist staff and suggest areas in which research is needed?

Do you use the help of the supervisory staff in administration to increase your understanding of the job, level of performance, and significance of programs? Do you cooperate with representatives of other agencies and organizations in serving the people?

You might also ask yourself about your public relations. Do you know the people in your county who serve in the State and National legislatures? Do you keep them informed of extension programs and activities? Do you work closely and cooperatively with members of the county governing board?

Have you built and are you maintaining close working relationships with the press, radio, television, and other channels of communication in your county? Are you able to maintain sound educational programs which develop understanding and support among cooperators in extension work and the general public as well? Do you maintain a pleasant, friendly, and attractive office?

Keeping Abreast

And, as career extension workers, we must concern ourselves with professional improvement. Do you have a good basic understanding of the subject matter with which you deal? Do you know where to turn for resources and information? Do you keep up to date generally?

Have you developed specialized knowledge and skill in working with people and the processes of communication? Do you work cooperatively and constructively with your supervisor to improve the quality of your work?

Are you working individually and through professional organizations for the continuing professionalization of extension work? Have you developed a professional improvement program for yourself?

One of the best ways to use these criteria in evaluating your success is merely to ask yourself these questions. If you take time to think them through, your answer may be better than those you can get from anyone else.

It may be helpful, however to ask others. Don't just ask, "How am I doing?" Invite specific suggestions for changes in the kinds of activities and methods you are using.

What am I doing? What effect is it having? What else should I be doing? What am I now doing that I could just as well leave out? To really do my job well, what abilities should I have? How can I develop these abilities? What will happen to me as a person in the years ahead?

Take time out now and then just to think through your job. This is one of the most productive ways you can improve your performance and make your program more valuable to the people you serve.

Monthly Revisions in Publication Inventory

The following titles should be added to the Annual Inventory List of USDA Popular Publications. New and major revisions of publications are indicated; all others are reprints or slight revisions of previously issued publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

F 1739 Pear Growing in the Pacific Coast States, Revised June 1957
F 1861 Insect Pests of the Peach
F 1956 Growing the Transplant Onion Crop, Revised Nov. 1957
F 1994 Tree Planting in the Central, Piedmont and Southern Appalachian Regions
F 2112 Producing and Harvesting Grass Seed in the Great Plains, New—Replaces F 1985
L 158 Quince Growing
L 172 Why Fruit Trees Fail to Bear
L 220 Storage of Vegetable Seeds
L 352 Feeding Molasses to Livestock
L 422 The Spotted Alfalfa Aphid—How to Control It, New
L 425 The Rolled-Towel Seed Tester for Corn, New—Replaces F-948
L 427 Planning Farm Machinery Replacements, New
L 428 Trichinosis, How It Affects You — How It Affects Your Hogs, What You Can Do About It, New—Replaces L 34

The following have been dropped but counties may use any copies now on hand. Remove these titles from inventory list as USDA supplies are used up.

F 776 Growing Cherries East of the Rocky Mountains
F 834 Hog Cholera
F 891 The Corn Root Aphid and Methods of Controlling It
F 909 Cattle Lice and How to Eradicate Them
F 980 The Spinose Ear Tick and Methods of Treating Infested Animals
F 1060 Onion Diseases and Their Control
F 1721 Determining the Age of Farm Animals by Their Teeth
F 1959 Sorghum Diseases and Their Control
F 1988 Mint Farming
F 2005 Using 2, 4-D Safely
F 2016 Insurance for Farmers—Fire—Windstorm—Crop—Hail—Liability and Life
F 2045 Commercial Production of Tomatoes
F 2051 Pepper Production, Disease and Insect Control
F 2057 The Sheep Tick and Its Eradication
F 2096 Hose Pump for Applying Nitrogen Solutions
L 161 The Eastern Tent Caterpillar
L 265 Control of White Pine Blister Rust
L 319 Control of Lice on Cattle
L 364 Chinch Bugs—How to Control Them
L 366 Poultry Lice—How to Control Them
M 708 Marketing Costs for Food . . . Farmers' Share of Food Dollar—Marketing Bill—Consumer Demand

PUTTING IT ACROSS

(Continued from page 31)

is accurately describing your work as he talks it over with his circle of friends?

How are you putting yourself across? This question is directly related to what has been said so far but this can become a touchy business. Most people don't relish the idea of having themselves criticized. And to turn on a little self criticism is really asking a lot.

Take out your pocket mirror and give yourself a good long look. No mirror? Turn around and look out the window or at the wall. Now ask yourself these questions:

1. What am I really trying to do in this county?
2. Have I made any really important changes in methods of public contact in the last few years?
3. When was the last time I made an honest effort to find out whether the county extension program makes sense in light of the major trends in economic and community life?
4. When was the last time I sat down with the county committee for a heart-to-heart talk on its responsibility to the extension program?
5. Have I sized up the committee lately to see if it adequately represents the interests extension is obligated to serve?
6. How much time have I spent in the last year on keeping up to date on new methods of working with people as well as on new subject matter information?

This list could go on and on. Talk yourself through these questions and then begin to add your own. Now don't rationalize your answers too much. On the other hand, don't get all bogged down in self-pity. This little exercise can be a healthy tonic if you are prepared to shock yourself just a little.

The few hints suggested here should not be confused with the idea that everything should yield pleasant, happy experiences for the people involved. The truly significant program is likely to have some teeth in it. Too much emphasis on pleasantry may lead to a tea-party-like program which may be fun but accomplishes little. An unfavorable public response in the short run may be the price for gaining a long-run goal.

As you think over your experience, you will no doubt find some of the great achievements in extension work in your county were born out of some conflict. The test of your skill in public relations was to ride out the conflict and, at the same time, keep your professional and personal integrity and the extension program intact.

Need for Checkup

County extension work, like any other organized way to meet people's needs, can be overcome by the inertia of habit and tradition. People are likely to run ahead of the groups and agencies set up to help meet their needs. This is one of the simple truths of human life in a free society.

We really have an obligation to give ourselves, our methods and subject matter emphases a thorough checkup from time to time. After all, society created our position as a means to raise the level of human satisfaction. With this in mind, we should take a little time and energy to see if what we are doing is still relevant in these times of technological revolution, mass communication, and widened social and economic horizons.

Now, ask your coworkers to go along for a coffee or milk break while you talk this over. Why don't you ask the person in the office next door to go with you? He may have some good ideas, too.

Something New Has Been Added in 4-H Club Projects

Better but fewer sled dogs is the goal of Alaskan boys. Project to improve huskies' quality creates wide interest.

by HERMAN TURNER, *Agricultural Agent-at-Large, Alaska*

RAISING better quality sled dogs—that's the latest in the long list of 4-H projects. During the winter of 1955-56, 4-H sled-dog projects were started by six Eskimo boys at Kotzebue, Alaska. This is said to be the first such club in 4-H history.

Founders and present leaders of the club are Frederick Fisher and Iver Heinrich, Bureau of Indian Affairs teachers. The real instigator of the project was Mrs. Lydia Fohn-Hansen, Alaska home demonstration leader at College. She prepared the first project handbook with the aid of the Arctic Health Research Center at Anchorage.

Feeding and Care

The project got underway with each boy caring for a puppy and training him to pull a small sled. The boys made the harnesses and were taught correct dog feeding and care. They were also given instruction on dog diseases and how to cure them. Eager to learn, the boys looked forward to holding races at the end of the project.

During the summer of 1956, a tour to observe agricultural extension and research in Alaska was made by C. M. Ferguson, Administrator of the Federal Extension Service, and Dr. Victor Lumsden, Division of Agricultural Research Service, Territorial Experiment Stations, U. S. Department of Agriculture. They accompanied me on a trip out to the Eskimo country. At Kotzebue, Mr. Fisher gave us first-hand information on the sled-dog project and two of the boys were on hand to show their dogs.

The project is inspiring widespread interest in developing better quality dogs. Several more 4-H sled-dog clubs will be in operation this season throughout northern Alaska.

Sled-dogs are important to the Eskimos and Indians of Alaska. They are the principal mode of travel between villages, for visiting trap lines, and in hunting food and fuel.

Conserves Food Supplies

At present, there are 1.29 dogs to each person in the Eskimo area of western and northwestern Alaska. Principal food for the dogs is fish and the meat of reindeer and other wild animals. Raising the quality of dogs will reduce the number needed and conserve fish and meat supplies. Better but fewer dogs is the goal.

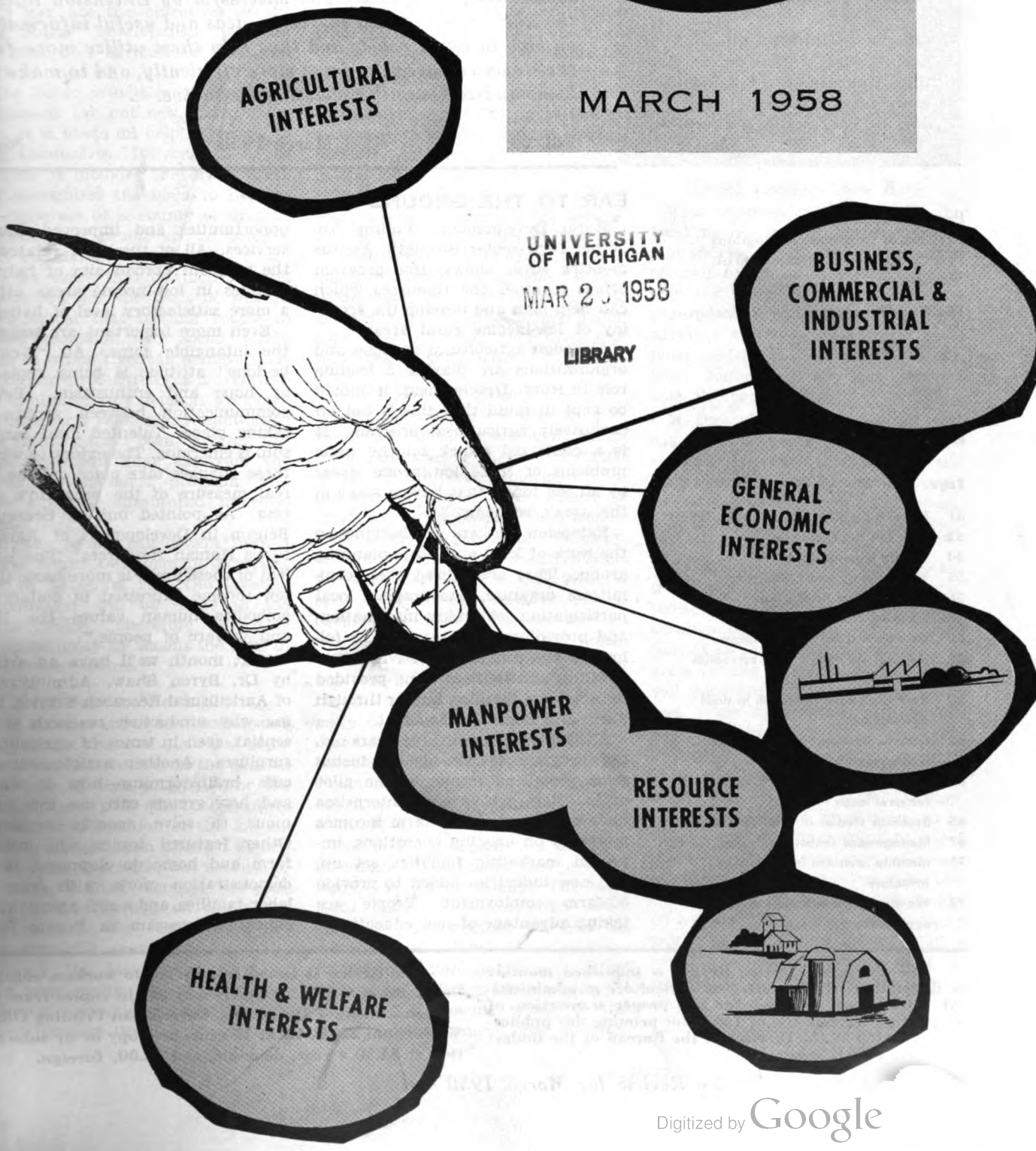
Feeding and care of sled dogs is the newest 4-H project in Alaska.

RURAL DEVELOPMENT

Pulling together for greater strength

EXTENSION SERVICE Review

MARCH 1958



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.

Vol. 29 March 1958 No. 3

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

Rural Development — Pulling Together for Greater Strength. As this month's cover shows, this program brings together the resources which can help plan and develop the economy of low-income rural areas.

Although agricultural agencies and organizations are playing a leading role in Rural Development, it should be kept in mind that this is not an exclusively agricultural program. It is a concerted attack on the basic problems of these low-income areas by all the forces that have a stake in the area's economy.

Extension workers are backing up the work of local and State planning groups. They are helping these committees organize, encouraging local participation, obtaining information, and providing other support. To follow up the committee activities, on-the-farm assistance is being provided to individual families, largely through Farm and Home Development.

Although less than three years old, the program is already producing some promising results in the pilot areas. New agricultural enterprises have been started, net farm incomes increased on existing operations, improved marketing facilities set up, and new industries added to provide off-farm employment. People are taking advantage of new educational opportunities and improved health services. All of these are related to the program's broad aim of helping families in low-income areas attain a more satisfactory level of living.

Even more important are some of the intangible gains. An "it-can't-be-done" attitude is being replaced by hope and enthusiasm. Better communication between groups is taking place. Talented local leadership is emerging. The extent to which these changes take place will be the real measure of the program's success. As pointed out by Secretary Benson in Development of Agriculture's Human Resources, "The problem of these areas is more basic than low income expressed in dollars; it embodies human values—the lives and welfare of people."

Next month we'll have an article by Dr. Byron Shaw, Administrator of Agricultural Research Service, telling why production research is essential, even in times of agricultural surpluses. Another article will discuss brainstorming—how it works and how groups can use this technique to solve specific problems. Other featured topics will include farm and home development, home demonstration work with migrant labor families, and a soil conservation education program in Puerto Rico.

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.

DEVELOPING ALL RESOURCES TO THE FULLEST

by HARRY J. REED, *Coordinator, Rural Development Program*

WHAT are the objectives of the Rural Development program and how does agricultural extension work fit into it?

The basic principles of Rural Development are not new. Like extension, it is based on helping people to help themselves. Its scope is larger because it includes the urban areas and recognizes the need to develop all resources of a county or area to the fullest if people are to enjoy a high standard of living.

If we agree that productivity and production are the basis of wealth, it is logical that helping people to create economic and social conditions in which they can achieve their maximum productivity is a tremendous challenge to extension workers.

For several years many counties in this country have been carrying forward programs that approach the Rural Development program and have achieved substantial improvement.

All the people can benefit from a strong Rural Development program, and in the long run, the greatest contribution will be made to the young people. Therefore, you have an opportunity to benefit the lives of future generations.

Uneven Sharing

For many years we have been aware that a large share of our rural population was not sharing in the general prosperity of this country. For the most part, our past efforts to improve the economic position of the low income areas has been directed at better farming practices; but because of the very limited acreage of good farm land, shortage of capital or poor markets, the results have not been generally gratifying.

During the last two decades we have seen many low income areas make real economic progress. They've moved forward through the concerted efforts of local people, local industries, farm organizations, chambers of commerce, and other interested groups. In most cases, the greatest improvement has been in areas near progressive, expanding, urban-industrial centers which provided employment for the under-employed people in the low income groups.

This points up the fact that local leaders must look outside of agriculture for more job opportunities and alternatives for under-employed agricultural workers. This wider search is necessary if a community is to achieve a balanced economy which fully uses the total labor force and resources in the county.

Broad Attack

Congress recognized this in providing for Rural Development which makes possible a broad, concerted attack on the basic problems of the low income areas. The attack is organized by mobilizing local leadership, private organization, industry, civic and agricultural organizations, religious and educational groups, and governmental agencies into a cooperative effort to plan and develop an economic program for their areas.

I hope that extension workers will not overlook the fact that even though Rural Development was originally conceived for the low income areas, its organization and plans for balanced economic development offer a sound, practical and constructive approach for most counties in this country.

One of the first steps is a complete inventory of the human and physical resources of your county. The total labor force . . . how efficiently is it employed . . . production per acre of various crops . . . land use . . . markets . . . transportation facilities . . . other such facts. What is the probable demand for the young people in the area? Are the educational opportunities satisfactory to prepare them for the kind of work they will do after completing their schooling?

Rural and urban resources and opportunities must be considered as a part of the same picture because all segments of the economy are interdependent.

Local Leaders Are Key

This program recognizes that the local people have the responsibility and the ability to chart the destiny of their future and that local leadership and initiative can carry the program forward. The Federal and State agencies are pledged to render technical assistance and advice to the local committees as they proceed with the program.

If the people are interested and eager to assist in improving the economy of their community, the leaders must see to it that maximum use is made of energy and enthusiasm available; none should be wasted.

As local leaders, you can concentrate your efforts on definite objectives set up by local committees. Common objectives stimulate cooperation of all interested people, and progress in any phase of the program will generate enthusiasm and effort and bring tremendous satisfaction to each worker.

Strong, aggressive county committees are most important. The people must know about the Rural Development program and what it means to them; also, it is important to select objectives and goals that you can do something about. Progress will be slow at best, but the completion of a short-term project occasionally helps maintain enthusiasm and a sense of accomplishment that is necessary for the long-range projects.

(Continued on page 70)

Here Lies the Challenge

by L. I. JONES, *Federal Extension Service*

OUR 4.8 million farms present a picture of sharp contrasts. Some are producing efficiently and provide a good standard of living for the operator's family. But many others receive relatively low farm income.

One fact dominates our rural situation today. It's this: 44 percent of our farms produce 91 percent of our agricultural output. Less than half our farms produce almost all our farm products.

Stated another way, 56 percent of our farms turn out only 9 percent of our total products. Well over half of our farms, combined, produce just under one-tenth of our food and fiber.

Here lies our challenge—a huge one.

Even for farmers as a whole, the economic returns for their labor are only 45 percent as much as for workers in industry.

The 1954 census shows 2,680,000 small-scale, part-time and residential farms with annual sales of less than $2,500 per farm. It is in this group of farms that Rural Development is aiming its major emphasis.

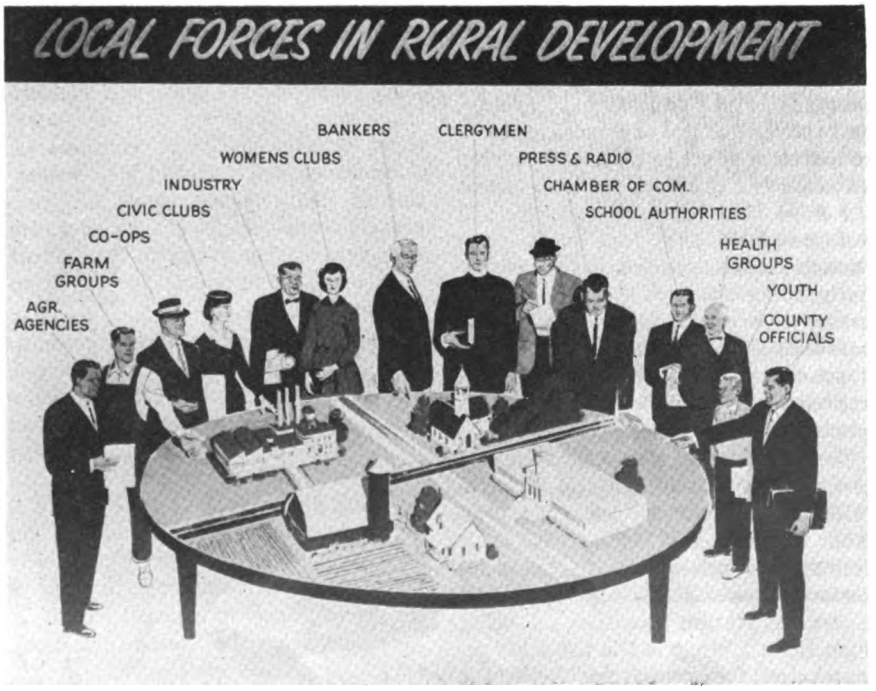
In contrast, only one farmer in 36 now runs a farm large enough to market $25,000 worth of products.

As the map shows, low income is a widespread problem. Almost every State faces the problem of underemployment. In some States, a few scattered families—in other States, a large concentration. These underdeveloped agricultural areas are at a disadvantage because of special conditions affecting these areas.

In many cases farmers earn low returns because of lack of enough productive land, lack of equipment, lack of credit facilities, and many times lack of management information and skill which might open wider opportunities to them. In short, the basic cause of concentrations of farm people with low earnings is inadequate agricultural resources, rather than any lack in the people.

Rural Development focuses the resources of many county and State agencies and groups, plus seven Federal departments, into a highly cooperative, unified effort to increase income opportunities of rural people and to assist them in improving the economy of their area.

Rural Development helps rural people appraise their own economic and social problems and understand the adjustments they should make to improve their plane of living.



Local planning committees work together to increase income opportunities.

Local Program

The work is conducted primarily by local citizens with help from State and Federal agencies. It involves education, credit, research, employment, health, marketing and other services under local committees. These committees usually include leaders in farm organizations, businessmen, representatives of civic clubs, schools, churches and service clubs.

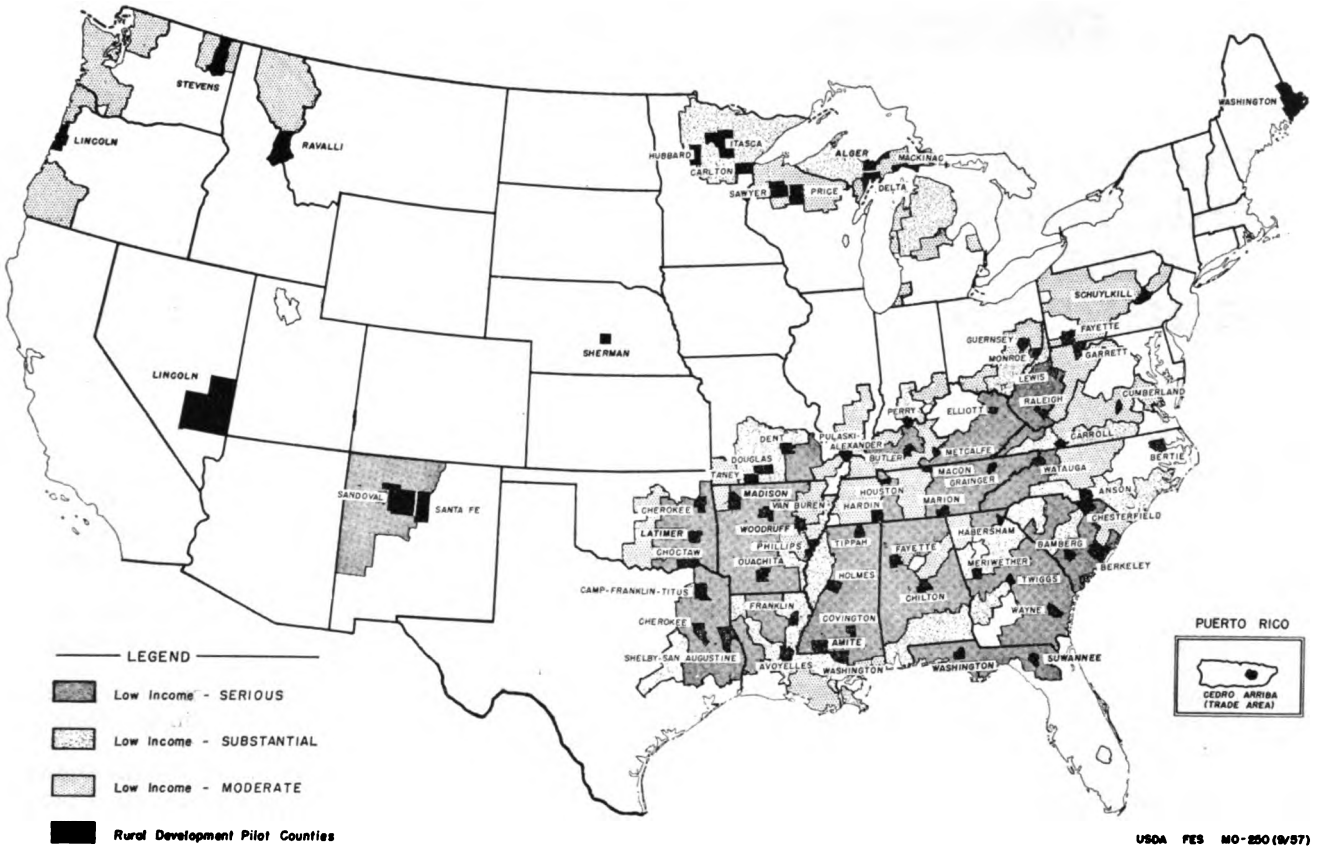
Work so far has been on a pilot or see-what-can-be-done basis. It has been slow due to the many groups and agencies involved, but as one county committee chairman puts it: "The teamwork and cooperation among agencies in one unified effort has been one of the most amazing things to come out of Rural Development."

To illustrate Federal aid available, Department of Commerce representatives can advise on developing new industries or improving present ones. State offices of the Health, Education and Welfare Department are emphasizing vocational training, health, social security. Employment services of the Department of Labor assist with manpower surveys and job placement. And the Small Business Administration explains its credit and technical assistance programs for small business firms.

The Rural Development program has three basic aims:

1. To strengthen industry in low income rural areas and widen the range of off-farm opportunities. Community-wide interests are needed here.

RURAL DEVELOPMENT PROGRAM PILOT COUNTIES AND AREAS, 1957-58



2. To help families who want to stay in farming gain the tools, land and information that will permit them to farm successfully.

3. To help all people in these areas arm themselves with adequate vocational training, good health, and other such services.

The emphasis in Rural Development is on using existing agencies, not in creating a new one. A great deal of responsibility is placed upon local initiative and resources, including private sources. The program is not run from Washington. Federal agencies play only a supporting role and State and county leaders provide direction.

Since July 1955, 30 States and Puerto Rico have organized Rural Development work in about 65 counties and 8 areas of 2 or more counties each. Extension Service has employed 156 additional people for this work. Foundation of the work, however, rests with literally hundreds of volunteer local committee members.

County Work

County Rural Development workers work closely with regular county extension staff people. However, Rural Development work centers in two areas: (1) working with the county committee and (2) intensive on-the-farm assistance to individual farm families. Here they often use the Farm and Home Development method.

Work with county committees usually is an administrative service and guidance type — securing economic data or research facts, outlining and helping with surveys or studies, studying marketing problems, and working out programs—in general, a coordination job.

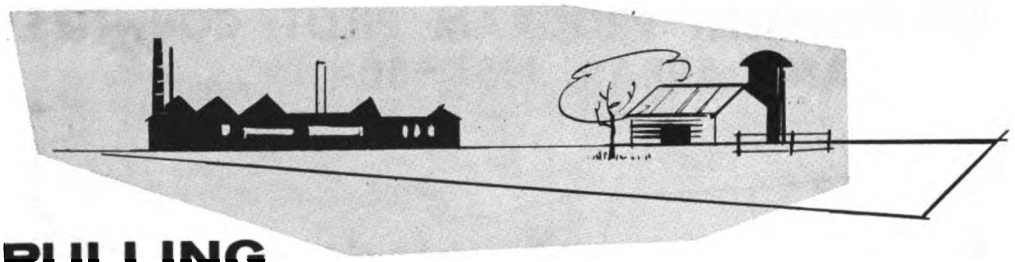
The intensive on-the-farm aid requires patience, tact, good common sense, and many times, motivation. It involves helping farmers make decisions after they have listed their resources and understand the choices open to them—getting more land, adding new enterprises, or getting off-farm work.

Obviously an important part of aiding farmers with low earnings lies outside commercial agriculture. Part-time farming and non-farm jobs have long been important ways in which many farm people have improved their incomes and living levels.

More and more small farmers are becoming part-time farmers—where the operator works off the farm 100 days or more a year, or where the family off-farm income exceeds the value of farm sales. About 40 percent of farm income today comes from non-farm sources.

Regular extension and other agency problems have not effectively reached

(Continued on page 70)



PULLING TOGETHER FOR PROGRESS

by E. J. NESIUS

Associate Extension Director, Kentucky

RURAL Development in Kentucky claims two "firsts." Under its banner, State and Federal government agencies for the first time planned, executed, and evaluated large-scale, jointly sponsored programs directed toward the solving of important problems. This has continued for several years. The spirit has been fully cooperative and constructive.

Also, for the first time, local leaders representing agriculture, industry, education, general welfare, health, civic and community interests, collectively approached their broad but overlapping important problems in search of solutions.

Coordinated Effort

The Kentucky Rural Development Program was started and continually stimulated by a State committee made up of key Federal and State agencies representing agriculture, industry, education, health, and welfare. In addition, organizations representing farmers, press and radio, mountain area interests, bankers, and private groups interested in development were active through the State committee. Employees of these agencies and organizations at the area and county level were grouped for similar action.

The State committee, in evaluating the need and opportunities for development, found that many of the desirable changes would require the attention and coordinated effort from more than one county. Furthermore, it was found that the flow to and from centrally located cities showed an economic interdependence of 6 to 12 counties.

Therefore, after a pilot county was selected and the leaders of that county expressed a desire to try the Rural Development concept, the trade area in which the pilot county was located became a pilot area for Rural Development.

Organization of the pilot-county leaders followed. Similarly, the leaders of other counties within the trade area were assisted in organization of basic committees for a program of action. Agency personnel, while active, encouraged the volunteer leadership to take front positions.

Personnel Added

Agency personnel were added to the county staffs in the pilot counties. In addition, Extension employed 3 men agents to work on an area basis in the 3 trade areas. Plans call for a specialist in economic development at the State level. Extra workers were not placed in other counties within the trade area.

Projects in the pilot counties are of a more intensive nature, and the outreach is more complete into the communities than is the program in the counties within the trade areas.

In each trade area, projects are underway which include some participation of all the counties. Such an effort presents a unique opportunity to commercial concerns that wish to expand some type of business. For example, the leaders in one area are attempting to develop and refine a market for a large volume of eggs. In another area, action is organized to develop and establish a feeder-pig enterprise.

The Rural Development program is designed to cause volunteer leadership, with the assistance of agencies and organizations, to identify their problems, analyze them, and find needed solutions. Thus the program will be only as successful as the agencies are successful in stimulating local action.

The program for any county or area has these general objectives:

1. An intensive educational program carried to the communities.
2. A survey and appraisal of the natural, human, and industrial resources.
3. An organization of the leadership to coordinate, plan and stimulate action.
4. Specialized educational and technical assistance to provide "know-how" and skills.
5. Problem-solving workshops for local leaders with trained consultants.
6. A blueprint for action, including the services of local government, civic, educational, professional, religious, business, financial, and farm groups.

Resolving Problems

The major problems included (a) organizing the leadership in the county so that the available services are unified into a coordinated approach to basic problems, and (b) getting the agencies and organizations to function as a unit. Answers to these two problems do not come easily.

Continued meetings to work out solutions on singular, but important problems have been most helpful in resolving both problems, particularly the second. Definitive and important

(Continued on page 63)

The Planning and Action Stages

by the COUNTY EXTENSION STAFF,*
Pulaski and Alexander Counties, Illinois

PROGRAM projection, farm and home development, and rural development are the planning and action stages of the total extension program in Pulaski and Alexander counties in southernmost Illinois. We try to coordinate all three into our total educational work. We've promoted some community development work too.

And in all modesty, when program projection and farm and home development were introduced, they were tools which we county workers were quite familiar with and had been using in some cases for many years. This likely is true for other county workers too.

The most significant accomplishment in our counties from working on all three programs has been making more agencies and persons aware of the many and varied interests of overall Extension work. By pointing up the advisory services available to the family and coordinating them, then reporting the results to the appropriate advisory committee, it has been possible to bring the total program to life for many people.

Problems and How Solved

The problems involved in these three rather new programs are common to all newly emphasized programs: (1) lack of time and (2) lack of active interest by those most seriously affected.

We are meeting these in two ways:

(1) By realigning the time we have spent on more familiar and routine work. Some tasks formerly accepted as necessary we've found to be relatively unimportant or could be delegated to local leaders familiar with the work to be done.

(2) By weighing or evaluating work being done and eliminating tasks from which no important results could be expected.

All of us use every means of communication at our command in continuing efforts to interest people in what is being attempted. This is slow and at times discouraging. However, efforts are beginning to bear fruit—such efforts as frequent mention to individuals, frequent explanations or offers of assistance to cooperating agencies, and personal contacts with local leaders or other key people at appropriate times.

The formation of advisory committees and meetings of these groups where there is something for them to do serves the double purpose of saving time and building and maintaining interest.

Programming

Let's consider program projection. Since about 1946, program planning has been an established practice on a short-time and long-time basis. Thus we could better serve those families with special interests, take advantage of guidance and leadership available locally and at higher levels, and direct our attention to the most pressing local problems.

We've always used the committee system. Each group such as dairy, soils, or foods and nutrition reviewed the local situation and recommended actions needed. Committees then divided all problems between those to work on in the current year and those requiring longer consideration. Extension workers acted as consultants.

Chairmen of all committees and councils serve as the over-all extension program committee. This committee builds the total program from advisory group reports, outlook information, and general trends within this county.

From this information, the extension staff builds a county program and tries to include items for minorities not represented by committees. Not all parts can be worked on each year, but for the most part some attention is given to those most urgent.

We have made a strong effort each year to have one subject of interest to 4-H, older youth, and adults. Home vegetable gardens was our topic last year, with community meetings where farm and home advisers presented information to meet needs and interests of all age groups.

As for specific programs, the dairy committee previously recommended special help on feeding, breeding, and marketing problems. A Dairy Day has been held annually for the last 4 or 5 years to cover these problems especially. Information support through news and radio, as well as personal assistance, continues all year long. Results show up in higher producing herds and better pay for their products.

Farm-City Cooperation

During a general program planning session, the need was expressed for business men to become more interested in and familiar with small farmers and their problems. From this statement and active interest in 4-H work already shown by some local business men, an agriculture-industry committee was formed. It sponsors certain extension activities and started one entirely new project, the 100-bushel corn club.

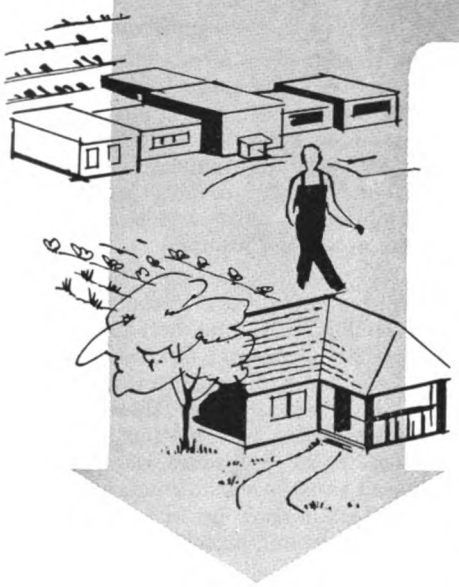
The agriculture-industry committee also has fostered some broad-scale efforts at rural and urban cooperation. It started when several members heard the Tupelo, Miss., plan for this teamwork explained at the University of Illinois Farm and Home Week in 1954. Early in 1955 about a dozen town and rural men and women spent 2 days in Tupelo visiting and hearing what was done there. Soon after that, the group chose one area in each county to organize groups for development of local resources. Some progress was made, but the work demanded more time and effort.

About this time Southern Illinois University announced its services in

(Continued on page 68)

*Mary H. Butler, Home Adviser; Leslie B. Broom, Farm Adviser; Florita K. Hogendobler, Youth Adviser; John C. Slaton, Assistant Farm Adviser; Stanley E. Ceglinski, Assistant Farm Adviser.

KEEPING THEM ON THE FARM



by W. D. DAVIS, *Choctaw County Agent, Oklahoma*

CHOCTAW County, Okla., is keeping farmers at a time when farm people in other areas are leaving to seek employment away from home to supplement their income.

This is due in no small part to a well-organized and executed Rural Development program that has produced better on-the-farm conditions and supplemental work for farm people within the county.

As one measure of success, income per person in Hugo, the county seat, has climbed from $500 annually 5 years ago to more than $1,000 at present.

In setting up the Rural Development program a study was made of existing conditions when the program was offered to the county. The study by the Agricultural-Industrial Development Service of Oklahoma State University helped agricultural workers and civic minded businessmen to determine possibilities and then to map out and execute a workable program.

The Rural Development program in Oklahoma received its big impetus when Choctaw County was chosen as Oklahoma's pilot county for the program. A Rural Development steering committee was set up at the beginning of the program and is still functioning actively.

Committee members include a banker who is also president of the chamber of commerce; one representative each from the county health service, the county school systems, and the Ministerial Alliance; a farmer; and a vocational agriculture instructor. Subcommittees were selected to handle detailed work such as livestock, crops and soils, horticulture, forestry, and poultry.

The 9-person extension staff intensified its activities into which Rural Development has been integrated. We do not consider it a separate program. The success of the program is the result of hard work by many people and all agencies in the county working as a team.

Jobs and Markets

A number of new industries—and payrolls—have been added to the area. Among these are a glove factory with a payroll of close to 300 people; a canning plant; a wood products industry that keeps 18 to 20 full-time employees and furnishes a market for over 2 million board feet of soft hardwood lumber each year, most of which comes from the Choctaw area; a creosoting plant; and a popcorn and peanut processing plant.

Besides these new industries, several construction projects also furnished employment for local labor. These included a new, modern hospital, new homes and business buildings, road construction, and $25,000 spent on building a baseball park and improving fairground property. Most of the stores in Hugo and other towns in the county give preference to local help in operating their business, and State and Federal agencies are staffed by Choctaw countians as far as practicable.

Farm people in the county who needed supplemental income were quick to take advantage of the opportunities provided through the Rural Development program. Floyd Berry and wife are good examples. Berry operates a 280-acre farm and has a small grade A dairy and a commercial beef herd. To supplement farm income Mrs. Berry drew on her experience as a housewife to get a job cooking in a local cafe. She works from 6 a.m. to 2 p.m. daily. Her husband is working at a filling station from 3 p.m. until midnight.

Berry handles the farm chores in the morning and his wife takes over afternoons. They hire labor during harvest and haying season and in the dairy operation when needed. They are in the process of building an 18 x 100-foot pole-type cattle shed for the dairy and beef herd, the work being done by a neighbor farmer.

Mrs. John Messingale is secretary at the glove factory. Her husband

(Continued on page 69)

A wood products company furnishes employment for farm people and also a market for lumber for the area.

Studying Our Human Resources

by **WARD F. PORTER**, *Federal Extension Service*

THE Rural Development program was initiated in recognition of the fact that many of our rural families have not made as much progress in achieving higher levels of living as other segments of the population. This fact suggests that these people may have certain characteristics, in addition to low income, that distinguish them from others in the community. The fact that they have not been reached, for the most part, by Extension and other governmental

agencies, suggests the need for a reappraisal of our approach involving consideration of both program content and method.

Under these circumstances, assisting this segment of the population effectively requires a fund of basic information which only research can provide. Studies have therefore been conducted in some low-income areas to furnish extension workers and others with the kind of information necessary for designing and carrying out effective Rural Development programs. This research has attempted to clarify the needs, problems, and situations characteristic of the disadvantaged rural population.

Unfortunately, insufficient research has been done to date to permit sweeping generalizations of research findings. However, there seems to be a degree of consistency in some of the conclusions of these low income studies. We have attempted to summarize here a few of these findings that may be of particular interest and significance to extension workers.

Who are these people?

Needless to say, the rural people of pilot and other low-income counties are not all alike in their general characteristics, needs, and situations.

On the one hand, we find rural families living in small towns or in the open country who are not engaged in farming. In many pilot counties, such families are very numerous; in some counties, they are in the majority. Their needs, interests, and characteristics will obviously differ to a greater or lesser extent from those whose livelihood stems entirely from agriculture.

In between these two extremes, of course, there are still other families who are dependent on farming for a part of their income. While some of these families are combining farm and nonfarm work—or hope to do so—others are dependent, in varying degrees, on nonwork sources of income, such as pensions or public assistance payments. In many cases, adjustment potentials appear to be severely limited by age, physical disabilities, or lack of adequate resources. In any event, it is clear that the problems, needs, and interests of these various groups will be different. As a consequence, extension programs and methods must be adapted to specific situations and clienteles.

Economic Characteristics

The rural people of Rural Development pilot counties differ in many respects from those in the more prosperous areas. Income differences are, by now, well recognized and were involved originally in the determination of problem areas. The plight of rural farm households, in this respect, is particularly apparent.

In addition to being disadvantaged income-wise, many farm families in the problem areas are seriously handicapped by inadequate physical and natural resources. As reported in Development of Agriculture's Human Resources, low income farms are particularly disadvantaged in terms of acres of cropland harvested, value of land and buildings, and degree of mechanization. In addition, studies in specific areas have also indicated other limiting factors, including depleted soils and rough topography, and limited credit facilities.

An understanding of the economic and other factors should contribute greatly to effective Rural Development program planning. While it would be hazardous to generalize categorically on the basis of our present research, there are additional findings that are equally suggestive and worthy of careful consideration by extension workers.

Significant Age Factor

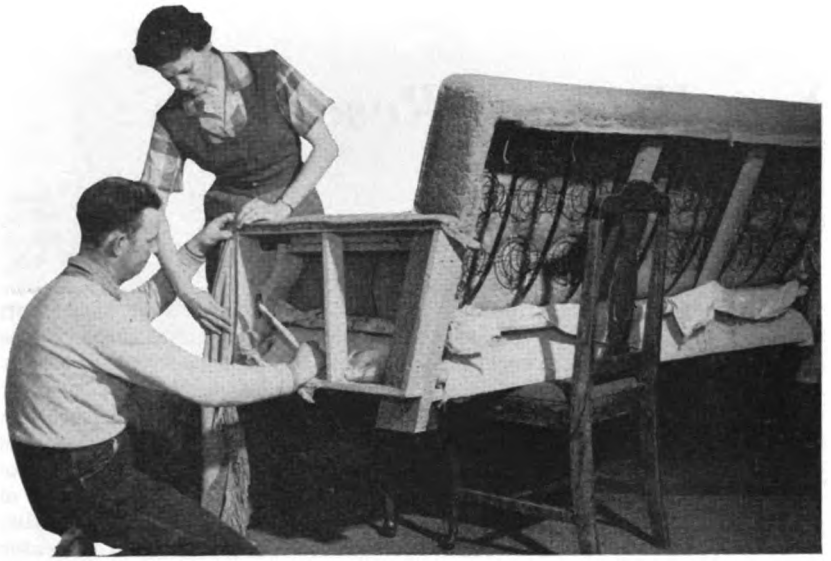
The age of any population group has great significance in terms of adjustment potentials. Rural Development surveys indicate that farm operators and their wives tend to be somewhat older, on the average, in pilot counties than in the more prosperous areas.

Preliminary findings of the recent Extension Rural Development Survey in Douglas County, Mo.—to cite an example—indicate that approximately two-fifth of all farm household heads are 55 years of age or over. Likewise, a Lewis County, W. Va., survey revealed a median age of approximately 61 years for those who reported farming as their "major activity."

It is evident from these and other surveys that many pilot county farmers and their wives are verging upon or actually in retirement status.

Their relatively high average age reflects, to some degree, a widespread

(Continued on page 66)



Avenue to a Balanced Program

by LEONA J. CALVIN, *Home Economics Agent, Vinton County, Ohio*

Those who help plan the extension program in Vinton County recognize that a wholesome pride in the home and its surroundings is one of the factors which will lead to greater personal contentment and happiness and ultimately to better family living. A sound housing and home furnishings program must of necessity be based on an understanding of the needs of individual families and the demands made upon their family living dollar.

In a county where the buying income per capita is less than half that of the per capita average for the State, it becomes an important responsibility for the homemaker to stretch the family spending dollar to cover the rising costs of everyday living. It is always a vital matter to know how to buy wisely and to care for possessions intelligently.

Home Furnishings Appeal

In families where the income will not stretch far beyond the cost of food, shelter, clothing, medical and dental necessities, it boils down to making the best use of materials at hand and knowing how to care for, make and repair home furnishings.

Home furnishings projects in extension work seem to have an outstanding appeal for most homemakers in Vinton County. In some areas it has been the avenue of approach to a full, well-rounded extension program. For example, folks in one township apparently lacked interest in taking advantage of the extension service program. Husbands and wives were willing to meet at the school and discuss community problems but to talk down-to-earth business with the family was another thing.

One homemaker, who had been most reticent in discussing problems affecting the family, asked if I knew where she could get a chair repaired and reupholstered. That was my cue to get into action. I went to her home and we discussed the possibilities for the reupholstering work. I visited with the family and in general established a good working basis with both the wife and her husband who happened to be at home that afternoon.

We planned two all-day meetings to which she would invite some of her neighbors who might be interested in the work we were doing. Her husband suggested that the husbands might like to be included in the invitation. Seven women and one husband besides the host couple attended that first meeting.

We spent some time considering the factors which make it advisable to reclaim a piece of old furniture. We checked the frame construction and the spring foundations, retied the springs, replaced the padding to our satisfaction and then were ready to re-cover the chair.

It took two days to complete the project but interest in the work we were doing did not lag. In that time I had been cordially invited to all seven homes represented and had become involved in assisting with the solution of six different types of home and family living problems.

To me, this has been one of the most successful projects in Vinton County, not because of the chair that was satisfactorily reupholstered, but because of the confidence which has been established with families in that area.

When the agent wins the confidence of the various family members and is able to make them feel that he or she is vitally interested in them and their problems, the first steps have been taken toward developing a workable extension program. The welcome mat is kept in place through better understanding and a well-founded belief in the values of extension work.

To supplement the work done with groups, we keep a mailing list of families particularly interested in specific areas of home economics education. In this way we keep them informed on new developments which may affect their family living plans.

Efficient Planning

In Vinton County our home economics program is planned by the home demonstration council members who represent all areas and most special interest groups within the county. To plan the program with the utmost efficiency it has been necessary for the council members and their committees—

(1) To make an appraisal of the community and county situation,

(2) To determine its problems, needs and resources,

(3) To take a look into probable future developments which may affect family living,

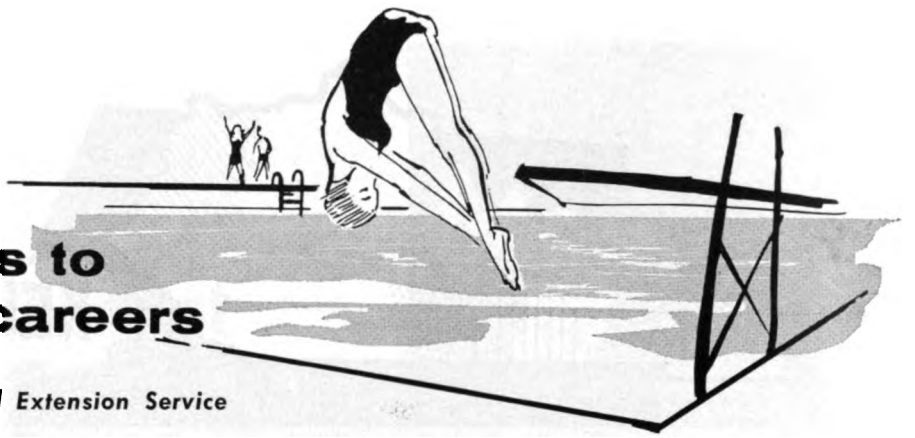
(4) To determine the long-range objectives for better family and community living, and

(5) To decide which of the many

(Continued on page 70)

NEEDED:

Springboards to successful careers



by JOHN BANNING, *Federal Extension Service*

More than half the boys and girls on farms must leave and find employment elsewhere as there are no farms available for them.

An encouraging factor for rural youth is that agriculture-related businesses employ more than 20 million people.

More than 40,000 different careers are open to rural youth.

The greatest concern, especially of boys, is "What will my life work be?"

In this situation, Extension is and certainly should be obligated to help many of these young people explore the many, many possibilities of finding happy employment off the farm. Many occupations have a great need for these young people. In fact many industries related to agriculture prefer farm boys and girls and encourage them to capitalize on their farm background.

The real challenge is to get these young people to realize the opportunities available, explore them and then get the training necessary to do the job.

Our aid can concentrate mostly on helping them explore many of the 40,000 different careers. No doubt Extension is also obligated to help them prepare for and make the necessary social adjustments from farm to city living. There are other implications of Extension's responsibilities to these youth; however, we will confine this article to career exploration.

That term in itself is very important. We should make sure that we never imply that we are doing anything in the area of guidance and counseling. This kind of help requires specially trained professional people which extension cannot provide. However, we can work with the various agencies to help young people explore many careers that they might be interested in.

Sources of Help

We have much help available; in fact, we should definitely consult and clear any programs with our State and county boards of education and the State and local employment bureaus. Both of these agencies are glad to cooperate in explaining careers; they are invaluable help as they have the training and know-how. There are over 1,700 employment offices over the country. Many have professional counselors and they have many fine printed materials available as well as contacts with other good resource people.

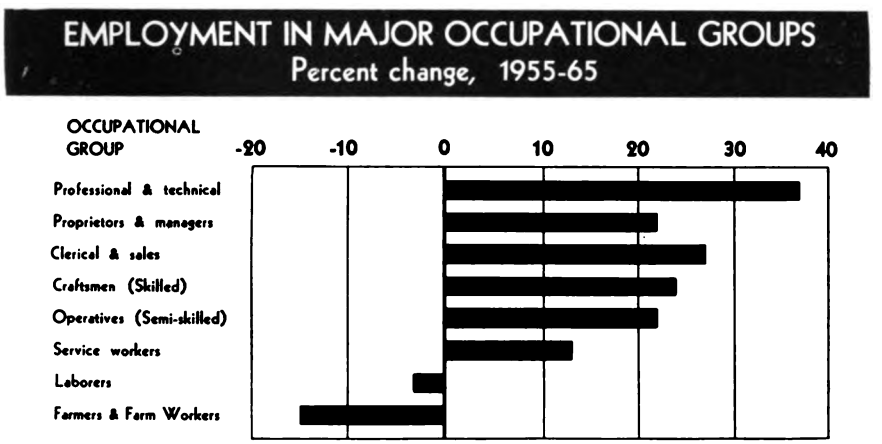
The schools also have much help to offer; in many cases asking them to help will suggest to them that you might be able to help them with guidance programs for these youth. Experience has shown that business also is anxious to assist. All you need to do is call on them. Don't forget your State 4-H and YMW office, too.

Several facts emphasize the need for us helping them explore career possibilities. Research shows that rural young people are much more concerned about what they are going to do in later life than their urban cousins. This is natural as they have far less exposure to a variety of possible careers.

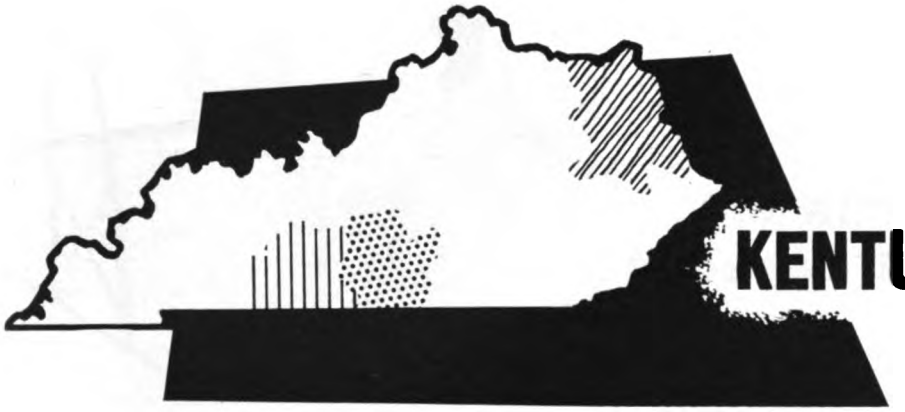
They have less contacts with people from different occupations and they do not have the opportunities to casually visit many businesses and industries. We are informed that the rural schools have less help available in the area of guidance and counseling than urban schools.

Extension can be of greatest service in helping rural boys and girls capitalize on their rural background by choosing careers related to agriculture. Research has shown again that many boys and girls, especially in the low income areas, get a "soured" outlook on farming and this carries over to related occupations.

(Continued on page 69)



Our expanding economy demands more workers—better educated and better trained.



KENTUCKY'S area ap

by MIKE DUFF, Coordinat
FORREST ESHAM, Coordi

PROBLEMS? Yes. Progress? Decidedly!

That summarizes our enthusiastic feeling on first-year results with Rural Development in Kentucky. It's carried on in 25 counties within three trade areas.

Our low-income problem is complex as shown by (1) inefficient education on basic knowledge and skills, (2) heavy out-migration leaving a high ratio of older and younger people to employable persons, (3) low productivity of human, land, labor and capital resources and (4) an average per capita income of one-third to one-half that of the nation.

We consider Rural Development a long-time program, but some first-year results are appealing.

Industry

Resource surveys have been completed in three counties and are being conducted in others. Industrial sites have been selected or sold in several counties. For example, in Lewis County the railroad company recently purchased 400 acres of land for industrial purposes. In Johnson County the Rural Development committee was instrumental in reactivating the chamber of commerce. As a result the people invested $47,000 in a 70-acre tract for industrial development.

In Metcalfe County the local garment factory is expanding to hire 100 more workers. In Butler County, the single local industrial concern is expanding to hire an additional 100 workers. Expansion for additional employment is taking place in Carter and Lewis counties.

Agriculture

Dairy: Rural Development committees have taken leadership in the statewide program of Bangs eradication, already organized. Elliott and Rowan Counties were declared "modified certified brucellosis free" during 1957 and are the only counties to reach that status to date. Wolfe, Carter, Lawrence, Morgan, Metcalfe, Adair, Casey, Warren, and Simpson Counties are progressing rapidly, while county organizations have been set up recently in Barren, Russell, Butler and Allen Counties.

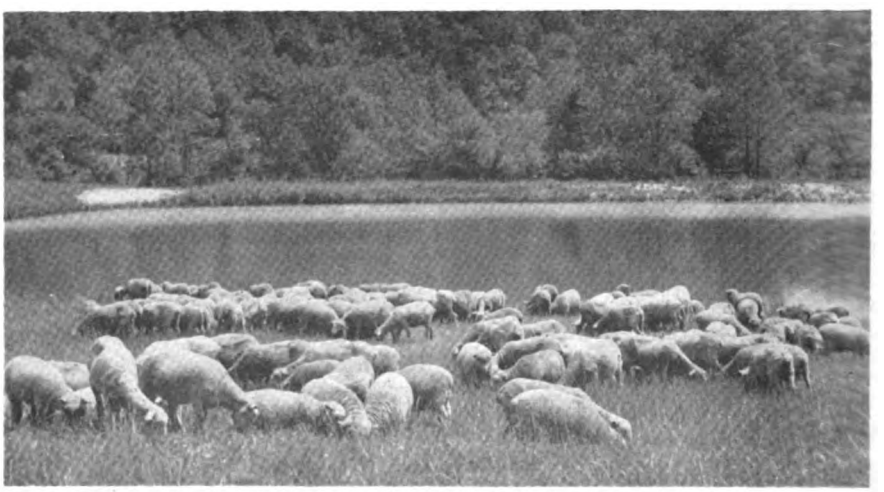
An artificial breeding association has been organized in Butler and Ohio Counties with a goal of 1,200 cows. Two technicians have been trained and now some of the best sires in the world are improving milk production there.

Through the Butler County dairy show, with $700 in prizes raised by the Rural Development dairy committee, 45 dairy cows have been placed in the county and a 4-H boy won a purebred dairy heifer as a prize.

Poultry: Poultrymen in two trade center areas have developed egg markets for one million hens. In one trade center area 15 banks have committed themselves to 3 to 5-year credit terms to support the poultry project. Several 1,000-hen laying houses have been built.

Sheep: In six counties in one trade area, 40 flock owners started sheep in 1957. An Elliott County farm organization provided $1,200 at 1% interest for 4-H and Future Farmers of America members to start sheep projects.

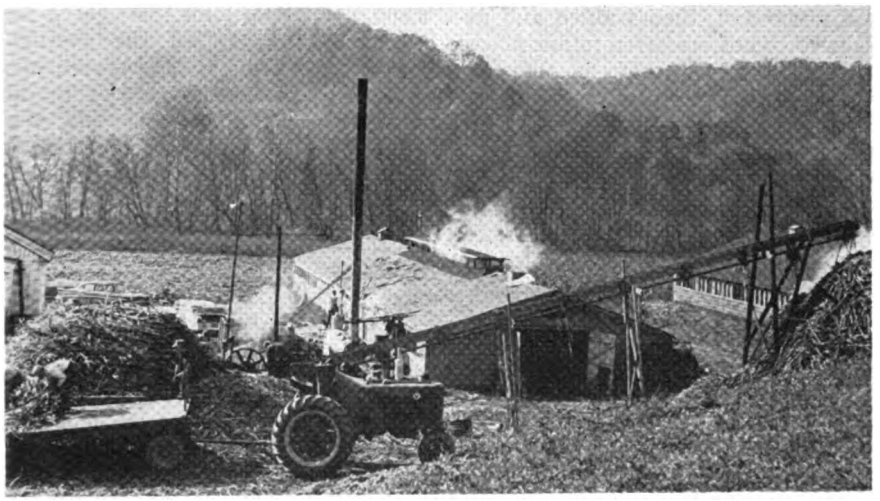
Feeder Pigs: Plans are being laid



One of 40 new flocks of sheep in 6 counties of the Ashland Rural Development Trade Area.

›ach in Rural Development

ecial Extension Programs, and
Vocational Services, Kentucky,



A sorghum mill started by a stock company of eight farmers in Blaine, Lawrence County, Ky.

in one 12-county area (Ashland) to develop a feeder pig program.

Sorghum: In Lawrence County eight farmers went together as stockholders and invested $10,500 in a sorghum processing plant. This plant hired 16 workers at 8-hour days for 6 weeks to process the sorghum from 87 acres last year. Next year this plant hopes to expand to include at least 250 acres in the counties of Johnson, Elliott and Carter.

Aromatic Tobacco: Three Rural Development pilot counties started this new cash crop on a small basis and it shows good potential.

Forestry: Johnson County planted 754,000 seedlings partly as a result of the stimulus of Rural Development. Elliott County set a goal of 100,000 seedlings but received only 67,000 from the nursery.

Soils Mapping: Soil Conservation Service unit workers in Elliott County heeded the desire of the people and mapped an entire community—all the farms. The same thing has almost been completed in a community in Metcalfe County.

ASC Payments: In the three pilot counties, 357 farmers signed up for ASC practices in 1956, compared with 600 the next year. The State ASC committee approved a $5,000 increase of 1957 funds for each of the three counties. This was due to increased work by agricultural service agencies and stronger farmer response, according to Fred Wachs, State ASC administrator.

Incidentally, four of the five awards by the Kentucky Agricultural Council to counties for outstanding service to rural people in 1957 went to Rural

Class in farm mechanics conducted at the Wurtland High School, Greenup County, Ky.

Development counties—Elliott, Butler, Metcalfe and Greenup.

Vocational Education

Over 1,000 adult men and women have been enrolled in classes for clothing, foods, family budgeting, general home and farmstead improvement, farm program planning and specific farming enterprises. These subjects are requested by people in the community. Follow-up instruction is provided in the home and on the farm by the teachers. Many homes have installed water systems and re-wired their homes.

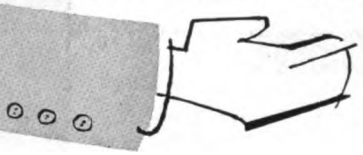
Regular teachers of agriculture and home economics in high schools have aided in this program. Future Farmer of America clubs have aided the forestry program in some counties by contracting with farmers to buy and plant seedlings.

Vocational schools in the areas involved have cooperated in providing instruction in trades extension classes.

At workshops in the three pilot counties, guidance service people discussed with administrators and teachers possible revision of the curriculum to keep young folks in high

(Continued on page 71)

Community organizations RURAL DEVELOPMENT'S RIGHT ARM



by J. W. BRIMM,
Community Development Specialist, Tennessee

WHAT is community development? What is the difference between it and Rural Development?

In a nutshell, Rural Development on a county or regional basis is an expanded community development program. Each can work separately but accomplish much more as a pair. Both often embrace urban as well as rural interests.

In Tennessee, the county is the unit for Rural Development. The community is the unit for community development. Thus, a county may have 5 or 30 organized communities; the community may range from 22 families to more than 300.

Need Flexibility

We consider the community as the unit and the family as the action group. This attitude prevails in plans and programs of the 800-odd organized communities in Tennessee. Flexibility is required and that applies to the family or action group.

People of the community meet and organize, many times on their own. Others consult the Agricultural Extension Service, both county and State. In any event the progress an organized community makes depends upon personalities. One community may be fortunate in having one or more persons with inherent leadership. Another community may need combined effort to spur its people on. Usually, when several groups discover that they can attain a certain mobility, and reach preset goals, they will find the ability to carry on as an organization.

We can not overlook the key factor in community development, developing leadership. The community club can be the place where leaders are discovered, then trained and developed. They are given minor places of responsibility; then as they develop, more responsibility is added. The better leaders may even go on to places of county, area and state leadership. Truly the community club is a place where we "learn to do by doing."

Some years ago in community development, there were tangible goals, obvious to most action groups. For instance, electric current on the farm provided a popular goal. Then came the rural telephone. Others that probably will never be fully met include improved roads, schools, and school bus service. These improvements are more or less a public problem.

The other side of the picture presents one of group personal effort such as community church improvement, care of cemeteries, picnic and playground areas and many other such tasks that take group action to succeed.

Triangle Plan

Many projects undertaken by communities require money. We are urging community leaders to select projects that make money—or to say it in another way "increase family income." Look at the triangle base, "improving present operations." In doing them better, we mean not only increasing production but decreasing unit cost of production.

One community with 60 families over a period of 10 years increased their corn yield by 33 bushels and tobacco by 1,235 pounds per acre. Another learned from their own records their cows produced less than 3,800 pounds of milk per year. In one year they raised the average nearly 1,000 pounds. They were not satisfied with that after they found one of their members who had the Dairy Herd Improvement Association tester and was producing in the 8,000 pound group. They set that as their goal.

Cooperative Effort

Another side of the triangle is "New Income." Sometimes these sources are new crops and livestock, such as strawberries, certain truck crops, sheep, broilers, or eggs. It could be a changeover from Grade C milk to Grade A. Things like these take a cooperative effort by the community to get the best marketing facilities.

Another source of new income for rural people in our state is off-farm jobs. Many of our communities run as high as 75 percent of their families having one or more persons working in the city or a nearby factory or industrial center. Much of this money is brought home and spent for better living conditions in the home and better farm equipment on the farm.

One community was known to have bought 27 radios, 7 washing machines, 15 storage cellars, 2 tractors, 12 trucks, 18 mowers, and 10 disks, and 18 homes put in running water. All of these items took money which, of course, was spent in the city.

If we should name a difference between community and rural development, it would be at this point. When new industries, plants or large marketing contracts are brought to

a county—or maybe we should say the city part of a county—it of necessity requires the support of the civic-minded and business people of the urban centers as well as of the rural areas. The organized rural communities can easily channel their efforts for such projects through their leaders to the people working for such in the city. Joint teamwork makes it much easier to complete these major projects.

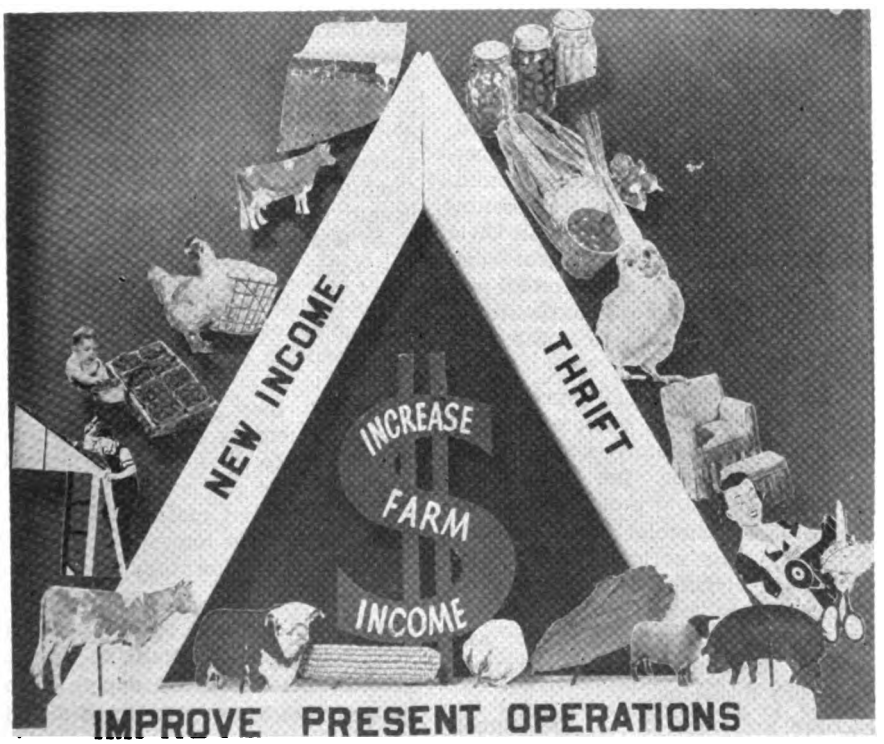
Then comes the third side of the triangle "Thrift"—making the dollar go further by wiser buying . . . doing more for the family and farm rather than hiring these jobs done . . . growing, processing and storing more of the home food supply . . . or like the old saying, "When you can't make a dollar, save one." The women and children of the home can make a great contribution to these projects. All three sides of the triangle then contribute to better living for rural people.

On many farms the home is too often the neglected part of rural living. Where there is an active community with family participation, a team of father, mother, and children, we find that home improvements and comforts get their share of attention. In a tour of several communities across our state last fall, we found kitchens, bathrooms, storage cellars and other improved home facilities of the very best. The best sign of a family team was that Dad was just as proud of these improvements as Mother and the children.

Other Benefits

Community organization develops fellowship and good public relations. When we "work and play and sing and pray" with our neighbors, we come to know them better and appreciate their problems and are more sympathetic with their efforts, though they may in many cases be feeble. We find many opportunities to meet and greet each other as well as our "city cousins" who come from the sponsoring groups in town.

Truly the organized community is a tool through which the Extension Service and other agricultural and educational agencies can reach a majority of the rural families of that area for promoting a better living program. This is so evident in counties where we find our better community programs.



Community planning group cooperation makes dollars.

PULLING TOGETHER

(Continued from page 54)

projects calling for collective action have helped.

The role of extension has been as a member agency possessing certain unique capabilities in overall educational fields. These have been recognized by the cooperating agencies and organizations. Likewise, extension has recognized and encouraged use of the specialized capabilities of the other agencies and organizations.

Extension has provided basic assistance in finding and training leaders, in uncovering problems, and suggesting solutions to problems. Extension has demonstrated that its services and personnel support the efforts of other agencies and organizations.

The achievements due to Rural Development stimulus have been almost fantastic. Whether or not the concept will live and develop into an increasingly effective method for meeting the problems of rural people remains to be proved. Certainly a program such as Rural Development requires continued attention and stimulus by the participating groups.

From Our Experience

Rural Development is an unbiased, powerful, creative concept.

Rural Development is bringing about a warmer respect and closer friendship among Federal, State, and local governments and private agencies.

Rural Development is modifying the standards and procedures of long established programs.

Rural Development is a catalyst that has stirred sleeping civic organizations to undertake active, wide-awake programs.

Rural Development is exciting local lay groups to new heights of socio-economic endeavor.

Rural Development is moving back the horizons of individuals and making them discontented with less than the modern concept of an all-out effort.

Rural Development is a slowly-developed, hybrid method, characterized by unusual vigor and increased production.

If given ample time, Rural Development will demonstrate its worth to the American economy.

COMMUNITY CLUBS

Proving grounds for new ideas

by DORRIS W. RIVERS, *Leader, Rural Sociology and Community Organization, Mississippi*

IN Mississippi 442 rural communities are reaching goals thought impossible 10 years ago. These communities are participating in an organized way in a Rural Community Development Program. We claim no miracles or that the program borders the spectacular. But there are valid reasons to believe that the overall objective of "better homes on better farms in better communities" is being realized.

Most community development clubs are less than 5 years old. Some, like that of Oktoc in Oktibbeha County, have been organized for well over a quarter of a century. The records show 128 clubs in 1951, and since that time the number has grown steadily to 442 in 1957. These are located in 67 of Mississippi's 82 counties.

The pioneer community program is that of Lee County, or as it is known, the Tupelo program. Since 1948, it has served as a model to strive for and as a proving ground for new ideas.

Mississippi's program differs in some respects from those in nearby southern States. First, there is no uniform Statewide or even area-wide program. Each county voluntarily sets up its own rules, regulations, scorecards, contests, and program emphasis. However, all counties use the secretary's record book furnished by the extension rural sociologist.

Secondly, the program begins at the local community or neighborhood level. As the number of clubs grows, these developments usually follow a county-wide contest; a sponsor or sponsors; and a county-wide Rural Community Development Council commonly known as the RCDC.

The State extension rural sociologist, aided by many other specialists, prepares organizational and program aids, uniform reporting devices, interclub newsletters, assists with officers and committee training schools, and helps with other special county-wide activities. We also stage an annual community development conference and maintain rapport with other development programs.

Complementing the rural community development program in the State are the Hometown Development Program and the Hometown Achievement Program. In these, some 200 cities and towns are enrolled.

County Picture

Alcorn County gives a good example of what the community development program is and does. The Alcorn County RCDC includes 3 persons from each of the rural community development clubs, 3 representatives from each of the Corinth Civic Clubs that "sponsor" a rural community development club, and all professional workers, mostly agricultural, that render services to rural communities.

Officers of the council represent all three membership categories. The civic club representatives are responsible for raising the community awards money and maintaining business and commercial interest in the program. The agricultural agencies provide leadership and technical information on organization and program. The rural club men and women speak for their organizations in policy decisions.

Here are some things the council does:

1. Sets broad county goals of farm, home, and community or civic improvement based upon those set by the 11 community development clubs.

2. Draws up regulations pertaining to the community development contest.

3. Contacts resource people for technical assistance to community clubs.

4. Prepares a budget for the program.

5. Determines the content of the individual and community scorecards used in the contest.

To be listed as a community development club, the local community or neighborhood organization must: (1) have elected officers, (2) meet regularly, (3) have a membership composed of family units rather than individuals, and (4) carry out a balanced program of farm, home, and community improvements. Clubs also usually have a sponsor which in most cases is a civic club from the county seat town.

The county agent and home demonstration agent play a most important role when the club year starts. They assist the clubs in choosing their goals and help the committees in planning monthly program and projects related to these goals. Expressed and felt needs and survey results are used to decide on goals. Programs at monthly meetings represent a balance of education, inspiration, and recreation.

The club is then ready to swing into a planned program of action. Several committees are appointed to suggest and start projects designed

(Continued on page 68)

Research Studies in Rural Development

Agricultural Research Service

The Agricultural Research Service has under way a program of research designed to provide information needed to effectively understand and attack the problems of low productivity and incomes for both individual farmers and farm areas. This program includes:

1. Analytical descriptions of the resources controlled by farm families, their use, and associated levels and sources of income in selected areas having large numbers of low-income farm families.
2. Studies of the role and potential of part-time farming in increasing the income earning capacity of individuals and areas.
3. Studies to develop capital, land, and other resource requirements for operator labor and management income levels of $2,500 and $3,500 for specified types of farms in selected type-of-farming areas.
4. Analyses of local labor resources and use in selected low-income rural areas.
5. Study, for selected areas, of credit use and of financial obstacles to increased earnings from farming.
6. Study of tenure aspects of farm abandonment and consolidation in low-income areas.
7. Analysis of individual farm development experience and problems of farm families assisted by the Farmers Home Administration, by major areas of the United States, during the period 1946-54.
8. A study on trends in the magnitude of low-income farm problems and changes in sizes of farms for the United States, 1930 to date.
9. Exploratory study of factors affecting economic development in particular areas where low-income farm problems have been acute and where important developments have occurred.
10. A study of the economic implications of achieving, in low-income farm areas, an agricultural organization which would return labor incomes equivalent to those obtained in the non-farm sector.
11. Analytical studies, in selected low-income farm areas, of the allocation of family income to consumption and saving as related to level of income, resource base, and personal family characteristics.

Agricultural Marketing Service

Agricultural Marketing Service is cooperating with at least 13 State agricultural colleges in extensive studies, many of them in low-income areas and pilot counties, to support Rural Development program work. Highlights fall into four areas.

1. The role of industry in providing supplementary income. Studies are now underway in Louisiana, Ohio, Mississippi and Iowa, with another to begin soon in Utah. Findings will help tell the impact which newly established industries have on rural life, farm operations, levels of living, and other economic and social adjustments. These facts will be extremely valuable to State and community workers trying to bring a better economic balance to rural areas.
2. Security and retirement problems of low-income farmers. A study from Maine has already been published, while reports will appear soon from Kentucky and Texas. Others are underway in Oklahoma and Iowa. Findings will provide a broad picture of the effects of Old Age Survivors Insurance on farm families and their old age security.
3. Rural health studies. Georgia is studying use of health care services and enrollment in health insurance in low-income areas. North Carolina has almost finished a study on use of voluntary health insurance by farmers. Early findings show that those needing the protection (in poorest health) are the ones without health insurance. In New York a third study wants to know the trends in availability and use of health resources in rural areas during a period of rapid change.
4. Rural education. A Kentucky study, now in progress, is designed to discover factors related to school attendance and educational attainments of rural youth. Findings will be used to plan approaches to improve school attendance and educational facilities. Pennsylvania is studying the effectiveness of rural schools in preparing youth for their later work and life. Emphasis here is on how well graduates of rural high schools in low-income areas are prepared for their work careers. A related study is being planned by Minnesota.

Staff members also spend considerable time answering requests by outside sources doing research or policy making on Rural Development. AMS specialists also have taken part in several regional Rural Development conferences.

National Judging School Planned in Oklahoma

Interest will be focused on soil and water conservation, pasture development, and range management at the 7th National Land, Pasture, and Range Judging School and Contest. The event will be held May 1-2 at the Oklahoma City Fairgrounds.

The school and contest are open to 4-H Club and FFA members, other boys and girls, and adults. A training school will be offered the first day and judging contest the next day. Prizes total more than $2,500 in cash plus plaques, medals, and trophies.

Further details may be obtained from Edd Roberts, Extension Soil Conservationist, Oklahoma State University, Stillwater, Okla.

(Continued from page 57)

lack of interest in farming as a vocation. Studies indicate a marked preference for nonfarm work among both adults and high school youth in these disadvantaged rural areas. The considerable out-migration of youth from these areas is both an expression of this preference and, at the same time, the lack of suitable work opportunities near home.

Educational Status

The people of our pilot counties, particularly the adult farm population, have relatively low levels of education. In 1950, more than half (55 percent) of the adult rural farm population in designated problem areas had completed less than 8 years of schooling. By comparison, less than 3 out of every 10 (27 percent) of the adult farm population outside of these low-income areas were equally handicapped.

Social Participation

We have known for some time, through sociological research, that the most disadvantaged rural people generally do not participate in formal organizations as often or as intensively as do other people. With the possible exception of the rural church, we generally find relatively few from the lowest income group in our major farm, civic, or social organizations. This is not to say, however, that members of this group do not associate with others on an informal basis. Social participation of an informal nature is common.

Reaching the Low-income Group

One significant expression of this pattern of participation is the common dependence of many of these people on friends and neighbors for new ideas in farming and homemaking. Low-income research strongly suggests that the mass media may serve mainly to create awareness. The more personal approaches, particularly those involving local informal leaders or "influentials" may be more persuasive in promoting adoption of recommended practices in marginal areas.

Studies also indicate that those with the lowest income are not as easily "reached" by certain traditional extension methods as are the more prosperous and better educated. Extension meetings, circular letters, and experiment station bulletins may be particularly ineffective, as ordinarily employed.

However, there are some indications that many of the low-income group are or can be involved in such all-inclusive organizations as community development (improvement) clubs. To the extent that the disadvantaged people are so involved, there is real hope and some evidence that the adoption of recommended practices can frequently be expedited.

Implications for Extension

For those of us in Extension, it may be especially meaningful to view the implications of some of these research findings in terms of program content and teaching methods. In the space allotted, we can only suggest a few of the many possible interpretations that might serve as guidelines in planning an extension program for a typical pilot county.

We have mentioned the limited physical, natural, and other agricultural resources so characteristic of many pilot areas. The relatively high proportions of farm people in the older-age brackets, together with the lower-than-average educational levels of these people, are also of relevance here. These and other related factors strongly suggest the probable limitations of agriculture as the major channel by which the low-income problem can be resolved.

A realistic appraisal of the adjustment potentials—nonfarm as well as farm—of pilot county farm families is certainly called for; and it is here that the county extension staff, as educational leaders, can be of great service. In any event, whatever is planned or undertaken, projects should be consistent with family objectives, resources, skills, and interests.

With the likelihood that agricultural opportunities will frequently be limited—by physical and economic resources, age and educational levels, interests, and aptitudes—extension workers may well find it appropriate to consider expanded programs in home economics and youth work, as well as in other areas not considered strictly agricultural.

The revelation that young farm homemakers are not now as numerous in some Rural Development counties as previously expected has already prompted consideration of special programs to meet the needs of the older homemakers.

At the same time, recognition of the great exodus of young people from many pilot counties—as revealed by surveys—is encouraging the reappraisal of 4-H and other youth programs. Interest is mounting, for example, in career exploration or in special projects to meet the needs of youth who may soon be leaving the farm or the county for jobs in industry, business, or the professions. Opportunities for service to this group appear to be almost unlimited.

Implications for teaching methods have already been suggested. While methods research findings with special application to this lowest income group are far from conclusive or complete, it is evident that traditional mass media methods are apt to be less successful here than with other segments of the rural population. There are also indications that the "trickle-down" process is frequently interrupted if not forestalled in its operation.

The intensive, personalized family approach seems to offer real promise, particularly where the group's recognized informal leaders or "influentials" are involved in the educational effort. In locating these key persons in the low-income group, it is well known that success in farming is not necessarily, nor usually, a very reliable criterion.

As educational leaders, extension workers, by training and experience, recognize the importance of motivation and an understanding of the other fellow in promoting changes in human behavior. The difficulties of motivating and understanding our disadvantaged families will prove considerably greater than for the majority with whom we have worked in the past. However, extensive use of existing findings can help us develop the insights and skill that may make this challenging assignment less problematic.

Management Schools for Young Farmers

by T. A. PARKER, *Pepin County Agent, Wisconsin*

More than 700 young farmers in Pepin County, Wis. and surrounding counties have been taught farm management during the last 13 years. These younger farmers attended a farm management school which concentrated on fundamentals of farm management and new developments in farming.

This work was started because young farmers wanted usable information about farm management and improved farm practices that would help them increase their income and create security for themselves on their farms.

Some of the young farmers and neighborhood leaders in the county helped to secure enrollment of young men for the first series of meetings.

To meet the problems of what to grow, how much to grow, and how to grow crops and livestock, we discussed the fundamentals of farm management and gave instruction on how to produce crops and livestock. During the first year, 92 young men attended. This was over half the young farmers in the county.

Year-Round Followup

We worked out enterprises or projects that would improve their farm business. During the year I kept in contact with them through farm visits, letters, telephone calls, and office calls. The same thing was done the next year with a group of about the same number of men.

Many extension specialists from the college of agriculture have assisted with our programs. About half the total hours of instruction have been handled by myself. We have used a good many motion pictures, practically all of them from the film library of the University of Wisconsin.

The men taking part in the first two years of the farm management school lived in Pepin County, a small county; but these were open meetings, so they invited their friends and the attendance developed into an area group coming from Pepin County and parts of four adjoining counties.

The farm management instruction was continued year after year, with attendance growing each year until in 1951, 250 different young men came in from Pepin County and surrounding counties; we had nearly 200 average daily attendance for the 5-day series of meetings. This group

was larger than we had facilities for, so the next year we invited fewer and have held the average attendance at the winter school to below 100.

More than 40 percent of the young farmers who have attended during the last 13 years have been from surrounding counties. Last winter's school, consisting of 8 all-day meetings, had an average daily attendance of 88. About one-third of these were attending for the first time and about one-third of all who attended were from surrounding counties.

Soon after the farm management instruction was started, the men who attended organized the Pepin County Farm Management Club. Since then this club has sponsored the winter schools and has held regular monthly meetings throughout the year. These monthly meetings may be the formal type with a film, a speaker, and some discussion, or in the summer may consist of a farm tour or a trip to an experiment station field day.

The farm management group has promoted several county projects with the following results: corn yields have practically doubled; alfalfa acreage has been increased from 15 percent to 85 percent of our hay crop; 75 percent of the dairymen are using artificial insemination of dairy cattle; and a high percent of Pepin County farmers are now cooperators with the Soil Conservation District.

Men in the farm management club are active in watershed organizations. Final approval has been given one watershed application and federal funds have been set for it. A second application for watershed planning assistance has been filed.

Using Improved Practices

Farm management club members are using the instruction given them to improve the management of their farms. Recently when I had a farm planning session with 84 men, most of them were using or planning to use a good number of the farm practices advocated in the farm management school. They are doing excellent work in managing their own farms and they are also active supporters of the county agricultural program.

When the farm management instruction was started, Pepin County was one of the lowest income agricultural areas in the State. At present the average labor income in this area compares well with other areas. Savings have increased in the last 13 years while farmers here changed to mechanized equipment and people in the county improved its roads, remodeled and enlarged schoolhouses, and did a considerable amount of home and farmstead improvement.

Not long ago Pepin County had an amount equal to 114 percent of a year's income invested in United States savings bonds. This was the highest percent in any agricultural county in the State.

PROVING GROUNDS

(Continued from page 64)

to accomplish the goals. The projects themselves and the methods used to complete them are a tribute to the imagination and ingenuity of these committees. To attain each goal, members must start and finish several projects. These involve the technical assistance from many agencies such as extension, health department, employment security, welfare department, education department, SCS, ASC, county library, and so on.

The county agricultural agent and the home demonstration agent feel that the community development approach is a tool or a method for extension teaching. Monthly club meetings, committee planning sessions, and group activities for carrying out projects all serve as a ready-made audience for distributing agricultural and homemaking information. The program also serves as a good motivator or stimulator for the acceptance of recommended production and management practices.

As for motivation, it seems to work this way. The committees strive to excel in accomplishing the farm, home, and community goals set for the club. Each participating family strives to earn the highest possible score in the contest for itself and for the community as all family scores are part of the overall community score. Thus social pressures for conformity are brought to bear upon members so that the less enterprising families of the community experience a sense of guilt if they "let their neighbors down."

Stimulates Action

Beyond all this, participation in an ongoing community program raises family aspirations for more conveniences and services and better living. And this desire for better living stimulates economic planning and action to offset the costs involved.

The program of community development has increased community spirit and pride. Closer teamwork develops among rural and urban families, agricultural agencies, civic clubs, and businessmen.

Members of New Hope Community, Tippah County, Miss., improving grounds of community club house.

Further, communities develop a stronger feeling of self-reliance in doing things themselves. People strengthen their leadership abilities, they obtain more family and community facilities, and they increase their income.

Other Problems

Any program or method used to solve problems creates other problems. Here are the more common ones.

Some communities expect the county agent or home demonstration agent to attend all club meetings, committee meetings, and community events—and most of these are held at night.

Programs at monthly meetings must be superior to survive the competition of other meetings, television, radio, and commercial recreation.

Over-enthusiasm may lead to premature action before the prerequisites of study and planning are completed.

Miraculous results are expected in one year; changes in patterns of community behavior don't occur that fast.

All community projects are not of a direct concern to all agencies; therefore, some feel the program is not worthwhile.

In some cases, community interest and enthusiasm have lagged because agency personnel have used the "captive audience" to teach only skills and knowledge. Instead, the community club meeting should stimulate individual and special interest groups to request such information. A final problem—the contest can take precedent over the program.

Traditional patterns of community structure and behavior are constantly being upset. More than ever before people need stabilization, coordination, and planning. The community club can and should perform these functions.

PLANNING AND ACTION

(Continued from page 55)

community development. The village of Mounds in Pulaski County where the extension offices are located was chosen for a special project and SIU representatives directed comprehensive surveys. Later the city of Cairo in Alexander County joined the community development plan.

Extension workers and people in other organizations contributed fully in this community work. At the same time Extension program planning continued as usual.

Farm and Home Development

About this time Pulaski and Alexander Counties were chosen as pilot counties in the expanding Farm and Home Development work. A new assistant adviser and experienced advisers all explained this new educational approach to groups of families they knew were interested in extension's total program. During this step it soon appeared that this

method had been used in many cases for some years.

One dairyman noted that ever since he was a 4-H'er he'd been helped by extension folks, and he'd also asked and received information on many other farm and home problems. Now the entire family needed to think over and write down some of the improvements they planned for that year and years to come. In Farm and Home Development terms, these are called the family approach and short- and long-time goals.

Among all groups told of FHD, most of the families who enrolled came from an organized group of young married couples. This was the age, social and economic group which would cooperate most fully.

Rural Development

Even with a good start on FHD, one segment of rural people was not being reached and their need for help was great. They were the older age group. Many farms in both counties are less than 100 acres; most of these owners and operators are older folks. There are no industries for off-farm work and family living conditions are low.

Providentially, the farm and home advisers learned of the Rural Development program at a meeting they were asked to attend. It seemed designed to fit the local needs which were great and growing greater. A request for the two counties to be considered as pilot counties was submitted and approved. An assistant farm adviser now is coordinating this work.

The goal of our programs may be simply stated as "helping more people to help themselves." If all farm families in the two counties come to know what Extension has to offer, and if they realize that their progress and well-being are important to general improvement, the goal will be reached.

CAREERS

(Continued from page 59)

On the other hand, industries are saying that this rural background is a valuable asset toward success in some 20,000,000 jobs related to agriculture.

Another concern is that one-half of our rural youth of college caliber do not go to college. There are many reasons for this. Perhaps one of the greatest is that our rural boys and girls have not had the opportunity to explore the many careers; therefore they do not aspire to many occupations that require a college education. Rather they follow the old pattern of drifting into the job that is available at the time.

This last factor points to another concern: jobs of the future will require more and more training of all kinds. There are fewer and fewer opportunities for the willing worker and plugger to advance on those merits alone. In the past, many of our good farm boys and girls got ahead on these characteristics alone. I would not minimize the importance of these characteristics, but point out that the time is here when these alone are not enough. The chart on page 59 emphasizes this fact.

County Staff Role

Specifically, what can a county extension staff do?

1. Through program projection, determine the number of young people seeking occupational information.
2. Check into the number of career opportunities in the county and nearby area, for farming, related occupations, and all others.
3. Get the thinking of county school officials on need for helping youth on this problem.
4. Consult the employment service on this same question and learn what help they can give.
5. Report these findings to your 4-H policy making group in the county and let them decide what should be done about it.

Cosponsor 4-H Fellowships

The National Committee on Boys and Girls Club Work and Massey-Harris-Ferguson, Inc. are cosponsors of the National 4-H Fellowships announced in the January REVIEW. The original announcement reported that six fellowships are provided by the National Committee, whereas four are made available by Massey-Harris-Ferguson, Inc.

KEEPING ON FARM

(Continued from page 56)

farms 105 acres of land and does custom work with haying equipment and combine. Mrs. Messingale plans to take her place as a homemaker as soon as they can get their farming operations and livestock in order financewise.

Agriculture is not being overlooked in the search for industrial development in the county. The industrial development committee joined the extension staff and others interested in agriculture in such work as promoting the use of bulk tanks on grade A dairy farms; eight of them are now installed in the county.

Fifteen new type pig parlors have been added on farms in the county. By using home grown grains, profitable pork production can be increased.

New pig parlor on Choctaw County farm.

Towns in the county have their city limits but there is no limit to the interest the businessmen show in their rural neighbors. This continues as plans for the future include additional industries and payrolls for the area. Likewise, farm leaders continue to take to farmers practices that will provide a fair labor return. The people are convinced that new industries will come if they continue to set up definite objectives and keep working toward them.

ALL RESOURCES

(Continued from page 51)

I think it is important to remember that in the low income areas especially, one of the factors is under-employment. It is often difficult to get the low income farmers to participate in programs, but it can be done. Finding and training the right kind of local leaders is the Number One problem. Public spirited men and women of capacity, who are respected in their community, must be brought into the program. You have many of them on your extension committees now.

It is my humble opinion that this program offers the land-grant colleges and universities their greatest opportunity to assist in making sound and rapid development in rural America.

BALANCED PROGRAM

(Continued from page 58)

problems need attention in the year at hand.

The selection of worthwhile adult projects in home economics is one of the keys which has opened many doors to extension work in the county. During the past six years home furnishing projects have been aimed at making the best possible use of materials at hand.

About one-half of the families attending home demonstration meetings have made home-made rugs by one or more of the common methods. The women became interested in making their own designs for hooked rugs which soon developed into an interesting creative arts study.

Working with curtains and draperies to give the most attractive window treatments included wise selection and skillful construction of curtaining materials. Slides were used to suggest treatment of certain problem windows. A study of different devices for hanging curtains and draperies was an interesting phase of the project.

Individual planning by the women gave emphasis to a study of the use of color in the home. At each meeting those who were interested in making some change in at least one room of their homes planned for the specific changes. They studied swatches of fabric and wallpaper for color, design and texture and samples of painted wall and ceiling surfaces for different hues and their values and intensities. The plan was discussed in its relation to basic principles of room decoration.

This study of color has stimulated interest among the teen-age group. 4-H projects in clothing, home furnishings, and room decoration show the result of home experiences and training which are an apparent outgrowth of the adult extension study of color.

Electricity has become available in most areas in the county only within the past decade. This proved to be a fertile field for the study of adequate home lighting and safe wiring for the home. Specific work areas were considered in a study of the amount of illumination and the placing of lamps and lighting fixtures. As an outgrowth of this study more than 150 lampshades have received new and more suitable coverings; and many homes have been more adequately wired for electrical appliance loads.

Home management problems in planning more convenient kitchens and more adequate storage in the home have called for the active participation of other family members. Making storage devices to eliminate wasted space in rooms, shelves, closets and drawers has attracted much interest. Set-in shelves, step shelves, drawer dividers, sliding trays and panels, racks for lids, trays, and platters, and various uses of pegboard are just a few of the adjustments that were made for more convenient storage in the home.

This project has done much to foster cooperation among family members. Several husbands have commented that if we are to have similar lessons in the future, they want to attend the meetings. Having the specifications and directions for making the storage aids stimulated their interest in the work we are doing.

Reupholstering of furniture and the reseating of chairs are projects which have been conducted as training meetings. Two meetings have been held in different communities by special request of women who were willing to help others with their furniture repair problems.

Women have searched through attics and barn lofts for fine old chairs which had been discarded because no one had taken the time to repair them. Husbands have helped to remove old finishes and replace rungs or other damaged areas. Seven-step caning, fiber rush weaving, splint weaving have all been used on different occasions to make the chair a cherished possession for the home.

If we should evaluate in dollars and cents the amount that has been saved by making the best possible use of available materials, the results would definitely be flattering from an economics standpoint.

However, our greatest returns are in satisfactions achieved for the individual family members, in the encouragement of cooperative enterprises in the family group, and the development of a wholesome pride in the home and its surroundings.

THE CHALLENGE

(Continued from page 53)

many of these underemployed or part-time farmers. This is not to be blamed on any agency program, but on the lack of resources by farm people to put into practice the teachings of the several agencies.

Regular extension programs offer assistance to any farm family, regardless of income. Still, many farmers have not taken the time or did not see fit for some reason to make improvements. Some of these farmers need motivation as well as scientific know-how.

Up to now extension's resources would not permit as much time as needed to inform a farmer fully through farm visits. In pilot counties with added personnel, this is being solved on many small farms and incomes from new enterprises are convincing heretofore skeptical farmers that their incomes can be raised and level of living improved.

Rural Development is another example of the American way of doing things for its citizens that involves a high degree of Federal-State-local relations. The Rural Development concept and determination being shown to help a large segment of underemployed rural families is encouraging.

AREA APPROACH

(Continued from page 61)

school longer and help them in choosing vocations. Butler County has employed a full-time guidance counselor.

Vocational education has employed one person full-time on Rural Development for coordination and liaison work.

Sociology

A ministerial association has been organized in Metcalfe County by the Rural Development committee, with three other counties doing likewise. In Metcalfe County the ministers sponsored a drive and put TV sets in every room in a TB hospital in the area. As a result of work by other associations, five counties are completing recreational plans.

On health matters, Butler County and three others succeeded in getting a health center. The three other counties have used some of the methods used first by Butler County. In all cases previous efforts to get health centers had failed.

Garbage disposal systems, improved water systems, and general clean-up campaigns are common projects. In one county 80 percent of the youth are now vaccinated for polio, compared to only 3 percent a year ago. One county completed plans for a water district, another has two new medical doctors, two others have new veterinarians, and another is planning to build a hospital.

Training Personnel

These results did not just happen. More than 200 Rural Development meetings were held in Kentucky in 1957. Task forces from Extension Service, Vocational Education, Soil Conservation Service, and Department of Economic Development conducted educational meetings at the State and area levels. In-service training workshops for agency personnel were conducted at State, area and county levels. Some were mixed agency workshops, others were sessions to orient their own personnel.

In one area lay people asked agency technical teams to conduct a problem-solving workshop on program development. Also 54 agency and lay leaders toured Tennessee, Mississippi and North Carolina searching for ideas to work into the Kentucky program. We have modified and used their proven success.

The Farm and Home Development method has aided Rural Development work considerably in Kentucky. In two pilot counties more families (100) took part in Farm and Home Development in 1957 than in all the previous years of FHD. This method could well be the core to Extension's part in Rural Development.

A State Fair exhibit, costing lay groups more than $1,000, was also shown at several county fairs. And Butler and Elliott Counties conducted essay contests, with more than 80 students writing on "How Can Rural Development Help Our County?" Radio, TV, and countless news articles carry the story of Rural Development into every part of the State.

Intangible Benefits

We've been quite specific and tangible so far. Just as important, though, and probably more valuable, are these other achievements.

Tolerance, understanding, and positive thinking developed among cooperating groups . . . a stimulating effect by Rural Development on other organizations not too active in the past . . . real cooperative effort . . . Rural Development has overcome barriers of attitude.

New hope and enthusiasm. . .agency teamwork has filtered down so there's now teamwork of unrelated personnel at the local level . . . Rural Development is considered a sound, scientific, problem-solving approach, not a remedy approach . . . people accept it as a practical, self-help approach, not a method superimposed . . . it appeals to people in all walks of life . . . it has resulted in better communication among groups . . . we've discovered talented local leadership.

Rural Development has told people you can't sleep and be awake . . . it has met with very little vested interest . . . it appeals to individual pride, creative ability, leadership, thinking, respect . . . businessmen consider it an investment approach, not a donation approach . . . it is converting the "my baby" and "if we can do it" leadership into a positive thinking group.

To sum up, the people have faith in Rural Development. Their group action seems to create a hope and faith not found through other organized approaches. The attitude is good. The future of the area approach in Kentucky is bright.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

F 2101 Watch Your Step—Avoid Farm Accidents, *New—Replaces M 608*

L 416 Barberry Eradication in Stem Rust Control; Wheat, Oats, Barley, Rye, *New—Replaces F 2014*

The following have been discontinued but county offices may use any copies they have on hand. The titles should be removed from the inventory list as USDA supplies are exhausted.

F 1368 Breaking and Training Colts

F 1523 Leather Shoes, Selection and Care

F 1741 Bur-Clover Cultivation and Utilization

F 1844 The Culture and Use of Sorghums for Forage

F 1863 The Turnip Aphid in the Southern States and Methods for its Control

F 1950 Sewage and Garbage Disposal on the Farm

F 1958 Potato Production in the North East and Northcentral States

F 1966 Part-Time Farming

F 2003 Legume Inoculation. . .What it is. . . What it does

F 2006 Wheat Production in the Eastern United States

F 2036 Seed-Flax Production in the North Central States

F 2037 Winter Oats for the South

F 2041 Castorbean Production

L 213 Sour Cream—How to Prepare and Use it at Home

L 283 Fly Control on Dairy Cattle in Dairy Barns

L 287 Farmhouse Plans for Minimum Budgets

L 311 Farmhouses for the North

L 376 Split-Level Expansible Farmhouses

GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON 25, D. C.

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, $300
(GPO)

We must open wider the doors of opportunity

In this wealthiest of nations where per capita income is the highest in the world, more than one-fourth of the families who live on American farms still have cash incomes of less than $1000 a year. They neither share fully in our economic and social progress nor contribute as much as they would like and can contribute to the Nation's production of goods and services.

This human problem is inadequately pictured by charts and figures. Curtailed opportunity begets an economic and social chain reaction which creates unjustified disparity in individual reward. Participation diminishes in community, religious, and civic affairs. Enterprise and hope give way to inertia and apathy. Through this process all of us suffer.

We must open wider the doors of opportunity to our million and a half farm families with extremely low incomes—for their own well being and for the good of our country and all our people.

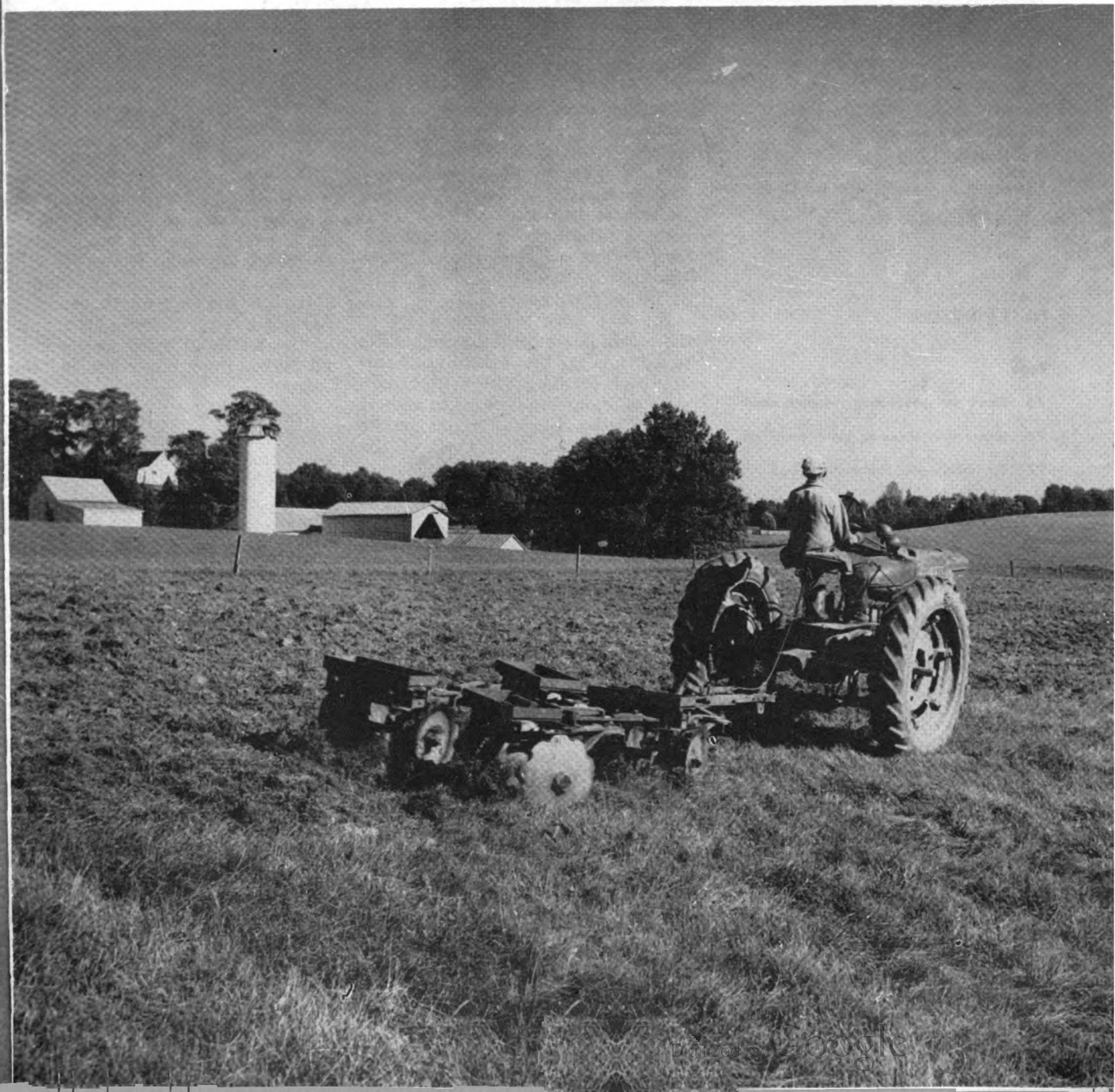
A many-sided attack is essential. We need an integrated program in which each part contributes to the whole. Each will be more effective if the others are adopted. Together, they will help toward a solution within the framework of freedom for the individual, respect for his rights as an American citizen, and opportunity to participate more fully in the economic life of our Nation. . . .

DWIGHT D. EISENHOWER

Excerpted from "Letter of Transmittal," April 26, 1955, by the President to the Congress with accompanying report on "Development of Agriculture's Human Resources."

EXTENSION SERVICE Review

APRIL 1958



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.

Vol. 29 April 1958 No. 4

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

The question is frequently raised, "Why do production research when we have agricultural surpluses?" We thought you'd be interested in what ARS Administrator Byron Shaw had to say on this subject in a recent address before the Agricultural College Forum at Pennsylvania State University. You'll find the highlights of his talk on page 75.

Another topic receiving a lot of discussion lately is brainstorming. Its proponents say that groups using this approach come up with a lot of possible solutions to problems in a short time. Critics of brainstorming, on the other hand, say that most of the solutions obtained in this manner are impractical. No matter which side of this question you're on, you'll want to read the article on page 76. It gives the rules for this free-wheeling method of generating ideas, lists some advantages, and points out its limitations.

You'll also want to read how Balanced Farming is helping Missouri farm families attain a more profitable and satisfying living (see page 80). Nearly 12,000 families have formal Balanced Farming plans in action and another 18,000 have previously participated in the program. And these figures don't include the many thousands who have taken part informally.

I've heard a lot about farm and home development since joining Extension last summer but haven't had an opportunity to put my ear to the ground in a county where agents are using this approach. As I write this, though, I'm looking forward to a trip to Missouri where I plan to visit some of the families taking part in the Balanced Farming program. I'll fill you in on my trip in the May issue.

Next Month: What do various family members want and need from 4-H? That's the theme of a special issue in May. We'll have articles from leaders, mothers, and prominent 4-H alumni telling some of the values they've observed in Club work.

The lead article will represent something new for the Review, too. We tape-recorded a discussion by FSS Assistant Administrator Gerry Huffman, 4-H Division Director Ed Aiton, and State Agent Bill Skelton of Virginia. They took "A Look Ahead in 4-H" and talked about some of the many changes taking place which are requiring a constant adjustment in programming to provide "real-life situations."—EHR

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.

don't sell Production Research Short

by BYRON T. SHAW,
Administrator,
Agricultural Research
Service, USDA

A new high-yielding cotton, Pima S-1, is the first domestic long-staple variety to compete successfully with imported Egyptian cotton. W. E. Bryan, Arizona Experiment Station, is shown examining one of long-staple types he originated. USDA cooperated in seed increase, fiber testing, and market development.

We are living in an age of research. And, if anyone had any doubt of this before last October, he must certainly be aware of it by now. You can't pick up a newspaper without reading about satellites and space travel.

Further, the tasks of research today have never been so urgent, and the stakes have never been so high. In some aspects of this race for knowledge, we are in a contest where the winner takes all.

Agriculture has a big part to play in this contest.

The main reason that our agriculture leads the world today is because, for the past 50 years, our agricultural research has led the world.

Must Anticipate Changes

Yet the fact remains, there are some weak spots in agricultural research . . . and today's surpluses point them up. They show that it is not enough for research to give farmers the means of efficient production. There must be other research that anticipates changes in farming growing out of these improvements, and that helps farmers adjust to them.

Take the case of hybrid sorghum—one of the important recent achievements of agricultural research. In anticipating the gains in yields from these hybrid sorghums, we were wrong not to be doing companion research that would help farmers make the best use of this improved crop. We should have had more utilization research directed toward the development of new uses for sorghum.

We should also have had more research in economics on the effects of hybrid sorghum. Farmers needed to know how the general adoption of these hybrids would affect their incomes—how to adjust their farm plans to best meet these new conditions.

In broad terms, research is not going ahead fast enough to help farmers meet the economic problems that are continually growing out of changes in farming technology. There must be more production research, especially in farm economics, if farmers are to make the most of these changes in technology.

Our nation's continued world leadership in agriculture depends upon production research. And it would be dangerous to underestimate how much is enough. Who can say how many plant breeders we need to maintain the status quo on stem rust disease of wheat? Or how many scientists we need to hold the line on the spotted alfalfa aphid and the soybean cyst nematode? Production research that fights these pests does not increase total production. At best, it only helps farmers to hold their own against the hazards that can wreck farm production. We must do a great deal of this kind of protective research.

Aids Marketing Efficiency

Furthermore, in those instances when research does lead to greater production efficiency in soils, crops, and livestock, it contributes importantly to the improved marketing and utilization of farm commodities.

Today, because of research, livestock products—meat, milk, eggs, cheese, and ice cream—are marketed at greater advantage than ever before. There's a wider variety of these foods in the stores. They're more attractively packaged and displayed . . . they're fresher . . . and higher quality. They're more convenient to buy, carry, and use. And we consumers are more aware of the nu-

(Continued on page 78)

New varieties of corn better able to withstand attacks of European corn borer are being bred by USDA and Corn Belt scientists. Two experimental resistant strains (outside rows) that have withstood borer attack are compared with susceptible variety in center.

Generating IDEAS to Solve Problems

by W. G. BRAKEY,
Manager, Technical Recruiting,
Monsanto Chemical Co.,
Springfield, Mass.

CREATIVE imagination is the talent that has enabled man to transcend other animals. An anthropologist may quarrel with this and state that man owes his progress to his ability to oppose the thumb and forefinger and thereby hold tools. The desire to hold the tools, however, must first originate in the imagination.

Electronic brains have been unable to produce any ideas. If the apple which fell on Sir Isaac Newton had fallen on the Univac, it might have broken a tube or blown a fuse. Certainly Univac never would have come up with the law of gravity.

Constructive ideation, the act of generating ideas, holds the key to the solution of problems in business and personal life, as well as in science and the arts. We have to discuss creativity because our educational system has neglected it. Our education and experience have done almost nothing to develop our creative power, unless we are products of an art school.

As children, we are all endowed with an unbridled imagination. Kindergarten really is an experience. The youngster sticks his little fists into a moist block of clay, making a hand print. This dries, he paints it bright red, and the teacher scratches his initials below it. He brings it home and his parents are both enthused over his being so creative and, naturally, feel they have a budding sculptor on their hands.

Kindergarten is over and in Grade I, he learns that 1 and 1 equal 2 — 2 and 2 are 4. This is the way it goes through the rest of his training. The further he goes, the more highly specialized he becomes. The more highly specialized he becomes the more he knows of the laws of physical science, the less inclined he is to depart from the path on a creative tangent.

The ideal solution would be to have all subjects taught creatively, and some progress has been made along these lines. We can help fill the gap by a brief orientation to the creative approach or brainstorming.

Brainstorming Technique

Creative thinking isn't new, but brainstorming is a conscious effort to use creative techniques in arriving at solutions to new problems. For teaching materials, in 1953 Scribners published "Applied Imagination" by Alex Osborn, based on a 5-year pilot course at the University of Buffalo. A second edition is based on broad experience in industry and education.

The objective of brainstorming is not to produce Einsteins, but to provide ordinary people with hints and devices for allowing their imaginations full play. It gives participants a consciousness of the power of imagination and a confidence in using it by self-demonstration, thereby creating a new and creative approach to any problem.

Individual ideation is productive. It requires that you ask yourself questions, that pencils can be magic wands, that you set deadlines, and pressure yourself by setting quotas of ideas. Group ideation is more productive because the flow of ideas is increased almost tenfold by the ability to spark each other's ideas.

Here are the ground rules in this brainstorming game:

Judicial judgment is ruled out. Conferences are usually dominated by critical thinking. This is a new kind of conference where you defer evaluation until enough alternatives are derived. We feel we are better off with 53 ideas to select from than 4 solid ideas.

Free wheeling is welcome. The wilder and woolier the idea, the better to spark the imagination of each other and to loosen the minds, for ideas can be tamed down much easier than they can be thought up.

Quantity is wanted. Quality is inherent in the volume of ideas.

Combination and improvement are sought. We want ideas expanded, developed, combined, refined, and improved.

How It Works

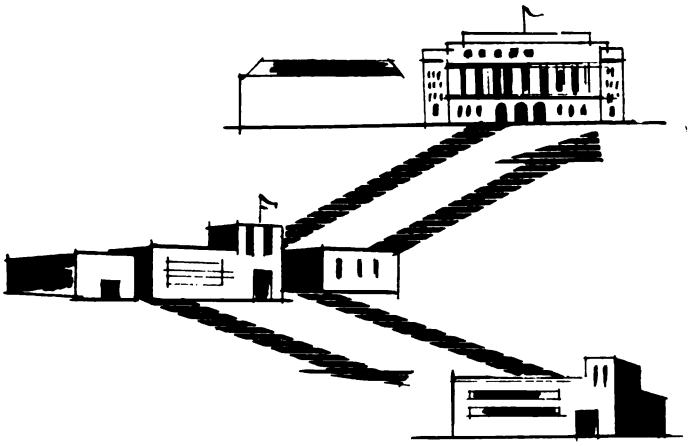
To participate in this game, we have three rules:

1. *Idea*—raise your hand. 2. *Hitchhike*—to adapt, expand, or modify someone else's idea, snap your fingers so the group leader will get the hitchhike before the association is lost. 3. *Critical thinking*—out at the bell. The slightest suggestion of criticism by a sneer, a laugh, or a remark causes the bell to ring.

To conduct these sessions, the above background should be covered and then a few demonstrations performed to get the mental set of the group. For example, try a visualization. The prop could be a hat box and the group give their ideas of what it contains. It could contain two aspirin tablets.

For a demonstration of improvement, use a familiar object such as a hammer, pen, pencil, or paintbrush. Have the group generate ideas

(Continued on page 85)



SPECIALISTS— The connecting links

by JOHN J. McELROY, *Program Leader, Special Projects, California*

THE Cooperative Extension Service is like a highway, running from the U. S. Department of Agriculture and State land-grant colleges and universities to the nation's farms and homes. The traffic consists of extension specialists carrying technological facts from the campus to the counties and returning with information and local reaction which help guide future research programs.

The specialist interprets and adapts research findings to local needs. At the same time, he acquires knowledge of local requirements for further study. The specialist serves as the connecting link between the land-grant college and the county extension worker. By this means, research activities and extension endeavor are tied together so that the full facilities of the college are used effectively.

The county agent's work covers a wide field. Even though a county may be concerned with the production of a single crop or related group of crops, problems of soils, irrigation, disease, pest and weed control, as well as problems of variety and cultural practices, must be faced. Consideration must also be given to aspects of farm management, economics and marketing. Thus the county worker must have a broad-gauged knowledge of a large body of subject matter.

But the county worker's horizon is often limited by county boundaries. He has special knowledge dealing with local people and conditions, but he is removed from the sources of information and his ideas may be conditioned by local thinking. He has little time to travel and observe or to keep up with research findings. He cannot read as widely as his responsibilities require. Here is where the specialist comes into the picture. He helps the county worker by serving as a resource person, consultant, adviser, and friend.

Specialist's Role

Responsibilities of the specialist include analysis, interpretation, planning, training others for teaching, inspiring action, encouraging application, achieving objectives and measuring results. He helps county workers to carry on an effective teaching program; to grow in ability and judgment.

As a subject matter leader, the specialist assembles, selects, and interprets scientific findings, adapting them into usable material. This requires continuous study of field needs, close relationship with research, and correlation of information from USDA, colleges and other agencies, and of particular importance, information from farmers themselves.

Training county staff members in subject matter and techniques is another important function of the specialist. By working with county personnel in analyzing the local situation and organizing the county program, the specialist selects subject matter suitable to local use. Training techniques include sectional conferences, background or refresher conferences, assistance with test plots or demonstrations which are helpful in carrying out the county program. In followup visits, the specialist brings supplemental information and helps evaluate the program as it progresses.

(Continued on page 84)

Range seeding project in California is examined by L. J. Berry, range improvement specialist; A. D. Haig, field technologist; and A. L. W. Mitchell, Butte County farm advisor.

PRODUCTION RESEARCH

(Continued from page 75)

tritional values and better satisfied with what we buy.

But the fact remains that many people would eat more of these good foods if they could get them at lower cost. And with our population booming, this potential market for livestock products will stay strong in the years ahead. Here then is a market for farmers to aim for. But how well they succeed in reaching it depends to a great extent upon continued emphasis upon production research.

Science must find ways of producing all these foods more efficiently. And it must find the means to make it attractive for grain farmers and cotton farmers—all of those who today have no choice but to produce already too-abundant commodities—to switch some of their acres to commodities with a growing market. Development of suggestions for profitable changes in farming that are geared to market opportunities, area by area, and for the nation as a whole, is a job for production research—a job of economic analysis built upon dependable research in soils, crops, livestock, and engineering.

Our aim in all research is to broaden the market for agricultural products. Production research is just as important in this as any other kind. There is a bright future for such new crops as castor beans and safflower. There are perhaps even greater opportunities for finding new industrial uses for the major crops that make up our cereal grains . . . in plastics, industrial finishes, pesticides, and the paper and rubber industries, for example. These market opportunities will be developed for farmers just as fast as research can push ahead in marketing and utilization.

But in the final analysis, the success of farmers to capture and hold these markets will depend upon their abilities to meet market demands in terms of quality . . . quantity . . . and price. And this is a job for production research.

Twenty years from now we will not think that we were doing too much production research in 1957. In looking back over our past, we will be amazed that we were satisfied with a production research effort whose emphasis was so heavily geared to holding the line.

It is clearly evident that production research has been important in the past. It is important now. It will be important in the future. Don't sell it short.

Textile manufacturers want and will pay more for wool fleeces of uniform fineness and length and free from off-color fibers and weaknesses. USDA scientists, in cooperation with Idaho Experiment Station, are developing sheep that will produce wool with these desired characteristics, along with high yields of fleece and meat.

When It's Your Turn at the Meat Counter

The filmstrip on Federal grades developed by the Livestock Division of Agricultural Marketing Service, U. S. Department of Agriculture, has been revised and is now ready for distribution. Developed to assist in teaching the market selection of meats, the 25-minute filmstrip is designed especially for use with consumer-buyer groups.

Because this is a commercial reproduction, slight color variations may be inherent in the process. Copies can be ordered at $4 each from Photo Lab, Inc., 3825 Georgia Avenue, N.W., Washington 11, D. C. Your order should specify the name of the filmstrip, "When It's Your Turn at the Meat Counter," and USDA Catalog No. C–16. Each filmstrip will be accompanied by a copy of the lecture notes.

The Wonder of Water

A new 16-page comic book which provides information on soil and water conservation problems has been published by the Soil Conservation Society of America. Bulk supplies of "The Wonder of Water" are being sold by SCSA, 838 Fifth Ave., Des Moines 14, Iowa.

The effect of drought on a typical city, Midvale, U. S. A., is illustrated. It tells how the community faced the problems caused by the drought, developed an educational program for all its citizens, and then secured an ample water supply to meet long-range needs.

The booklet is similar in treatment and format to "The Story of Land," published in 1955 by the Society. More than a million copies of the latter have been distributed and 100,000 copies of a Spanish version were printed recently for use in Puerto Rico.

THREE-WAY APPROACH PAYS OFF

by KATE ADELE HILL,
Studies and Training Leader, Texas

A THREE-WAY approach in mass media is an effective way to reach homemakers, believes Viola McKenzie, Galveston County, Texas, home demonstration agent. A regular newspaper column, a weekly radio program by the agent plus a weekly radio program by the home demonstration club women, and a weekly television program by the agent and club women make up this concentrated drive.

Changes observed in the county's population caused Miss McKenzie to adopt this three-media plan. The county was becoming more urban and less agricultural; more than three-fourths of farm families owned television sets. So a single medium would not adequately reach the potential audience.

After this coordinated effort had been in effect for about a year, Maurine Hearn, State home demonstration leader, suggested that a study be made to evaluate its effectiveness. District Agent Leta Bennett, Miss McKenzie, and I presented the plan for such a study to the county home demonstration council and they agreed enthusiastically to help.

A total of 80 women made 2 to 5 interviews each. Every fifth house on alternate streets was visited.

The 1,052 interviewees were classified as: home demonstration club members, 259; nonclub members, 695; and ex-club members, 98. Two main purposes of the study were to discover how many women in each classification had used the information given on these programs and in the news column and to determine subjects on which they desired further information.

Yard improvement rated first with nonclub members and ex-club members and tied with food information (including meal planning and recipes) in club members' interests. Food information was the subject of most interest to club members and was second among nonclub members.

The television program is viewed regularly by 140 club members, 233 nonclub members, and 26 ex-club members. More than half of the club members who read the agent's weekly news column, 191 out of 259, used information given in the column. A little less than half of the nonclub members, 308 out of 695, had used information from the column.

As to the radio programs, 92 club members, 110 nonclub members, and 23 ex-club members reported that they received helpful information from the agent's program and about the same number heard the program put on by the women.

Significant in this study was the fact that the club women interviewed their neighbors and fellow club members, and they had fun doing it. Comments by the women helpers ran like this:

"We found every person was willing to answer the questions and we enjoyed the experience . . . We found that many women listen to the radio program who previously were not familiar with the Extension Service . . . We were pleased to see how many younger women listened to or viewed the early programs."

If you want to do a thorough job of evaluating a program in a county, just ask the women to help you. They will get the job done.

Plans for mass media study are discussed with Galveston County Home Demonstration Council by Dr. Hill, right, and Agent Viola McKenzie, standing.

in MISSOURI
BALANCED FARMING

Meets the Needs o

by A. EDWARDS, *Associate Agricultural Editor, Missouri*

BALANCED Farming in Missouri came as a logical outgrowth of Extension work. By 1936, when the first work was started with this total farm and home approach, there was a need for a program to more fully meet the needs of farm people.

Top livestock men had lost farms because their cropping systems hadn't kept pace with their prime enterprise. In some cases the best crops operators raised big crops and then sold them through unthrifty hogs and cattle.

In short, Extension in its early approach made little attempt to tie the farm operation together as a unit. Specialists worked on individual practices without relating them to other phases.

Objective in Balanced Farming has been a system of balances—between input and outgo of soil fertility—between pasture and crops and the livestock system—between the farming system and desires of the farm family, coupled with their labor supply—between net income and the needs of the family—and between good planning, hard work and a comfortable, attractive home.

Much of the success of the program has been because specialists understand the overall picture of Balanced Farming. For example, dairy specialists recognize that the dairy farmer can't succeed unless he builds soil to grow the feed necessary for low-cost milk production. Crops and soils men, on the other hand, know that build-ups in their field won't suffice without the right kind of livestock management.

This idea of a balanced operation must be implanted in the family planning session. The farm homemaker has to help with every step in the farm plan. And her husband must help with every step in the home plan. This calls for real teamwork if it is going to succeed.

Extension has worked toward getting the family started where their interests lie, perhaps in an improved cropping system and bigger use of fertilizer based on soil tests, maybe in a dairy cow test association, or in a feeding program, or with home improvement if finances will permit. But the important thing is to get the family started toward a program for a net income which will meet the needs of the family and pay the improvement bill.

How It Works

To see how Balanced Farming works, let's look at a cross-section of Missouri farmers who are using the program.

Since joining a Balanced Farming association in 1950, the Ralph Vinyards, Webster County, have accomplished many of their goals and are setting new ones.

The Vinyards operate a rather rough hill farm of 180 acres. Only 75 acres is cropping land and about 40 open pasture. A dairy herd and some hogs are the cash enterprises. The cropping system is geared to provide all the feed possible for the livestock.

Their progress with this rather conservative unit shows what the smaller operator can accomplish. In 1955, the Vinyards herd produced only 7680 pounds of milk and 369 pounds of fat per cow on 28 cows. In 1956, they increased this another 1650 pounds of milk and 82 pounds of fat. Vinyard says they made the jump by culling low producers and buying some new breeding stock, plus a better feeding program.

They have used income from the farm without going into debt to make

Results of good Balanced Farming program are evident on Clarence Spaethe farm, Lincoln County, Mo. Improved features include terraces, lanes to fields, ponds, well-arranged farmstead with open court and good buildings

Farm People

Planning session with Mr. and Mrs. Ralph Vinyard, Webster County, is held by Associate Agent Jim Summers.

Group system enables agents to work with more families but must be supplemented with individual discussion. Home Agent Mary Lou Brown and Associate Agent Hubert Headrick are shown working with Osage County group.

a number of farm and home improvements. Chief among these were: utility room and bath, $1400; bulk tank, $2300; new tractor and equipment, $2175; water management, $100; breeding stock, $1286; converting milking parlor to pit-type unit, $800.

Vinyard says Balanced Farming has paid him big dividends. He estimates that it has returned $20 for every $1 he has put into the program. As an example, Vinyard reports one instance when he spent $12 for dieldrin to spray 10 acres of barley. Saving the crop gave him 65 days' pasture for 40 head of dairy stock.

A livestock and cash crop farmer, Earl Weeks of Stoddard County, says a good Balanced Farming operation can mean the difference between profit and loss. He says planning ahead and a good fertilizer program have been key items on his farm.

Basis for Weeks' thinking is the big boost in his farm yields. In the mid-40's wheat averaged only 20 bushels per acre. Last season his Vigo made 50 bushels and Knox 60 bushels per acre. Weeks cribbed 6200 bushels of corn from 60 acres and then fattened out 42 head of hogs he purchased just to clean up picker losses. His soybeans beat the 40-bushel mark and alfalfa ranged from 5½ to 6 tons per acre.

W. W. Lowe of Livington County, a successful livestock farmer, says he joined the Balanced Farming association primarily to get help on soil conservation. Since starting a plan in 1946, he has terraced all sloping crop land on the farm. He says it takes longer to farm terraced land but the benefits in fertilizer savings alone are well worth the difference.

By boosting yields on his farm, Lowe is getting production to carry his livestock. His speciality is meat-type hogs, bred up from a four-way cross. He sold 396 market hogs from 45 litters last year for an 8.8 littler average.

Balanced Farming has proved beyond doubt that the small farmer still has a big stake in agriculture. The Ruth and Lawrence Helmering mother-son partnership of Crawford County shows an adequate income on only 120 acres of Ozark land. They handle a 1000-hen laying flock and retail their eggs to customers in St. Louis, Steelville, and Cuba.

Besides producing 12,000 dozen eggs last year which averaged 50 cents per dozen, the Heimerings raised and sold 200 turkeys at premium prices. Their sole livestock enterprise is a flock of 55 ewes. They have built a 10-acre lake for irrigating truck crops which include grapes and strawberries.

The experience of Albert Bos, Christian County, shows that the young farmer can get started in the farm business today with limited capital. He and his wife formed a 50–50 partnership with a retired farmer and in 5 years have paid for a half interest in 60 head of Guernsey cattle, a complete line of farm equipment and milkhouse equipment.

In 1956, their income over feed cost on 30 milking cows was $330.56 per cow, a big climb from their first year in 1952 when the income over food cost was only $155 on 21 cows. Next step for the Bos family is purchase of a farm.

Such partnerships have proved an important phase of the overall Balanced Farming program. Not only do they offer a chance for young operators to get established, but they open the door to capital for getting an economical unit in operation.

(Continued on page 87)

teaching the WHY of soil conservation

by ANGEL TOMAS BERRIOS, Extension Soil Conservationist, Puerto Rico

To teach the science of good land use is a tough job in Puerto Rico where the crucial problem is too many people on too little land.

Puerto Rico has 3,450 square miles of area. That's about two-thirds as large as Connecticut. Yet with its 650 persons per square mile, Puerto Rico is one of the most densely populated areas of the world.

With no mineral or fuel resources, the Island's economy depends largely on agriculture, even with strong industrial development recently. Unwise handling of land has damaged more than half the Island's land surface. Less than 50 percent of the total land area is tillable; so the one million acres that can be farmed will have to be stretched to accommodate the mounting population burden.

The resulting pressure for more land to cultivate has forced farmers to use steeper and steeper land that should be devoted to forests instead of cultivated crops. But it is difficult, if not impossible, to convince a farmer to plant trees when he has a big family to feed.

In spite of its size, Puerto Rico has 115 soil series with 352 different types and phases of soil. There are 7 distinct areas of rainfall, ranging from more than 200 inches in the northeastern mountains to less than 30 inches in the southwestern coastal plain.

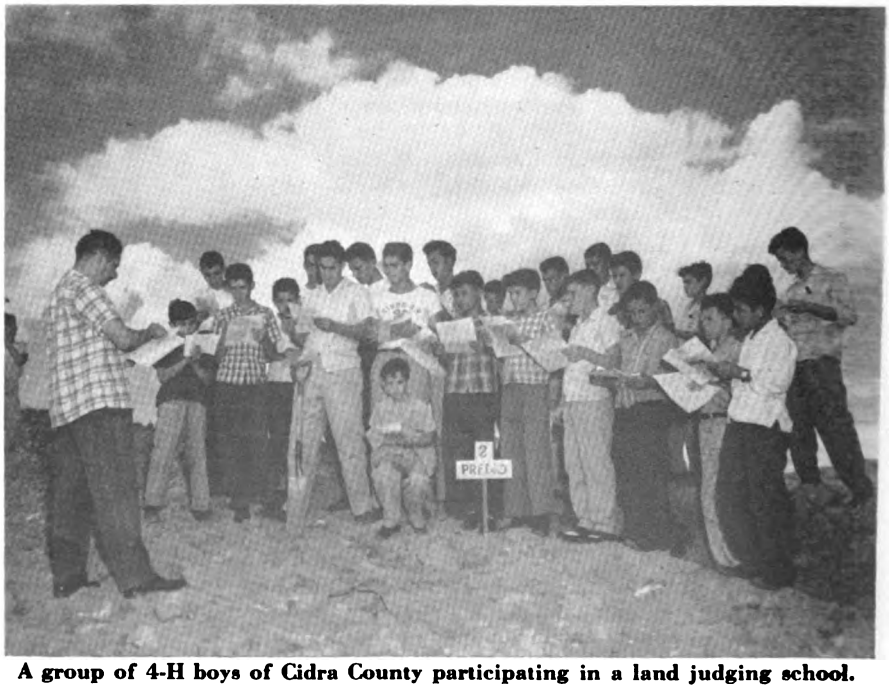
The Island stretches east and west for 113 miles at its longest. Around the coast is a narrow fertile plain which rises gradually toward the interior in a series of mountain ranges that occupy much of the Island. These mountains run mostly east to west and are broken by deep, narrow valleys.

The Extension Service, in close cooperation with Soil Conservation Districts, Soil Conservation Service, schools, and other organizations, is working hard to make the population conscious as to what constitutes proper land management and good land use.

Even though many of the soils are heavy clays, the intense rainfall over much of the Island has each year caused great losses in organic matter, in fertility, and in soil itself.

The agricultural extension agents in Puerto Rico give special attention to soil and water conservation education. They direct their efforts toward

(Continued on page 85)



A group of 4-H boys of Cidra County participating in a land judging school.

NEWS and VIEWS

Bulletins say "take me" on this pegboard display in the Muskingum County, Ohio, extension office. This rack is easily mounted on the wall and hangers can be arranged in any position.

New Book Reveals What Teenagers Think

THE AMERICAN TEENAGER, by H. H. Remmers and D. H. Radler, Purdue University. Published by Bobbs-Merrill Co., Inc., Indianapolis and New York, 1957.

For more than 15 years, social scientists at Purdue University have been polling a national sample of teenagers to learn their attitudes and opinions on just about everything. Out of this continuing scientific study comes the most complete picture of American adolescents ever drawn.

This book is must reading for every extension worker, teacher and parent —indeed, every adult American.

Many of the puzzling aspects of adolescent behavior—including juvenile delinquency—can be better understood after the authors' thesis is assimilated. And the teenagers we all deal with come into perspective when they are compared with the typical teens revealed by the more than 40 individual polls covered in the book.

Based on these studies, the book reports on the problems of teenagers, sexual, social and physical; their relationships with their parents; the schools they attend; the future they face, including college, work, military service and marriage; their views on religion, ethics, science; their political attitudes; juvenile delinquency; and finally, suggestions for bettering the overall picture.

More than half the nation's teenagers believe that censorship is all right in some cases (who is to decide which cases?); that police should be entitled to use wiretapping; that third degree methods are acceptable; that the Fifth Amendment should be repealed—people ought to testify against themselves.

But the biggest shocker comes in these two figures: More than 50% of the nation's youth think most people aren't capable of deciding what's best for themselves and 75% think obedience and respect for authority are the most important habits for children to learn.

There is much more fact than opinion, more problem-stating than problem-solving. But for perceptive readers, there are plenty of cues for action—modern, progressive ideas based on the insights of psychology and sociology as well as on the poll results themselves.

There is, as you can see, much food for thought in "The American Teenager." It's a revealing, provocative, important book. It has the validity of objective research on a huge (10,000 to 18,000 on each poll) random sample of the nation's teenagers carefully reduced in size to a smaller stratified sample (2,000 to 3,000) which is truly representative of all America's adolescents. And it has the readability of a popular magazine article rather than the difficult style of a technical report—*Einar R. Ryden, Professor of Extension Education, Purdue University.*

Human Relations Training Laboratories

Human relations principles for working with small problem-solving groups as well as large organizational and community groups will be among subjects discussed at summer laboratories in various sections of the country. Participating will be executives, religious leaders, and workers in education, government, and other professional fields. The laboratories also offer opportunitity to exchange ideas with these leaders from varied backgrounds, all interested in group development.

Following is a partial list of laboratories and addresses to write for further information:

National Training Laboratory in Group Development, Bethel, Maine, June 15 to July 4 and July 13 to August 1; National Training Laboratory, 1201 16th St., N.W., Washington 6, D. C.

Human Relations Training Laboratory, Taos, N. M., August 10–23; Dr. R. R. Blake, University of Texas, Austin 12, Texas.

Pacific Northwest Laboratory in Group Development, August 8–17; Miss Katharine Wolfe, Admin. & Publice Service Center, Seattle Public Schools, 815 4th Ave., N., Seattle 9, Wash.

Intermountain Laboratory, Salt Lake City; Dr. D. A. Orton, Annex

205, Univ. of Utah, Salt Lake City, Utah.

Rocky Mountain Workshop, Denver; Mrs. J. L. Reed Edgar, Adult Education Council, Public Library, Denver 3, Colo.

Workshop in Community Relations, Chicago; Dr. M. L. Haimowitz, Human Relations Center, Univ. of Chicago, 19 S. LaSalle St., Chicago 3, Ill.

California Laboratory; Dr. W. H. Schmidt, University Extension, Univ. of California, Los Angeles 24, Calif.

Columbia University Laboratory; Dr. K. F. Herrold, Teachers College, Columbia University, New York 27, N. Y.

Farm Machinery

MACHINES FOR POWER FARMING by Archie A. Stone and Harold E. Gulvin. Published by John Wiley & Sons, Inc., 1957.

This 600-page book combines tractor and machinery information in one volume. Throughout, the close and essential relation of the machine and its power (the tractor) is emphasized.

The book is divided into eight parts. Part I covers the tractor under the heading, Power for Production. In the next six parts the authors provide general information on each major machine; instructions for operation and field adjustments; maintenance and upkeep.

Of particular interest is the last section — Tractor and Machinery Management. The authors point out such pertinent items as machine capacity, draft and power requirements, cost per hour of use, control of tractor and machinery costs, etc.

Because the book is based on principles, it will not readily be outdated. —*Robert Gilden, Federal Extension Service.*

Time-saving system for selection of gilts for replacement has been introduced by Darl W. Fike, Henry County, Ill., agent. Gilts from large, thrifty litters are ear-notched. When ready for market, notched gilts are weighed and probed for backfat. Above, Sidney Cole, chairman of county livestock committee, checks weight and backfat. Fast gaining gilts are selected for breeding stock.

Bagged by hit-and-run-moose! Lew Hanks, Matanuska Valley, Alaska, extension agent, was shaken up considerably when a moose tried to leap over his passing car. Smashing the hood, top, and windshield, the moose recovered his composure and ambled off without exchanging details of insurance coverage.

CONNECTING LINKS

(Continued from page 77)

The specialist examines, reviews, evaluates, suggests, and plans with county personnel. The county workers know local situations and attitudes —they are close to local problems and local thinking. The specialist brings new information and a broad objective outlook. Together, the specialist and county worker analyze and work out solutions.

Aid in Program Planning

Many counties hold planning conferences. The specialist attending such conferences gives participating farm people direct background information and, by taking part in their discussions, gives them a better understanding of the problems they seek to meet.

The county worker who uses these conferences for program development enjoys the advantage of a program well understood by the leaders. Such a program in action may require test plots or demonstrations; the specialist can contribute his particular abilities in plot layout and demonstrational techniques. His continued interest and occasional appearance lend the authority of USDA and the college to the teaching of the county worker.

Both the specialist and the county worker are field representatives of the Extension Service and of the college. The county staff member represents the Extension Service intimately and immediately before the public; effective extension performance depends upon his leadership. Here, the specialist's role is to understand, support, and strengthen the county representatives.

Through his relationships with other agencies and organizations, the specialist finds new funds of information and improves the application of these wider resources. He encourages better interrelationship of public and private research and teaching. Developing these relationships, the specialist broadens his own perspective and increases his usefulness to the county worker.

Liaison with Administration

The specialist serves as a liaison between the county worker and the State administrative staff. As an adviser to the administrator, he furnishes technical knowledge for policy formation. The State administrative staff requires an understanding of local conditions and the support of the counties. It requires basic technical information which can be applied to the solution of problems if it is to effectively support and assist the county staff.

In a period of advanced technology and dynamic change, the specialist exerts a leadership and performs a catalytic service which enables the Extension Service to be in the forefront of progress in agricultural and rural life. Understanding, sympathy,

vision, confidence, courage, tolerance, unselfishness, persistence, enthusiasm, and a sense of humor are as much a part of the specialist's equipment as his technical proficiency and knowledge of science and research.

The specialist is an educator with specialized knowledge and skills. He trains those who train others. He assists others in understanding their own situations and in planning their action. His success is measured in terms of the success of others. He is the tie between the college and the field. He is in a strategic position to help make the Extension Service an integral part of the lives of the nation's food producers.

TEACHING WHY

(Continued from page 82)

shaping attitudes and developing an understanding: (1) that resources are not limitless, (2) that there are practical methods for using land and water efficiently for sustained production without impairing, but even improving their productive capacity, and (3) that the welfare of the food producer and of the urban family are definitely linked together.

The extension worker in Puerto Rico has to face many problems in doing his educational work. Perhaps the biggest problem is the low educational level of the people, especially in areas where many of the old farmers are illiterate. It is very hard for them to change "the up and down hill way of farming" for contour farming. The old ideas of their forefathers are rooted in their minds.

To adapt the teaching of soil and water conservation to this audience, it is necessary to rely heavily on meetings, discussions, farm tours, demonstrations, exhibits, and visual aids. The farm tour has proved to be one of the best methods in teaching soil and water conservation. The farm leader visited is in charge of convincing the visitors what soil and water conservation has done for him and his farm. Generally a farmer believes the testimony of a farm leader more than testimony of a professional leader.

Education is a slow process but we're making progress in Puerto Rico as to the best use and treatment of land. County agents are emphasizing soil and water conservation with youth in 4-H Clubs and in other organizations. Youths will be citizens of tomorrow that will make effective use of the natural resources or cooperate, help and stimulate other citizens to use effectively natural resources such as land and water.

Main irrigation channel of the Lajas Valley Irrigation Project under construction by the Commonwealth Government.

Land judging schools and contests were introduced as an educational method in Puerto Rico in 1957. With this method, the principal factors which determine the intensity of land use are identified. Once a man knows and understands these factors, he can decide how best to use his soil. Since he understands the "why," he feels it reasonable to continue to apply the principles.

The land judging conducted so far in Puerto Rico has proved that the method is a truly great aid to teach the art and science of good land use.

Land judging activities will be increased in Puerto Rico in 1958. This method will surely help to make soil and water conservation education an easier job in Puerto Rico. To all soil conservation educators we heartily recommend land judging as an effective teaching aid.

GENERATING IDEAS

(Continued from page 76)

for the improvement of this well-known object.

Develop a spacial concept with a question like—if there were 6 months of sunlight and 6 months of darkness, what changes would be necessary in our form of living? Having freed the group's imagination with these warmup sessions, you go to a specific problem.

Concentrated brainstorming sessions should not last longer than 20 minutes, for they are fatiguing. One idea can be explored usually in about 4 minutes. A lull generally occurs after the first 90 seconds of exploration and after this lull, the second surge usually gives the best ideas. A good pace would be 60 to 70 ideas in 3 minutes.

For record-keeping, a stenographer may be brought in to record the free-flowing ideas. However, the conference leader or another person can write ideas on a flip pad or chart or blackboard so the participants can see the ideas and be stimulated to hitchhike with new ideas. Two people recording are better than one. They can alternate writing the ideas and do a more complete and legible job.

Hang the completed sheets of pad

paper on a wire strung across the front of the room where all can see the ideas. A tape or wire recorder may be used but this sometimes inhibits the group.

A committee of at least 3 people should be selected to screen all the ideas and recommend the 5, 10, or 20 which seem to merit further study.

Not a Panacea

Brainstorming is considered by its practitioners as quite successful in problem-solving situations. However, it should not be considered a panacea for all problems. Like everything else, it has its limits. One is the requirement that this technique be used to solve only specific, not general, problems.

Twelve people form an optimum brainstorming group. The brainstorming rules, and the atmosphere they create, tend to overcome the various blocks to creative thinking. Lack of knowledge is minimized when 12 people pool their backgrounds.

Lack of confidence, timidity, conformity, and an "it can't be done" attitude are lost in a completely permissive atmosphere. Pessimism and self-satisfaction are squelched by the spirit of the session. Psychological blocks, caused by habit or past experience, are broken down by the strange associations that take place during free-wheeling.

Brainstorming in Action

A recent example came about during a brainstorming session. Six men had been assigned as a task force to come up with solutions for a particular industrial problem 3 months before the session. The brainstorming group, which did not include any of the six men, assaulted the same problem.

In 22 minutes, all of the potential solutions that the 6 men had conceived in the 3-month period, plus 27 other ideas, were generated by the group. If we had brainstormed the problem first and eliminated all but the best ideas, we could have saved a considerable proportion of the 3-month period, if nothing else.

We recommend that you give this technique a try. It will help you do a more effective job.

Home Economists Chart Communications Course

by JESSIE E. HEATHMAN,
***Assistant Editor, Illinois** **

HOME economists have started the communications ball rolling. A program is underway to contact every member in the United States regardless of her area of work.

Members of the National Advisory Committee in Home Economics Communications met with the NPAC executive staff at Gull Lake, Mich., last fall to study communications problems and to draft an action program. The four associations represented on

the committee were: American Home Economics Association, American Vocational Association, American Dietetic Association, and American Association of Land-Grant Colleges and State Universities.

After several days' study and discussion of problems which involve home economists in every area of work, one took on major importance —the need for more effective communication within the membership. As one committee member said, "Before we can tell our story to the world effectively, we must be able to communicate with each other. There must be understanding within our membership."

One of the first decisions was to continue to give priority to the original objective of the program. That is: "To create an awareness on the part of all home economists, present and future, of the importance of communications."

Representatives of each association drafted a program to be presented to their membership. Recommendations of the American Association of Land-Grant Colleges and State Universities were:

1. Obtain a speaker on a subject relating to communications for the home economics division program at the 1958 Land-Grant College Association meetings. One suggested topic was: What makes people accept ideas?
2. Ask members of the association to explore on their own campuses the possibilities for graduate programs, fellowships, or assistantships in home economics communications, and to encourage communications research projects whenever possible.
3. Suggest that the Triennial Administrator's Workshop in 1960 be centered around communication.
4. Take bibliographies on communications to campus librarians for checking so that materials will be available for interested workers as needed.

Extension's Part

Probably no other group within the membership is more aware of the importance of communications than extension folks. What can we do to further this program?

These three steps should start us on our way:

1. Study the program as outlined by the committee and understand the recommendations made by all four associations. State leaders can secure single copies of the program for duplicating from Miss Mary Holtmann, NPAC Home Economics Director, Wells Hall, Michigan State University, East Lansing, Mich.
2. Take stock of our own ability to communicate, whether person-to-person or through mass media. We can all improve our communications skills and techniques.
3. Study the communications process and know how it operates. Follow developments in the field of communications and reserve some time for attending training classes and workshops.

* Miss Heathman is a member of the NPAC Land-Grant College Home Economics Committee and the National Advisory Committee in Home Economics Communications.

Editor's Note: We recently asked readers to send in comments on Review articles or any subject related to extension work. Our objective is a continuing forum for the exchange of ideas.

The following letter proposes some changes in the present system of reporting extension accomplishments. Possible improvements in the reporting system are now being explored so Mr. Hall's suggestions are certainly timely.

What do you think of the present system and Mr. Hall's proposals? Let us have your comments to pass along to your coworkers as well as to the committee now studying this matter.

Evaluative Reports

Many extension workers become unhappy when reports are mentioned. The main reason is because they know that most reports do not measure results.

To make good result reports, we should conduct special studies of the major projects in our program. These of necessity would be sampling studies with well-thought-out criteria, data collection, and analysis. It would seem satisfactory if every county would select five projects and collect data on each every 5 years. This would mean one study a year.

These would be measures of efficiency of farmers in conducting various enterprises, measures of health, measures of social-civic accomplishments, and measures of recreational results. Comparisons of year-to-year results would give measures of progress.

When result measures are too difficult, we might step back and tabulate the activities undertaken by our clientele. Activity measures, however, are not as satisfactory as result measures because of the loss between what we do and the results obtained.

These would be sampling studies of the number of persons who said that they adopted certain recommended practices. Specialists could specify the practices, propose the questions, and analyze the data. As in the result studies, each county might select five areas and survey the practices in each area in a 5-year rotation. This would mean one approved practice study each year.

When we cannot easily tabulate activities, we might take another step back and measure knowledge and interests. These tests would show us how well we teach and what errors we need to correct. Tests could easily accompany subject-matter lessons, at both the beginning and end of each series. We might compare those who attended with a group who did not attend.

These three proposed types of studies are special surveys of our clientele. If properly executed, they might prove to be far superior to the "guesstimates" which make up such a large part of our annual reports.

D. M. HALL
Extension Specialist, Illinois

Course Scheduled for Extension Specialists

The Changing Role of the Specialist in Extension Education is the title of a course being tentatively offered in the 1958 session of the regional Extension Service Summer School at Cornell University. The school will be held July 7–25.

Many changes are taking place which influence the work of specialists. The course will deal with their functions as recognized leaders in light of these changes. It will be conducted as a conference or workshop, using consultants and discussion leaders.

Instructors will be Prof. Elton K. Hanks, Cornell, and Prof. Kenneth F. Warner, University of Maryland.

Review Index Available

Copies of the 1956-57 index of the Extension Service Review are now available. Articles are indexed by subject, author, and state. Write to the Editor, Extension Service Review, FES, U. S. Dept. of Agriculture, Washington 25, D. C.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

F 1068 Judging Beef Cattle
L 423 Hauling Water to Sheep on Western Ranges

The following have been discontinued but county offices may use any copies they have on hand. The titles should be removed from the inventory list as USDA supplies are exhausted.

F 684 Squab Raising
F 767 Goose Raising
F 952 Breeds of Light Horses
F 1369 Bridge Grafting
F 1372 Plum and Prune Growing in the Pacific States
F 1723 Feeding, Care, and Management of Young Dairy Stock
F 1910 Ladino White Clover for the Northeastern States

BALANCED FARMING

(Continued from page 81)

We are sure that we do not have the final answer in carrying out this program. However, we can count some 30,000 formal Balanced Farming plans, plus thousands who have followed the lead of their neighbors on an informal basis.

Our present methods are effective but we are continually seeking better ways of getting the job done. We've tried a number of variations of the group system of teaching but we're still not ready to label any system as the final answer.

Most important is that Balanced Farming fully meets the needs of farm people. One concept has been held to throughout the 20 years Missouri has been working with Balanced Farming. That is, each farm family must set its own goals and plan how to attain them. This is the only way we can expect a family to carry out the plan. Changing economic conditions mean that the plans may have to be altered. If the family does not make the plan, they will not know how to change it when they should.

SOMETHING OLD SOMETHING NEW.. A School For Mr. And Mrs. To-Be

by JANICE C. BUGBEE, *Hampden County Associate Home Demonstration Agent, Mass.*

PROSPECTIVE brides and grooms in Hampden County, Mass., are learning the answers to some of the problems they will encounter in establishing a home. Schools for "Mr. and Mrs. To-Be," held for the past 2 years, are expected to become an annual activity of the home department.

The idea for the school was conceived at a statewide program planning meeting in home furnishings. This committee felt that many couples are faced with questions regarding selection of furniture and appliances, use of credit, and many other phases of homemaking.

The program for the school was planned to include features on wise use of credit, life insurance, financing a home, selecting furniture and appliances from the standpoint of use and practicability, household linens and mattresses, and use of color in the home. An additional meeting on food buying was held later at the request of the group.

A panel discussion by newlyweds dealt with problems of house hunting, division of household chores when the wife works outside the home, and other phases of learning to live together. The series of three meetings closed with a talk by the extension human relations specialist about some areas where adjustment is needed. Extension specialists discussed topics in their field and three bankers contributed to the sessions on insurance, home buying, and credit. A local department store loaned merchandise for display.

Publicity played an important role in the school's success. Announcement posters were sent with an explanatory letter to 133 industries, business firms, public utility companies, supermarkets, and colleges in the area. Members of the home department executive committee also distributed posters in their immediate area. Mimeographed announcements were sent to a large number of churches.

The posters would have been more effective if several had been sent to each concern. Some companies are so large that one poster is not effective. One company requested additional posters for its several departments.

Newspaper publicity proved to be the most effective way of announcing the school. The majority of those attending reported they had learned of the school through this medium.

More than half of the 43 people attending the school came with their future mates. The men were equally as interested in the topics as the women and all entered freely into discussion. Only two of those attending had previous contact with the Extension Service.

The meetings were held in the evening, with two sections each meeting. A coffee break between sections gave the couples an opportunity to question the instructors, sign for bulletins on display, and chat with others present. It also increased the friendly atmosphere which prevailed.

All who worked on the program felt it was the most satisfying teaching experience they had encountered. The prospective young marrieds were responsive to all the information offered and were thoroughly interested in each topic.

The School for Mr. and Mrs. To-Be reached a group that is often overlooked in extension programs, from the time they leave 4-H Clubs until they join adult extension groups. We are looking forward to seeing many of these people in adult groups in the future.

The school also made us more aware of consumers' great need for information on buying equipment, appliances, and furnishings. Related to this is the need for more information on use of credit. These topics will be discussed more frequently in future news articles by the home agents.

EXTENSION SERVICE Review

What Family Members
Want and Need from 4-H

MAY 1958

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.

Vol. 29 May 1958 No. 5

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

What do various family members want and need from 4-H? To find the answers, we asked for articles from parents, leaders, businessmen, and 4-H alumni, as well as extension workers who have geared programs to meet these needs.

The opening article tells some of the many changes taking place in our society which necessitate a constant adjustment in programs. One of the primary wants of youth which it brings out is for real-life situations which will prepare them for adulthood.

Recognize the family on the cover? We adapted it from this year's 4-H poster, painted by William Griffith under the sponsorship of Coats & Clark, Inc.

Last month I promised to fill you in on some of the things I learned on my Missouri trip. I was particularly impressed with Farm and Home Development, or Balanced Farming as they call it, in Pettis and Bates counties. One farmer I visited summed up its value by saying, "I never had an opportunity to go to college. The things I've learned from Balanced Farming are worth as much to me as a college education."

Brief visits to Cass and Henry counties gave me a glimpse of program projection. They've had long-term plans underway for some time and were in the process of revising them. The agents' role, as in other extension activities, is that of a catalyst to stimulate action by local people.

In three Rural Development pilot counties, they're holding vocational short courses, using the Balanced Farming approach, developing facilities to make the area more attractive to industry, and otherwise attacking problems spelled out by the local people.

Wherever I went, I noticed a definite relation between the rate of progress and how much the lay people are involved in planning and carrying out a program. In Balanced Farming, for example, the cooperating families select subjects for discussion at group meetings. And the families I visited were enthused about the things they had learned from these discussions with their neighbors about common problems.

Next month: Marketing includes all activities and services connected with moving goods from the producer to the consumer. The June issue will tell how extension contributes to marketing and where you, as an extension worker, fit in this broad process. —EHR

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.

Taking a look ahead in 4-H are, left to right, W. E. Skelton, E. W. Aiton, and G. H. Huffman.

A Look Ahead in 4-H

WHAT challenges are facing extension workers, particularly youth leaders, in our rapidly changing world? How will they affect 4-H programming? These are among questions covered in this tape-recorded discussion by E. W. Aiton, Director, 4-H and YMW Division, Federal Extension Service; G. H. Huffman, Assistant Administrator, FES; and W. E. Skelton, State 4-H Agent, Virginia.

Mr. Aiton: Since this issue of the REVIEW is pitched to the question of what various family members want and need from 4-H, let's take a brief look first at the basic objectives of extension work. Would we be accurate to say that the fundamental objective is to help people to help themselves?

Mr. Huffman: I think that is a very precise statement. As educators our main job is the development of mental growth in people. This certainly encompasses an ability to make decisions as well as add new knowledge. I look at Club work as a complement and supplement to formal schooling in the mental growth of youth.

Mr. Skelton: In the present world situation, it is more necessary than ever for young people to have technical know-how in farming or any other career they might select. At the same time, we shouldn't let this need for technical knowledge overshadow the development of the individual. Equally important is the change in the person's attitudes and beliefs—what he believes toward his fellow man, in his own community and the world community.

Mr. Huffman: It's the development of the whole man and his character. It seems to me that that's been one of Club work's major contributions to the life of young people.

Mr. Aiton: Yes, that's usually the thought that friends and supporters of 4-H emphasize in their remarks. I expect at the same time they recognize that the subject matter and technology aspects of 4-H are a means toward that end, though, don't you?

Mr. Huffman: It seems to me that around the country we're trying to sharpen this area of understanding. We're not thinking of Club work just in terms of the practices and techniques—as this is a good way to raise an animal or to make a dress—but we're thinking of the basic science behind the practices—why they are good practices.

Mr. Aiton: Going back to your initial lead, Jerry relative to growth, let's talk a little bit about this growth in terms of numbers of people available for and wanting services from Extension. By 1960, compared to the 1950 census, we will have 13 percent more young people of 4-H Club age on our farms. At the same time, we'll have about a third more rural non-farm young people of 4-H age.

Mr. Huffman: Another thing is the rise in the educational level of all our people. For example, look at the precociousness or maybe it's sophistication or maybe it's just plain common intelligence that our youngsters have today. This also has an effect upon what kind of depth we go into in content.

Mr. Skelton: This certainly challenges extension workers to really be qualified themselves and to be current in programming. These young people are securing knowledge from all sources.

Mr. Huffman: They have many channels we didn't have just 10 years ago—such as television. The techniques and skills with which our schools are providing information are changing. In total, our youngsters are getting a broader education and that certainly has an impact on youth work.

Mr. Aiton: That leads us up to the question of how we are going about this business of re-examining our 4-H and extension programs. Can we use the youth development section of the Scope Report as a sort of launching platform?

Mr. Huffman: The Scope Report is an indication of the thinking that our Extension leaders have been doing in the very recent past. They have put together a current version of types of things that Extension should be concentrating its efforts on in the next 5 or 10 years.

The section on youth development has this very pertinent comment: "The extension youth program should provide learning opportunities and practical experience in real-life situations. These opportunities should be sufficiently challenging at advancing maturity levels so that youth are prepared for economic, social, and leadership responsibilities as adults." It seems to me that the key here is "challenging opportunities at advancing maturity levels."

Mr. Aiton: The basis for that statement goes back to some very funda-

(Continued on page 110)

STEP BY STEP toward maturity

by ARLENE L. MARTIN,
Associate 4-H Club Agent,
Litchfield County, Conn.

CONNECTICUT now has a three-level 4-H Club program—4-H Members, from 9 to 13 years of age; 4-H Teens, from 13 to 15; and 4-H Seniors, from 15 to 21.

Does the lack of sharp age division between levels confuse you? They overlap because age only gives an indication of the boy or girl's stage of development. Although all young people follow the same general pattern of growth, each proceeds at a different rate of speed.

This revamping of the 4-H Club program didn't happen overnight, of course. It was a gradual process involving many people, many program areas, and many years of study. The final decision to gear 4-H Club work to the developmental needs of boys and girls was made in 1957.

Why We Did It

Many factors played a part in this decision. Foremost among these were the in-service training experiences of county and State staff members, especially courses in 4-H Club Work and Human Development.

The interest of subject matter specialists, especially the family life specialist, in working out programs for various developmental levels was a vital factor. Because of this interest, trial projects were planned specifically for developmental levels. A broadened concept of the 4-H Club project also helped, with projects in social as well as physical skills to meet the changing needs of members.

The program evaluation which grew out of a study of the use of county club agents' time pointed up needs. The rapid urbanization of Connecticut also made program evaluation a necessity in county after county.

Consideration of competition and its effects resulting in development of a group award system and progress in self evaluation techniques played a part in program evaluation. And a tendency toward clubs of one age group or sub-divisions of clubs by ages fitted into the picture.

The program levels developed from all these interrelated factors are based on studies of child development. In general the 4-H Members need to perfect physical skills. 4-H Teens are primarily interested in social skill development and using their advanced physical skills in adult-like roles. 4-H Seniors are ready for perfection of social skills, career exploration, and adult responsibilities. The total program offers well-rounded experiences in physical and social skills at all levels, but each level emphasizes the most important needs at that time.

Democratic planning played an important role in this decision regarding program levels. Many project and activity committees of county club agents, extension specialists, State 4-H staff, and lay people have been improving various segments of the program for the past 12 years. Club members and volunteer leaders contributed in these trial periods. The success of new project outlines, records, and leaders' guides showed the value of a developmental level approach.

When enough evidence and interest was developed, the situation was discussed with county 4-H advisory committees. They were interested in this approach so the county club agent, State 4-H staff, and specialists decided to implement it.

Putting in Action

Many projects are already geared to this approach. Others are being revised and new projects are being written to meet changing needs of club members. A leader training program in understanding boys and girls has been gaining momentum for several years. This is contributing to implementation of the three-level program.

No sharp program change is expected. Instead, more and more challenging and exciting opportunities are being offered and members are responding enthusiastically. Plans for further training of volunteer leaders will emphasize the importance of developmental levels as the criteria in project selection.

The program not only provides a more satisfying experience for boys and girls but promises to keep members in Club work longer. More members will enjoy 4-H experiences under this plan as the program holds a variety of offerings for all age groups. A 4-H Club program which brings young people step by step toward maturity is also a logical introduction to adult extension programs.

A Parent Looks at 4-H

What 40 years with 4-H has meant to me, my parents, my children, and my community.

by MRS. FRED BULL, College Park, Md.

My husband and I were among the first 4-H Club members in Maryland back during World War I. One of the first things I learned was how to use a pressure cooker instead of a wash-boiler for canning. Our mothers were afraid of "those new fangled pressure cookers" but we demonstrated their use at fairs, schools, and community meetings until nearly everyone was using them.

I remember how proud I was the day I taught my mother how to darn socks and do mending on the sewing machine, as I had learned in my 4-H Club. She was an excellent dressmaker, yet it had never occurred to her to do her darning by machine. Not only did we learn newer and better methods of homemaking, we taught our mothers, friends, and neighbors.

When we reached the age when we could no longer belong to 4-H clubs, we insisted upon having clubs for adults. As a result the first home demonstration clubs were organized in Harford County.

I well remember our first county agent, a young fellow fresh from college, and how reluctant the farmers were to "have him tell us how to farm." He had to work with the boys first and through them he soon reached the dads. The first purebred livestock came into our county by way of the boys' 4-H clubs.

The records kept by 4-H boys proved many things to their dads and often changed and improved their whole farming operation. Fathers learned, for example, that keeping accurate farm records was an important part of good farm management.

It is impossible to tell all that 4-H meant to us in those days. By giving demonstrations and serving as club officers, we learned to express ourselves, to give our opinions, to make our own decisions, to help younger or less experienced members, to speak before large audiences with poise and confidence—all important accomplishments.

We learned to assume responsibilities, to adjust to situations and to others, self-discipline, dependability, and the like. We acquired qualities of leadership which later proved to be of tremendous value. Our 4-H projects involved the whole family and family unity—planning, working, playing, praying together—is one of the most worthwhile advantages of extension programs.

Yes, there was competition, keen but wholesome competition, but we were taught to "win without boasting and lose without squealing." Good sportsmanship was more important than the prized blue ribbon.

Training for Citizenship

We not only learned skills "by doing," but we learned to be good citizens the same way—by helping others through community projects and by practicing the Golden Rule. Such experiences offered the best possible training for good citizenship.

It was my privilege to help purchase the first permanent 4-H camp in our State. I shall never forget the lovely vesper services at sundown, the craft classes, the recreation periods, the delightful campfires, and the "rest or meditation hour" with each girl in her own secret little nook in the pines.

We acquired a new appreciation of nature and the world around us as together we learned to identify every tree and flower and rock. When it comes to social adjustment, leadership training, character building, physical fitness, or just pure fun, a 4-H camp can't be beat.

I feel that all these wholesome experiences of 4-H work determined most of our moral and spiritual values. I doubt that anyone who has not had the rich 4-H experience can even partially imagine its far-reaching and long-lasting meaningful influence in the lives of millions of boys and girls, their parents, and their offspring.

My husband and I, as well as our children, feel indebted to 4-H for our college educations. The profits from our projects and the prizes and scholarships that we won made it possible financially. The encouragement of our beloved extension leaders gave us the will and the desire, and the cooperation of our families and friends helped make it possible.

When we were in college, former 4-H'ers were leaders on the campus, just as they are today. They held high offices in campus organizations and were outstanding in sports and scholarship. A group of six former 4-H members organized the first nondenominational religious service on the University campus, the first Bible study class, and the first Sunday evening vesper service.

After college I worked for 3 years in the Philadelphia schools and soon became involved in youth organization work—Scouts, YWCA, Campfire Girls, FFA, and FHA. And my summer vacation each year was spent in 4-H camps or at Club Weeks in Maryland, West Virginia, Pennsylvania, Delaware, or Rhode Island.

Then I married the 4-H'er I had met years before at my first 4-H Club

(Continued on page 102)

A Leader Looks at 4-H

by MRS. R. C. NEWTON,
Three Rivers, Mich.

THERE is no greater joy to a local 4-H Club leader than the observation of growth and development of a member. When standards of workmanship, conduct, ideals, and ambitions which have been stimulated during the 4-H period continue to be apparent in the young adult, the leader forgets any earlier frustrations and disappointments.

The leader-member association is especially important. The leader who contributes is one who has a genuine interest in the member. He is the leader who likes and respects the member and for whom the member has an equal liking and respect.

In the early years of club work, pleasing the leader is especially important. A little girl who has finished an apron to the best of her ability, who shows it with pride and wears it with joy, even though some of the seams may be irregular by adult standards, will come back next project period eager to continue to develop her skills.

Recognize Capabilities

As leaders, we need to keep in mind the ability of each child. It is our responsibility to help this child develop at the speed at which he is capable. We must guard against becoming so engrossed in obtaining blue ribbon exhibits that we neglect to observe that some of our members are not ready to prepare ribbon-winning exhibits.

The adult leader needs to consider the home background of each member. If the home standards are high, parent cooperation usually is no problem. Sometimes in the average home, and often in the marginal area, progress is slow. An indifferent parent may become an enthusiastic cooperator after his child has done commendable work, or has received some recognition.

The alert leader watches for areas in which each child can excel so that he can feel important to the group. Committee work, greeting guests as they arrive, removing refreshment plates, distributing supplies, or arranging chairs seem to help with younger members.

As the member develops confidence and ability, possibilities for tasks which bring satisfaction and recognition are endless. They include a club office or committee chairmanship, speaking before the group or at community and area meetings, helping to plan and present programs, acting as host, preparing 4-H publicity, taking part in safety or community service programs, supervising recreation, planning achievement programs or window displays, and helping to plan and present training programs for other members.

Aid in Growth

As the member advances in project skills, the leader should watch for opportunities to suggest special activity work. The responsibility of the leader is to see that each member enters some activities which fit his aptitudes and which will help him to develop.

Parent understanding and cooperation are necessary to good activity participation as well as to good project work. If a cordial leader-member relationship had been built in the early years, it has a good chance of survival through the trying early teens. The member at this stage desperately wants approval, although he is reluctant to admit this need. He wants to excel but is afraid of criticism if he makes an error or appears different from the group.

Achievement programs near the end of each project period, at which parents and friends are guests, are helpful in building parent interest in the work of the club and in developing parent cooperation. Parents who start attending special meetings and achievement programs when their children are beginning 4-H are likely to continue this interest as the child advances.

Developing Leaders

As the leader-member relationship grows, junior leadership is a natural development. By this time, the member has his major project sequences underway, has developed a taste for activity and contest participation, and is anxious to help younger members as he has been helped. As in beginning project work, the leader must give the junior leader responsibility only as he is able to take it; at the same time seeing that he is given every opportunity to use his own ideas and to take over leadership in the areas in which he is most skillful.

The junior leader who is trained well, and in whom ideals and standards have been instilled through the years, can be an invaluable aid to the local leader, as well as an inspiration and help to the younger members. At the same time he is developing into a young person of poise, tact, skill, and ambition.

The leader-member relation can be most rewarding when continued after the 4-H years have terminated. Letters and other communications we receive often indicate that the standards instilled through the 4-H Club are of help in building a home or a career. The influence of the good leader carries through many years of life, either as associations are remembered, or through the realization by the member that here is an understanding person with whom he is free to talk over his problems objectively.

A Businessman Looks at 4-H

by JAMES M. PATTERSON,
Director, Public Relations, American Oil Co.

When a business like ours grows and prospers as it has for the past half-century, our customers, employees, stockholders, and the general public all benefit from our success. If we can help today's rural young people become better, more prosperous farmers tomorrow, our business stands to benefit even more.

Being a success presents one of the greatest challenges that businessmen and industrial leaders must meet in our competitive economy.

A successful farmer will remain successful only as long as he applies the sound business principles essential to good farming. He must practice soil conservation, crop rotation, and in other ways plan for the future. A businessman must also seek new production processes, product improvements, expanding markets, and earn and set aside reserves for the future.

Developing People

However, scientific and technological advancements are fruitless without the continued growth and development of people. Leadership, character development, individual responsibility, initiative, high moral standards, and the other desirable character traits that are so obvious in 4-H trained young people are the factors that cause businessmen to continue their support of the 4-H program. Business dollars invested in engineering and research must be backed up with more dollars invested in human development.

Just as the farmer cannot continually take from the soil without returning basic elements to the soil, business cannot consider itself a "horn of plenty" with a never ending source of money, raw material, and manpower. We must continue to look to the future, if we are to survive in a free, competitive economy.

Meeting the Challenge

To meet the challenge of being successful in any endeavor—sports, farming, business management, or whatever your goal might be—I am convinced that we must rely on the axioms that are vital parts of the very foundation of 4-H work, "learn by doing" and "to make the best better!"

To attain greater individual achievement in any phase of 4-H Club work, the challenge of success for each succeeding group is to not only match what has been done before—but better it. This places increased responsibility on the 4-H members, their parents, extension personnel, volunteer leaders, business people who support these fine programs, and everyone else who has a stake in our future. But the increased responsibility pays off in more capable and useful citizens.

4-H dignifies work. A youth program that encourages honest effort, and proves the rewards of honest effort, is one of our country's greatest hopes for the future.

I have been privileged to be in direct contact with Club work for many years. With a great deal of personal pride and pleasure, I observed the young 4-H members of the 1930's and '40's become the adult community leader of the '50's. It is my sincere belief that the challenge of this success will produce even more outstanding citizens in the future from today's 4-H boys and girls.

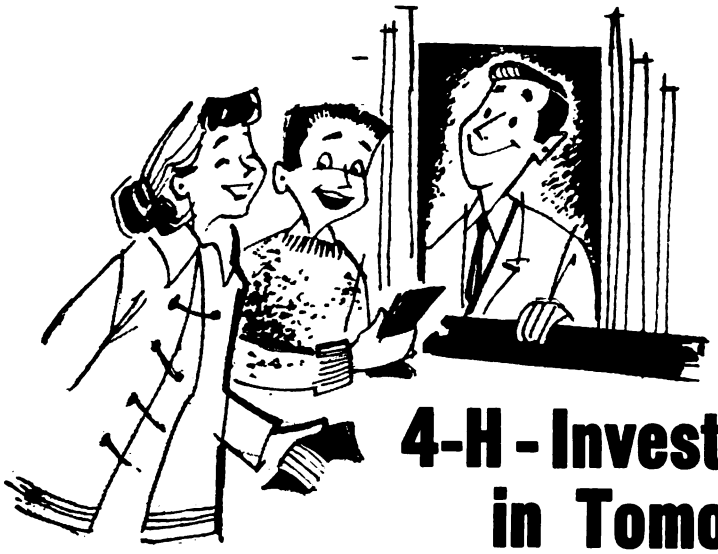
Leaders in the various 4-H programs today are charged with the great responsibility of guiding these young people who pledge their Heads, Hearts, Hands, and Health "for my Club, my Community, and my Country." No one can make a greater or more important personal pledge to our future security than that pledge repeated many, many times by every 4-H boy and girl. Leadership is essential to the fulfillment of that pledge, and my company is proud to be among the first donors to 4-H programs that place primary emphasis on leadership training.

Key to Support

The 4-H way is the American way. Being a member or a leader is purely voluntary.

Faith in our free American way of life is the key to continued support of 4-H by businessmen.

Faith in the young Americans who make the 4-H pledge—Faith in the thousands of leaders who voluntarily devote so much time and effort to 4-H—Faith in the high-caliber professional extension people who supervise 4-H programs—Faith in the parents who give their support to 4-H—and Faith in the ultimate goals of the 4-H program. Faith, which each member of the "4-H family" must have in each of the others, will guarantee that we can meet the worldwide challenge to our free, voluntary American way.



4-H - Investment in Tomorrow

Say These 4-H Alumni

Introducing happy lives

by **DANA L. FARNSWORTH,**
Director, University Health Services, Harvard University

HAPPINESS is to be dissolved into something complete and great, says Willa Cather, in her novel *My Antonia*. Those who try to achieve happiness by having fun all the time usually end up miserable and unhappy. Those who think in terms of achieving a balance between their own needs and the welfare of others may have many moments of disappointment, fatigue, and frustration, but a backward glance over lives so lived gives a warm glow of satisfaction.

4-H clubs have become an introduction to the latter way of life for millions of people. Many have had their lives significantly changed by the new avenues of awareness and opportunities opened to them by their experiences in Club work.

Every age has its problems—seemingly more serious than those of previous ages. Ours is no exception. But our problems are different from those of the past. They differ because they are our own and we are the ones who must do something about them.

Our most serious problem today is the lack of a sense of values. Millions of people are almost frantically searching for something which they cannot define, yet which they think may come if only they can surround themselves with enough material things. Advances in science, technology, medicine, and public health have notably increased our standards of living and our life expectancy, but these benefits are unevenly scattered among the earth's peoples. In the struggle for improvement, the old methods of settling rivalries and disputes are no longer suitable and can readily bring about mutual destruction through suicidal war.

What does this have to do with 4-H clubs? Simply that the ideals and practices of the 4-H way of life are among the most hopeful that can be seen in our society.

The boy or girl who joins a 4-H club learns that each person is different and his views must be respected. He soon acquires the point of view that human life is sacred and calls for a reverent attitude, even in the face of behavior that is regrettable. He learns that caring for animals, culturing plants, and creating useful or beautiful things from the products of the soil bring a kind of satisfaction that can only be called happiness.

He observes that those who respect and care for their own bodies have greater opportunities for serving others than those who are careless. He soon finds that he is helpless if he tries to rely solely on his own

(Continued on page 97)

Achieving family goals

by **PAUL D. SANDERS,**
Editor, The Southern Planter

WHAT do members of the rural family want and need from 4-H? They want information and inspiration; an opportunity to learn modern agriculture and homemaking in a wholesome, happy atmosphere; a chance to demonstrate the joys of better living on the land through bigger farm incomes.

Farming has shifted in recent years from a rustic way of life to a highly technical business, requiring great skill in production and marketing. The capital and credit requirements are fantastic. Money management is frequently the key to success. A working knowledge of machinery and electrical appliances is essential.

Club boys want practical ideas from their projects that will enable them to grow better pigs, poultry, and calves. They want new ways to lower the labor load in farming and put money in their pockets. Girls want easier and quicker ways of doing the ordinary homemaking chores —cooking, canning, freezing, and dressmaking. Parents want their children engaged in constructive effort and cultural endeavors. They have confidence in 4-H to achieve these goals.

If I were asked today to name the one thing outside my family training that has contributed most to my modest success in life, I would unhesitantly point to my 4-H Club experience. Club work gave me my first taste of scientific agriculture and a greater appreciation of the social values in rural life.

The money I earned from my 4-H projects enabled me to enter agricultural college. And because of the better farm practices my father learned from our county agent and through my club projects, he became a more successful farmer—better able to help defray the cost of my college education and place me in position to render a service to my beloved Southland.

We have the word in Holy Writ, "Your young men shall see visions and your old men shall dream

(Continued on page 107)

VALUES IN 4-H

by LILLIAN T. WADE,
Negro Home Demonstration Agent, Prince Georges County, Md.

WHAT are the values in 4-H? I can answer that question best by evaluating my own experiences in this great youth organization.

Looking back over my seven years in the Bryantown 4-H Club in Charles County, Md., I have many happy memories. And these years were well rewarded because of the many meaningful experiences that could have come only through participation in 4-H.

4-H helped me to love, appreciate, and understand my family, my home, and my environment. Most important of all, it helped me to understand and to develop myself.

Some of the experiences contributing to this personal development were serving as club president, working on committees, giving demonstrations at club, county, and State meetings, and exhibiting project work at the county fair. Later, service as a junior leader gave the opportunity of helping to train other club members. In all these activities, my parents always encouraged me and provided every needed assistance.

In evaluating my 4-H experiences, I have classified them as little, big, and very big achievements. The little achievements are those that only I know about, the big ones are those that just my family and close friends know about, and the very big achievements are those known throughout my community, county, and State. It is important to appreciate the little achievements for these lead to the very big ones.

During each of my seven years in 4-H, I experienced all three types of achievements. I remember how excited I was the day my adult leader asked me to present a demonstration on canning at the County Homemakers Club Day. More than 100 homemakers saw the demonstration and, since it was a success, this was a big achievement. The following year I gave the same demonstration during State Club Week and won the gold cup for my county. Another big achievement!

In 1953 I was selected as one of the Maryland delegates to the Regional 4-H Club Camp in Frankfort, Ky. At State 4-H Club Week later that year, I gave a report of my 4-H achievements and the trip to Regional Camp. The Dean of Home Economics at Maryland State College heard my report and offered me a 4-year scholarship. This was a dream come true and another big achievement.

The author, center, demonstrated canning fish as part of food preservation project. She won State prize and gold cup for her county with this demonstration in 1952.

In college I held several offices in campus organizations, received the Better Living Award, and graduated with honors in June 1957. When I received my B.S. degree in home economics education, I had realized the greatest of all my dreams.

The biggest achievement of all was yet to come, however. Seven days after graduation, I was appointed Negro Home Demonstration Agent in Prince Georges County, Md. Now I am in a position to help others as I was helped and am endeavoring to fill this position with a sincere dedication to my profession and to 4-H Club work.

I shall never forget what 4-H has meant to me, my family, and my community. And I know that every 4-H achievement, no matter how small, can have a great influence in charting a wholesome way of life.

HAPPY LIVES

(Continued from page 96)

efforts, and therefore learns that he must cooperate with his fellows. As his experience widens he becomes more aware that there is a power higher than himself which he calls God, and just as men differ, so may their ideas differ as to how they shall worship him.

He knows that he can never accomplish all his goals but only strive toward their achievement. He realizes that he who bears the burdens of others becomes stronger for having done so.

Those who work with boys and girls who are seriously disturbed by emotional conflicts are becoming convinced that the future of our country depends in large part on whether or not family life can be maintained as a strong and vital source of security for children. Almost without exception, the boys and girls who have serious emotional disturbances have home conditions marked by serious deficiencies, such as lack of love and affection, no consistent discipline, or poor models of identification.

Behavior problems of all kinds can be lessened in severity if parents, teachers, ministers, and civil authorities unite in promoting those conditions in the community that give meaning and purpose to family life. This is just what 4-H Club work does most effectively. But solving problems is not the business of 4-H workers. Instead it is the development of goals, little ones at first in terms of completed projects, larger ones later, expressed in terms of lives of accomplishment and meaning.

The men and women who follow the ideals learned in the 4-H work of their youth may yet turn out to be the greatest single source of strength and good judgment our nation possesses. Of all the satisfactions of life, none is greater than that which comes from the realization that one has done his best in the face of all the opportunities and frustrations that life has to offer. For such a person happiness will come not only from the feeling of being part of something much greater and more complete than oneself, but, as Willa Cather also said, "when it comes to one, it comes as naturally as sleep."

BUILDING 4-H CAREERS for tomorrow's citizens

by CHARLES Y. HOYT,
State 4-H Club Leader, Kansas

IN these challenging times more than ever before, we need to give youth greater opportunity through 4-H Club work. One way to meet individual wants and needs is by members, leaders, and parents planning a long-range project program.

This program had its inception in Kansas when a county club agent met with a 4-H family having a daughter and two sons. The agent and the family planned long-range project programs for each member. The same procedure was used later with another 4-H Club family. Those experiences in this county led other extension agents and leaders to plan with families.

Trained Leaders

In the fall of 1954–55, a detailed plan giving the objective and telling how to plan, develop, and mold the program was distributed to every county in the State. Special assistance was given to agents in 23 counties so they could train and assist leaders in working with parents and members for the development of such programs.

The 4-H Club family sits down with club leaders and extension agents to discuss fully the interests of the individual, how these fit into the farm and home situation, facilities for program development, and how special activities and hobbies can supplement the program. By doing long-range planning, the member and parents know in advance what projects and activities will be carried. Thus a sense of ownership, security, and accomplishment is developed.

The individual who develops a flock of ewes or herd of registered cows—acquires items of furniture or clothes—gains experience in music, recreation, or speaking—can have a glowing pride of satisfaction for years to come. The parents know that in 3 or 5 years, 10 or 15 acres will be needed for crops projects, the back 40 which needs terracing will be done by junior in his conservation project, the registered bull calf from junior's breeding heifer could be the sire for the herd of grade cows. Mother and daughter can look forward to the repairing and reconditioning of furniture, planning and decorating the home, and wise planning and development of a happy, wholesome family through good nutrition.

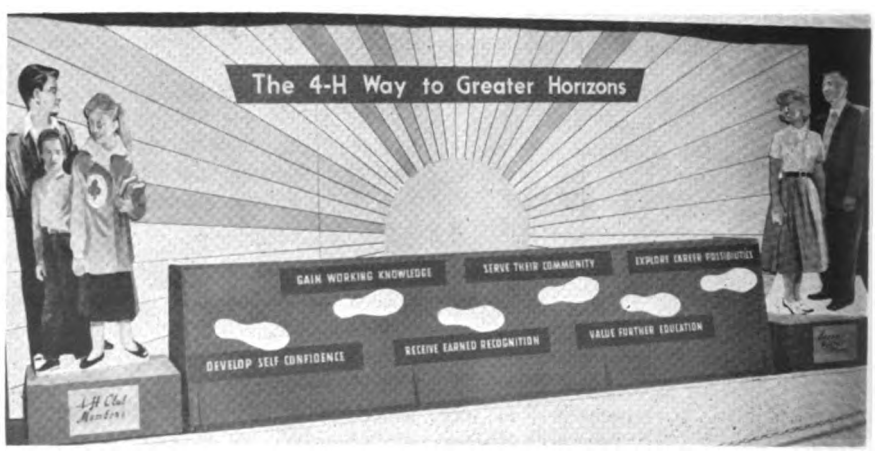
In developing a 4-H Club career plan, emphasis is placed on one or two major projects to be carried through the whole program, and two or three minor projects to be added or dropped as they fit into the plan. Consideration is given to several activities as members are shown how these supplement the project program.

Yearly evaluation is made and the program changed according to interests and needs of the individual. Our goal has been to increase the project and activity program so that in his 6th or 8th year of Club work, each member will be carrying a fully developed program. Beyond those years, emphasis is placed on leadership. A decrease in the project program may need to be considered due to additional school and other outside interests.

By long-time planning, the parents will understand more fully the importance of their support—both financial and moral. They will know in advance the financial assistance and the space needed for crops, livestock, and articles to be made or repaired, as well as the scope of the activity program. With such understanding, the club member will gain a new sense of security and responsibility, for he knows that dad and mom will back him in improving and developing his interests.

Dynamic Potential

By molding a long-time plan, a family unit will be developed—united for practical experience, education, business, and opportunities unlimited. Such a program provides a dynamic potentiality of development with each family. Planned long-range project programs that fit the needs and interests of the individual, the farm and home, and even the community, help pave the way for the boy and girl to slide smoothly from youth training days to manager and owner, to teacher, leader, and friend.



New York State Fair exhibit last year showed how 4-H members go step-by-step to become useful citizens.

a package for all ages

by ROBERT S. CLOUGH, *State 4-H Leader, Missouri*

THE Missouri 4-H Club of today is basically a one-package deal. The package contains a wide range of individual and group interests and challenges each member's active participation.

In the early days, we started with a single interest in 4-H. We had pig clubs, clothing clubs, and corn clubs. Youngsters interested in a certain project joined that group and completed the project. Then the club folded until another one was formed, perhaps the next year. Freqeuntly, there were several clubs in one community.

This hit-and-miss proposition certainly wasn't the answer to the developmental needs of youngsters. We felt then, and still feel, that clubs with continuous organization are the answer.

Twenty years ago, we tackled the problem of continuous organization by introducing the community club.

Project meetings, supervised by adult leaders, are workshops that stress achievement by individual members.

Older Missouri 4-H'ers find the junior leadership project challenges their leadership abilities and provides opportunities for further development.

This brought all interested youngsters in a community together in one organization, which offered a choice of projects and activities. Since that time, Missouri 4-H clubs have been moving forward with year-round programs that allow group as well as individual achievements.

Today's community club in Missouri has two outstanding features which we believe adapt it to the needs and interests of its members. Its year-round program provides plenty of opportunities for each member to take an active part. And its flexible organization can be fitted to any situation—rural, suburban, or urban.

Our community clubs have planned meeting programs made out a year in advance. These planned programs include health, recreation and an activity, emphasizing group achievement and plenty of member participation. And separate project meetings pinpoint practical work with projects, stressing individual achievement.

We believe the project is the hard core of 4-H. Actual work of growing, husbanding, constructing, conserving, demonstrating, judging, and exhibiting is an important part of Club work. So, the other half of our community club program is the project group. Project meetings are held largely in the barnlot, shop, kitchen or sewing room. Here is where approved practices are emphasized, techniques taught, and elementary judging and demonstrating are done.

The package is wrapped up at the club's annual meeting. The newly elected president appoints program, health, and activity committees. Others, such as recreation, membership, and financial, may be appointed.

Regular club meetings are under the guidance of the community leader. As a group, members determine what they are going to do in health, recreation, and activities. Through committee work, meeting discussions, and assignments, each member has a responsibility for seeing that goals are reached. Group action provides members with experiences in getting along with others, leadership, self expression, and other experiences youngsters need in grooming themselves for responsibile citizenship.

The junior chairman of each project group reports the group's progress at regular meetings. And each group elects members to give demonstrations and illustrated talks for regu-

(Continued on page 103)

CAN WE HELP IN CAREER EXPLORATION?

by DALE APEL,
Editor, Kansas 4-H Journal

A new challenge for 4-H lies in career exploration.

As Sedgewick County (Kans.) Club Agent Thurman Wren puts it, "We can't put them all back on the farm. If we can help them select something else, we are certainly doing them a service."

And Wren is right. Due to the decreasing number of farms there are now 168 young farm men to replace every 100 farmers who die or reach retirement age.

In spite of this surplus of young farm men, a smaller percentage of farm children go to college or take advanced training than any other group. Educators say one reason more farm children don't take advanced training is that their home and community environment does not encourage them to do so. And vocational guidance facilities in most rural high schools are just not as good as those in city schools.

The 4-H clubs reach most rural boys and girls. What is more natural than that they should take the lead in furnishing help and guidance in choosing a life's work?

Many farm boys and girls look to the city and see the high paying jobs in factories or in offices. And for some these jobs are well suited.

But too many are not aware of the 30,000 different jobs in the U. S. today. Nor are they aware of how well they might fit into these jobs. Too few appreciate that jobs for college graduates generally offer more of a future and more stability than those that require only a high school education.

Historically Club work has been a force in choice of careers by 4-H members.

A local publisher's visit to a 4-H club meeting had an impact on the vocational choice of Owen Redmond, former Sedgwick County 4-H'er. He told the group "they could be anything they wanted to be," and advised Owen, who was interested in politics, that the law profession provided a good entry into this field. Now Redmond is an attorney and is active in county politics.

Joyce Holdsworth, a former national winner in 4-H recreation and rural arts, is a music teacher in the Abilene schools. Did her 4-H experience help in selecting a career outside the fields of home economics and agriculture?

Yes, says Joyce. She started as a song leader for the county 4-H council and led singing at businessmen's picnics, camps, and achievement banquets. As a climax, she led singing at the 1953 National 4-H Club Congress.

Generally, however, career exploration has been quite incidental to the 4-H program. Too often the thought has prevalled that all of the boys should be farmers and the girls should be home economists.

Kansas 4-H Clubs have made a small start on putting additional emphasis on vocational information. Last year's State 4-H Round-up featured seminars and discussion on various vocational fields with personnel from all schools at Kansas State College.

The 1957 State 4-H junior leadership camp set aside one day for discussion of careers. Personnel from the KSC counseling bureau, the local employment office, persons employed in industry, and those working in agriculture and home economics served as resource persons.

Sedgwick County 4-H clubs have gone one step further—25 members have signed up to participate in a series of meetings devoted specifically to career exploration. And Agent Wren says it may involve the entire junior leadership club next year.

At their first meeting members were asked to list: "jobs and other activities that have interested me most, what my parents say my interests are, what others say my interests are, and vocational fields I would like to study further." They were also given an opportunity to order from a wide variety of literature.

Club members then arranged to take aptitude tests at the local Kansas State Employment Service office. Next a personal interview was held with an Employment Service counselor.

Following this testing and counseling, the group developed individual questionnaires to be used in interviewing people in the vocation they chose to study. Club members are encouraged to make individual contacts for interviews although help is available from the county extension office if requested.

A summarization meeting follows the interviews. 4-H'ers present both written and oral reports, with the written reports filed in the county extension office. An additional meeting on "How to Get a Job" is in the planning stage.

"The big thing in this program is what they do themselves," Wren says. "We help them develop an interest, perhaps make tests and literature available, and then it's up to them. We hope they'll take off where our program ends."

Joyce Holdsworth, Abilene, Kans., music teacher, says, "4-H and the church were my first contacts with song leading and playing for groups."

A Priceless Heritage

by MERRITT D. HILL, *Gen. Mgr., Tractor and Implement Division, Ford Motor Company, and Chairman, Farm Youth Committee, National Sales Executives*

A balance sheet which lists assets of property, plants, equipment, and inventories does not reflect the most precious asset of any business organization—its manpower resources

The businesses, industries, and professions which serve agriculture today—the feed manufacturers, farm equipment dealers and manufacturers, fertilizer firms, petroleum producers and distributors, and many others who are a part of agri-business—have a specialized problem in the area of manpower. Many of the jobs they need to fill require manpower with a farm background and farm training.

On the other side of the coin, we have the problem that is causing great concern among the men and women who counsel our farm young people as they prepare for careers. They recognize that all these youth will not have an opportunity to engage in active farming. But they are distressed by the fact that too often farm young people ignore their great heritage—their farm training and background. Without giving thought to ways of putting this asset to work, they go into occupations which make little or no use of it.

Some time ago a group of businessmen and industrialists became concerned over this two-pronged problem. This concern led to the forming of the Farm Youth Committee of the National Sales Executives, a nationwide organization of sales executives.

Today this committee is generating an educational program to help these farm young people to recognize their opportunities to serve agriculture, and themselves, in a career of agricultural selling. It is recognized, of course, that this is only a partial solution of the total problem. There are many agriculturally related career opportunities where a farm background is an important asset.

Agricultural selling is not built on glib, fast-talking, hit-and-run techniques. The salesman is a counselor and adviser who is trained and equipped to help the farmer in a particular phase of his operation. Obviously the salesman who can best serve the farmer is the one who thoroughly understands the farmer's problems from first-hand experience.

The NSE Farm Youth Program is being built on information obtained in surveys and in exploratory meetings. Its purpose is to serve farm youth by making them aware of agricultural selling career opportunities. And, of course, the business and industrial organizations banding together to acquaint farm youth with their opportunities in this field recognize that such steps are necessary if these organizations are to remain in a position to serve agriculture.

Out of the exploratory meetings which the committee has held has come another measurable "plus" that businessmen associate with farm-trained manpower. That "plus" is a composite of characteristics which seem to be brought out in farm youth to a much greater degree than in the city-trained youth.

One of the most important is the sense of responsibility to produce. Farm boys and girls have been reared to want to see results from their efforts. It is not enough to engage in an activity—they want to see that their activity has borne results. The 4-H Club program certainly has fostered this fine characteristic.

Then there is something about working with the good earth and with living things that inculcates in farm youth an appreciation for the miracle of life which leads to a deeper understanding of human values. And there is a great need in modern business—indeed in all of the experiences of life—for insight into human relationships.

Independence of action and initiative are other characteristics that appear to be developed more fully in farm youth. Their farm training teaches them to recognize a task and to take steps to get it handled without waiting for some one to give orders. Such initiative is a tremendous asset in modern business, and especially in a field which consists almost entirely of independent action as does agricultural selling.

These are by no means all of the desirable characteristics which life on a farm brings out in young people, but they are the ones which lift the farm-trained youth above the youth who has not had the advantages of such training. And all of us who are interested in farm youth will be doing our young friends a distinct disservice if we fail to point out to them that these characteristics are a marketable personal asset.

The NSE Farm Youth Program still is in the formative stages. The educational tools needed for the program are being created and financial support is being sought from business and industry serving agriculture.

The stakes are high. We are dealing with the most precious ingredient of our economic structure. And we are attempting to contribute to a common goal of guiding these resources of manpower into channels where they can serve both themselves and agriculture most effectively.

PARENTS PROPEL PROGRAMS

by **HOWARD F. KING,**
4-H Club Agent,
and MARGARET L. POTTER,
Associate 4-H Club Agent,
Northern Rhode Island

Most people know that Rhode Island is the smallest state in the union. Many know it is the most densely populated, with 749.2 persons per square mile. But few people realize that in the western part of the State there are several rural towns.

Among these is Scituate, 20 miles from the capital city of Providence. In the 1950 census, Scituate had a population of only 3905 persons and a land area of 55 square miles, or about 70 people per square mile. There are 18 active 4-H clubs in the villages of the township.

One of these villages, Potterville, has a unique organization overseeing its four 4-H clubs. This is the Potterville 4-H Parents Association—a group of parents furthering the work of 4-H in the community. The association resulted from the work of a senior 4-H member, Jerry Yeaw.

Four years ago at the age of 17, Jerry organized a 4-H club for younger boys. Running into such difficulties as lack of parental interest, transportation problems, and getting materials for project work, Jerry believed many of his problems would disappear if he could get the parents more interested. So he invited all parents of children of 4-H age to a meeting in the community house.

From this meeting the Potterville Parents Association was born. Officers were elected and by-laws and a constitution drawn up. Meetings are held quarterly, with a pot-luck supper followed by a speaker or an educational movie.

At each meeting any current problems are resolved and the 4-H program for the next three months projected. If one of the clubs needs material such as lumber for a woodworking project, a request is made to the association treasurer.

One of the more important functions of the parents group is fundraising by public whist parties, suppers, and dances. Each year enough money is raised to send the 4-H members to State camp.

The association also coordinates activities of the four 4-H clubs in community projects such as polio, heart, and other fund drives. Last year an emergency arose in the village when a volunteer fireman was badly hurt. A community effort was put forth, under the leadership of the parents' group, and more than $1000 was raised for his family. The 4-H members did everything from picking and selling blueberries to sponsoring a spaghetti supper at which over 400 persons were served. This was quite an undertaking for a community with only 200 population.

The Potterville Parents Association is the type of organization that helps to keep parents interested in the 4-H program. It strengthens the program by keeping members in 4-H longer and by letting volunteer leaders know that their efforts are appreciated.

Yes, there is a rural Rhode Island. And everywhere there are rural people the cooperative spirit prevails. Such is the power that propels the Potterville 4-H Parents Association.

PARENT LOOKS AT 4-H

(Continued from page 93)

Week at College Park and had known better during our college years.

Both Fred and I became local leaders long before our own children were old enough to belong. We organized the first club in the community, saw it grow and divide again and again over the years until today there are some 8 or 10 clubs which grew from it.

Being 4-H local leaders has been one of our most satisfying and most rewarding experiences. It required hard work, long hours, great patience, and some inconvenience and expense, but it was great fun and so worthwhile. As our State leader says, there can be no "hardening of the attitudes" when you work with youth. It is guaranteed to "put glitter in your golden years."

I am sure our children would say that 4-H was one of the finest experiences in their lives. Our son, I feel certain, would never have served as class president and student government president in high school, and later as student government president in college, if he had not received his excellent 4-H Club training in leadership. Our daughter would never have won top honors as a champion demonstrator, nor for showmanship in the cattle judging ring, nor held such responsible positions in school and since, were it not for the same fine 4-H experience and training.

Active Family

This wonderful experience is the reason our whole family has been so active in civic, church, fraternal, farm, and other organizations. Whatever honors, positions, or recognition that have come to us have truly been due in large measure to our long association with extension and its leaders.

Now I am looking forward to the day when our grandchildren will become 4-H members. Meanwhile, I am still in close contact with extension work, although I am no longer a local leader. I am responsible for the women's and girls' exhibits and demonstrations at Maryland State Fair and employ more than a dozen older 4-H'ers there each year. This gives me an opportunity to look at the whole program from still another viewpoint, and everything I see is good.

I think the 20 million or more 4-H alumni in this country would agree with me that "4-H is the largest and greatest out-of-school education system in the world today." And that it is also one of the very best character-building agencies in the country.

Without any exaggeration, I can truthfully say that 4-H Club work has meant everything to me and my family and my community for more than 40 years. And I am sure our experience is not an exception but the general rule.

Leaders Can Get Lost, Too

by T. L. WALTON, *State 4-H Club Leader, Georgia*

WHEN the leader gets lost, who finds him and brings him back home? A ridiculous question, you say, but what can be more ridiculous than a lost leader? And just as a cause may be lost for the want of a leader, a leader may be lost for the want of a sure line of communication between himself and his group.

If a leader is to truly lead instead of wander aimlessly somewhere up ahead, he must maintain close contact with his followers at all times. For this close contact, county agents and State 4-H Club leaders in Georgia rely upon youths, chosen by 4-H'ers, who compose county, district and State 4-H Club councils.

Council members serve as a communicative link and liaison corps bridging the gap between what 4-H Club boys and girls want and need and what adult leaders think they should have. Like transformers in an electrical system, they step up or step down the "current" as the situation requires and keep the idea stream flowing both ways. The councils serve as synthetizing agents, so to speak, and more important, like catalysts, they stimulate quick action toward a desired end.

These organized groups serve as a common meeting place where adult and youth differences in outlook and aims can be received and reconciled. Ideas of youths and adults can be evaluated from both points of view and the best of each homogenized into a mutually accepted program of action. The energy and enthusiasm furnished by the youth, combined with the experience and judgment of the adults, furnish four ingredients necessary for successful program planning and subsequent action.

The council system gives youth, through their own representatives, a real and vital part in planning programs designed to meet their own needs. Youths become involved in each phase of a program from its inception, youths know they are involved, and consequently, youths stay involved with enthusiastic participation until their goal has been reached. Then new goals and new plans of action must be decided upon as this is a continuing process.

Adults benefit from the opportunity provided to meet regularly with youths. The small size of the council enables adults and youths to quickly establish the rapport necessary to mutual understanding and respect. It encourages the intimate type of relationship that inspires sharing of innermost hopes, ambitions, and fears.

Adult and youth council members soon become friends working together to spread the fellowship they enjoy to ever enlarging circles of friends. This is the most vital need of the men and women who would lead youth. Any adult who wishes to succeed as a leader of youth must first succeed as a friend of youth.

Organization of the Georgia 4-H Club councils is simple and basic. County councils are composed of officers and leaders of all local clubs. District councils are made up of six officers and two adult volunteer leaders elected annually at district project achievement meetings. Six elected officers and two leaders comprise the State council.

County councils meet periodically, usually once a month, to establish goals and to formulate and implement programs. The council acts as the official agency to solicit 4-H support from business and civic organizations on the county or community level. Youth, through the personalities and achievements of their own representatives, can claim the business and civic support needed much more effectively than any adult leader. Businessmen find personal contact with these young people inspiring and gladly join 4-H'ers in their programs of service.

Parents, too, often express their appreciation for the graduate training in citizenship and leadership provided their child by service on a 4-H Club council. Many parents express their appreciation by serving as volunteer 4-H leaders themselves.

What do these county, district, and State councils actually do? Their activities in Georgia are many and varied—as comprehensive as the total 4-H program. The councils give youth a place alongside of and equal in prestige to adults—a place every youth deserves to attain. They give adults a place alongside of and equal to youth in opportunity—a place every adult longs for again.

Which are you? The youth leader who is lost and wandering aimlessly? Or the leader who keeps in close contact with his group, knowing their innermost hopes, ambitions, and fears, and helping them to develop a program designed to meet their needs and interests.

PACKAGE FOR ALL AGES

(Continued from page 99)

lar meeting programs through the club year.

To us, there is a big difference in merely including and in actually achieving. Perhaps all a new and inexperienced club can do is include many of these items in its program. Then, as the members become more experienced, the framework of their program holds challenges for both group and individual achievment.

We attach a bit of blue ribbon to achievement seals for clubs that reach standards considerably higher than the regular standards for a gold seal. Briefly, standards for the blue ribbon seal call for a continuous organization, planned programs for regular meetings made out a year in advance, project meetings separate from regular club meetings, above 85 percent completion of quality project work, high member attendance, and better than average health and recreation activities.

Last year 649 of our 1790 clubs met this standard. This is 36 percent of the clubs and 38 percent of the membership of the State. The average continuous operation of these clubs is 9.2 years. The average number of regular monthly meetings was 11.9 and the completion figure was 97.3 percent.

We know all rural youngsters can't stay on the farm. And we think the community club is the kind of youth organization that has the potentials for experience that will contribute to basic needs of young people wherever they may go or whatever they may do.

There's Nothing As Big As An Idea

by **EVERETT E. BIERMAN,**
Information Officer,
National 4-H Club Foundation

HAVE you ever wanted a recipe for *action?* Here's one that's been tested and proved: Take a group of 4-H'ers who have a good idea, who have learned to do by doing, who haven't yet learned all the reasons why it can't be done; counsel with them, encourage them, and give them leadership.

This recipe was proved in the establishment of the International Farm Youth Exchange. This year IFYE celebrates its 10th anniversary as a program conducted by the Cooperative Extension Service and the National 4-H Club Foundation to promote understanding and friendship.

It was young people themselves who wanted to *do* something to help create the conditions for peace, according to Dr. E. W. Aiton, Director of 4-H Club and YMW Programs, who is often called the "father" of IFYE. As he puts it, IFYE was their *doing* expression.

"In the beginning this whole idea was so nebulous it looked like a needle in a haystack," Aiton recalls. "Yet a cake of yeast is but a drop in the ocean too, and look what it does to a batch of bread."

Four New York 4-H'ers and Albert Hoefer, their State 4-H Club Leader, helped to give form and substance to the cake of yeast which is IFYE. In the spring of 1947 they drove to Washington, D. C. to explore with officials of the Federal Extension Service the idea of an exchange of rural youth between the United States and other countries. It had grown out of their discussions about the problem of peace and of guidepost No. 10 of the postwar 4-H program, "Serving as Citizens in Maintaining World Peace."

Idaho 4-H'ers who have strengthened world friendships through their visits to other lands under the IFYE program. The young people, from left to right, visited Brazil, Pakistan, Nepal, Sweden, Austria, Pakistan, and Austria.

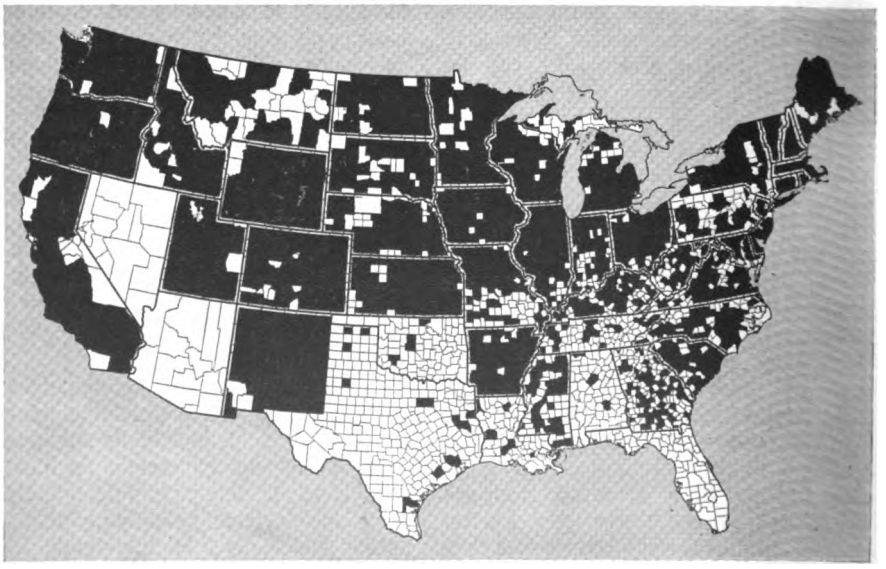
The young people—Donald Sullivan, Ann Dickinson Murray, Germain Marion, and Bernard Stanton—were given counsel, encouragement, and leadership by Extension officials.

Among those who carefully studied this "needle in a haystack" proposal and helped develop plans for the exchange were: Dr. C. B. Smith, Miss Grace Frysinger, R. I. Thackrey, Donald Sullivan, (Mrs.) Ann Lee Tifton (Pararas), Walter Conway, M. L. Wilson, and E. W. Aiton, who served as project organizer.

After preliminary discussions, a plan of action was written and was officially approved by the Committee on Extension Organization and Policy on Jan. 9, 1948. The six purposes, which have stood the test of 10 years of experience, are:

- To develop an informed junior leadership among farm youth.
- To develop a positive, constructive program of education for farm youth in the field of international relations and world peace.
- To contribute toward better international understanding of the problems of world peace.
- To provide opportunity for representatives of American farm youth to see and experience the life and culture of rural people in foreign countries.
- To provide opportunity for American farm families to extend hospitality to farm youth representatives from European countries and thereby develop a better understanding of their problems, attitudes, talents, and contributions to society.

(Continued on page 111)



Counties indicated in black have sent IFYE delegates or served as hosts to exchangees from other lands.

WHAT YOUTH WANT AND NEED FROM 4-H

To learn to conserve nature's resources

. . . to have wise guidance

. . . to develop self-confidence

. . . to receive recognition

. . . to be part of a group

. . . to learn good nutrition

. . . to learn homemaking and farming skills

. . . to learn to serve their communities

. . . to join with friends for fun and fellowship

. . . and to work toward values to live by.

Putting challenge and glamour in foods projects

In New Jersey

by DOROTHY V. SMITH,
Home Economics and 4-H Editor, New Jersey

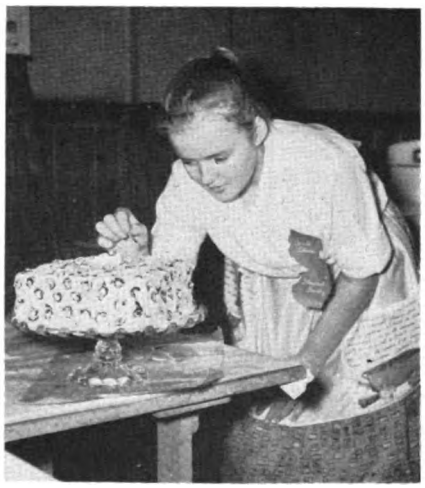
NEW JERSEY has found a better way to perk up 4-H girls' interest in foods projects than to point out the traditional way to masculine hearts. It's the annual Favorite Foods Show.

Not that 4-H girls of the Garden State don't find satisfaction in cooking for its own sake, nor in perfecting home skills for future use. They do. But in 1951 there were 1,806 girls in 4-H foods projects and last year there were 2,456. The increase is attributed mainly to the Favorite Foods Show, sponsored by a utility company.

Last fall 325 girls took part in district and State competitions. The contestants credit the event with high educational value, whether they win a top-place ribbon or not.

Like all successful events, the Favorite Foods Shows require much planning. Committees of club agents handling girls' work are named each year to work out the details with Miss Clara Ann Smith, assistant state 4-H leader, and a representative of the sponsor.

This golden goose won first place among main dinner dishes at the New Jersey show.



A young New Jersey 4-H'er puts the finishing touches on her Polka Dot Cake during Favorite Foods Show.

Where should the event be held? Grange halls, schools, and utility offices supply facilities for regional events. The sponsor furnishes equipment.

Rules must be set. How much advance preparation of the food is permitted? Should there be a minimum age limit? What are reasonable amounts for prizes? Judges must be selected and invited. Food page editors, commercial home economists, and extension personnel have served in the past.

All club members with foods projects are eligible for regional competitions, with ribbons and merchandise awards presented to all entrants. Judging in regional shows is on the Danish system and winners of excellent ribbons receive a free trip to the State contest and are invited to the banquet which follows, all as guests of the sponsor.

Both regional and State events have five divisions—breakfast dishes, luncheon desserts, all other luncheon dishes, dinner desserts, and all other dinner dishes. In addition to three cash prizes in each division, there are ribbons plus souvenir ceramic plates specially made for the occasion.

No mere fudge-makers, these youthful cooks. They whip up such dishes as roast goose with dressing, pecan

(Continued on page 109)

In Washington

by LUELLA M. CONDON,
Walla Walla County Home Economics Agent, Washington

SPONSORSHIP of a 4-H foods and nutrition program by an adult extension organization has a double value. It strengthens the 4-H program as well as educates members of the sponsoring group about Club work.

In the fall of 1953, members of the Walla Walla County Homemakers Federation were discussing what they could do as a county-wide community project. They were particularly interested in working with youth.

When they asked me for suggestions, I explained the 4-H foods and nutrition program and the need for a sponsor for the county meal preparation contest. After discussion and study, the federation's advisory council voted to sponsor the contest in the spring of 1954. The council is made up of county officers, presidents and vice-presidents of extension home economics clubs in the county.

A federation 4-H committee was named, with one member from each home economics club in the county. This group worked with the 4-H foods leaders and me in planning the event.

Meal preparation teams are trained by leaders and mothers, with the assistance of committee members. Many people, including dads, are involved.

On the day of the event, federation 4-H committee members serve as hostesses and assist in other ways. Presidents of home economics clubs and friends of 4-H are guests. Later, the committee members report the event to the county advisory council and their respective clubs.

The federation awards small cash premiums to ribbon winners. County luncheon and dinner contest winners go to the Southeastern Washington Fair, where two teams are selected to go to the State 4-H Club Fair.

What have been the results? Dur-

(Continued on page 109)

EVERYBODY HELPS TRAIN JUDGING TEAMS

SINCE 1920 when they first entered out-of-state competitions, Maryland 4-H dairy cattle judging teams have represented the United States in international judging at England's Royal Livestock Show 11 times.

State 4-H Club officials naturally are proud of this record, but claim trade secrets are not responsible. State 4-H Club Agent W. Sherard Wilson uses such phrases as "team effort, club members' enthusiasm, and support at the local level" in explaining success.

The State 4-H Club organization believes that training in the fundamentals of judging is not a specialized phase of a program for a few people but should be incorporated in the club and county program for all members. It's not a matter of spotting talent at an early age and then painstakingly developing it.

Along with encouraging members to engage in judging—which often offers prizes, glamour, and wide recognition—4-H leaders take precautions against losing sight of major goals. Participation in county, district, state, regional, or national contests is only an incidental outgrowth of the program in the individual community club.

State 4-H officials say that judging helps train boys and girls to make sound decisions, one of the major objectives of club work. They further believe that judging helps members know and appreciate modern standards of type and quality, permits them to compare their judgment with that of more experienced leaders or judges, and provides practice in the rudiments of fair play and sportsmanship.

Former Members Are Nucleus

If there is one phase of the Maryland program that can be pointed out as more responsible than anything else for producing representatives in 11 international competitions, it probably is the work with local leaders. And in recent years even this vital phase has more or less taken care of itself. Former members of winning judging teams form the nucleus of a group of volunteer local leaders that generate their own enthusiasm and desire to help young people.

Almost as important as the eager participation of local leaders is the generous cooperation of individual dairymen and breed associations. It's not unusual to find that the dairyman offering his herd for practice judging is also a local leader whose interest dates back to the time he was a member of a 4-H judging team himself.

County club agents are guided by the policy that they have the responsibility of working with leaders and members to develop a sound all-round 4-H program suited to the needs of the individual and the club to which he belongs. If projects chosen for the club program may be strengthened by training in judging, the agent is responsible for providing it. He can do this either indirectly—by training leaders or using former 4-H'ers or other competent local residents, or directly—by demonstrating and teaching judging techniques at club meetings or at special training meetings.

In using specialists, the agent has the responsibility of organizing and conducting appropriate training schools for leaders. Where possible, this is done in cooperation with agents in adjoining counties to conserve time and travel.

The specialist's first responsibility is to prepare teaching aids to be used by agents and local leaders. Teaching aids which have been found effective include colored slides, score cards, mimeographed material, outlines for setting up training meetings, and guidance on the conduct of teaching programs.

It's almost impossible to estimate the number of people who have contributed to the success of Maryland's 4-H dairy cattle judging teams. Most of them are not even aware that they have given anything—to them it is self-gain rather than sacrifice because they did something they wanted to do.

District meeting to train 4-H boys in selection of dairy cattle.

FAMILY GOALS

(Continued from page 96)

dreams." Agriculture today needs the "visions" of youth, mellowed with the rich experiences, the "dreams" of their elders. It is upon the broad shoulders of our 2 million 4-H members that agriculture must move forward on a hundred fronts in the years that lie ahead.

4-H, more than any group I know, is better equipped through program and precept to capture the visions of youth, temper them with the experiences of adults, and let their full impact be felt in rural life.

WANTS and NEEDS of older youth

by GLENN G. CARTER,
Assistant County Agent,
Tioga County, Pa

WHAT are the wants and needs of older youth? And how can Extension help meet them? We learned the answers to these questions in a recent study in Tioga County, Pa., and have revised our program accordingly.

Interest in the problem was stimulated by C. P. Lang of the State 4-H Club staff. To get the facts, it was decided to survey the rural young people and learn their interests and attitudes.

As the first step, community leaders compiled a list of rural young people. Names of approximately half of the county's older youth were obtained in this manner, thus giving a good cross-section.

Dr. Emory Brown, in charge of Pennsylvania's extension research, assisted in formulating the questionnaire. The interviewers were extension executive committee members, 4-H members and leaders, and many older youth using the self-study method.

Training in interviewing was given and questionnaires distributed at meetings in five areas of the county. A followup meeting of interviewers was held after the survey was completed—to learn the attitudes of those interviewed and to discuss how to use the findings.

What We Learned

The mean age of both men and women interviewed was between 28 and 29, with 67% of the men considering farming as their major occupation. It was found that four out of five are members of a church, half belong to a farm organization, and one-fifth are labor union members.

There was definite interest shown in every community for some type of organized recreation supplemented with educational features. Dancing, bowling, and educational programs on farming and homemaking were among program suggestions.

Several questions were asked to learn the attitudes of these people about the extension program. Nearly everyone was familiar with the extension service — 95% knew the county agent, 78% knew the home economist, and 50% had heard of the two assistant county agents. But an alarming 60% of the individuals had never attended an extension meeting or tour and 66% had never been visited by the extension staff.

News articles of extension origin had been read by most of the people interviewed. It was also noted that almost everyone interviewed preferred to attend meetings in their own community rather than a central point in the county.

Television is one of extension's important tools. As many had viewed extension TV programs, 65%, as had listened to extension radio broadcasts. And extension had only been using TV for a few months, compared to several years of radio programs.

An analysis was made of how well this group of young farmers had adopted extension practices on their farms. Such practices were considered as weed spraying, complete soil testing, artificial hay drying, and four others. Answers varied from 2% adopting all 7 practices up to 41% not adopting any.

The preferred method of receiving extension information was the newsletter. Personal visits also received high regard, with meetings considered a weak third.

Results of this study indicated some changes needed in the county extension program. For one thing it showed a definite need for recreational and educational programs for older youth.

Three senior extension clubs or older youth clubs are being organized in the county, with the possibility of more in the future.

We are taking a closer look at television as a means of mass communication. The newsletter is being used more extensively to present information to the public and an effort will be made to make more personal visits. More local rather than county-wide meetings will be held in the future.

This study of older youth has been a useful tool for the county staff. It pointed out the need for revising some techniques and showed the kind of program that older youth want and need.

Building better citizens in better communities

by M. L. CONDE THILLET,
Extension Press Editor, Puerto Rico

THE boys and girls of the two 4-H Clubs of ward Carraizo of the county of Trujillo Alto, Puerto Rico, had many things in mind when they drew the program of work for their citizenship project. They wanted educational and recreation activities which would benefit the whole community.

One of the first problems they faced was the need for an appropriate meeting place. Undaunted by their lack of funds or know-how in construction, they decided to build their own clubhouse.

Now this goal is no longer just an idea. With the help of some adults in the community, these boys and girls are rapidly completing the "4-H clubhouse that cooperation built."

Explaining Need

Their first step in solving this problem was to visit all families of the community to make them conscious of the need for a clubhouse. Fortunately response was good. Many promised to help by giving construction materials or by working in their spare time.

The next move was to raise the money needed. The girls made and sold candies and conducted other activities. The boys held benefit baseball games and other money-raising ventures. Together they carried out "the March of Concrete Blocks," by which they were able to obtain many of these as gifts.

Groups of 4-H boys and girls, parents, and neighbors are now completing the clubhouse, which will serve as a community center. The 4-H members plan to conduct training meetings and demonstrations for both youth and adults of the community. Other 4-H clubs of the county may also use it as a meeting place.

Other Projects

These 4-H'ers also want the clubhouse to be the community library. They will have magazines and books of interest to all age groups. Club members and their parents will be in charge of the library in their spare time.

The 4-H clubs of Carraizo have carried out other community activities in their citizenship project. For example, they made a census to determine the number of homes without sanitary facilities. As a result of this activity, families lacking such facilities were provided with them by the Health Department of Puerto Rico.

Last Mothers' Day they gave baskets of useful gifts, plus some money, to two poor mothers of the community. At Christmas, a basket of gifts was given to a needy family.

Throughout the Island, 4-H boys and girls are active in similar citizenship projects. In this way they are doing their part in building better communities.

IN WASHINGTON

(Continued from page 106)

ing the first year of sponsorship by the homemakers federation, membership in the 4-H foods and nutrition program almost doubled and performance quality was much improved. The program has grown each year. In 1957, 142 members exhibited units in meal preparation and 42 units in baking at the Southeastern Washington Fair.

Members of the federation are better informed about 4-H Club work. Many became volunteer leaders and several home economics clubs are now sponsoring other 4-H projects in their communities. Parents, too, have become more interested and cooperative.

The interest shown in these 4-H members, the extra help they are given, and the premiums all are incentives for them to work harder and accomplish more.

IN NEW JERSEY

(Continued from page 106)

pie, sweet and sour meat balls, and applesauce cake roll.

Veteran contestant Carol Coles summed it up from the 4-H member's point of view this way: "The Favorite Foods Show has given me an incentive to try different dishes. It has taught me to set a table correctly and with a bit of flare. It has put glamour into the 4-H foods project."

A LOOK AHEAD

(Continued from page 91)

mental research, too. For instance, the University of Michigan made two studies—one sampling the needs and expressions of girls and one of boys from about 14 to 16 years of age. The young people themselves say that more than anything else in their adolescent period, they want real-life experiences that fit them for adulthood. They don't want to make believe—they don't want just make-do and busy work. They want their development to be in terms of something that's worthwhile and lasting.

Desire to Reach Out

Mr. Skelton: That is one thing that has impressed me in the past 4 or 5 years. You're not going to keep the young people—not even the 12 or 13 years olds—as young persons. I am simply amazed at the questions some of them are asking. What career will I go into? Will I be a farmer? What will it take? If 13 and 14-year-olds have that desire, our 4-H Club program for the 17–21 group must get into this area of farming as a business which would include management training.

Mr. Huffman: This brings us to this area of career exploration. Bill has pointed out this need of being more ready to assume farm managerial responsibilities. Many other farm boys and girls are going to select occupations in nonfarm life.

Mr. Aiton: Only 10 to 15 percent of our young people growing up on farms today will be able to become managers or owners of Class I, II, or III farms. These are farms yielding a net income of at least $2,500 a year, which is about a minimum for a family living these days. That means that around 85 or 90 percent of our farm youth are either going to have to supplement their farm income or find a job off the farm.

Mr. Huffman: That's a good point. However, we should point out that approximately 40 percent of our working force in this country are associated with agri-business. This, of course, is nothing new, but the fact that the percentage is so large brings home to us the tremendous responsibility that the Club program places upon county agents and volunteer leaders and the folks at the state colleges, as well as those of us here.

Mr. Aiton: It might be appropriate to mention some ways that we are recognizing this responsibility. An example is a pilot program being developed at Penn State in cooperation with FES. It is with farm boys and girls, helping them first of all to find some part-time jobs where they can be apprentices in the marketing and distribution of agricultural commodities—in grain elevators, chain store merchandising, and agriculturally related business. Along with it, they are developing some new literature and materials so these young people can study the marketing and distribution process simultaneously.

Mr. Skelton: We have made good starts this year in a couple counties in what we call career exploration. Of course, that brings us right back to the thing that is going to require a lot of understanding among all extension workers. If we consider career exploration seriously, we must realize that a very high percentage of youths will be going into areas of what we generally call "off-farm employment."

Mr. Huffman: We have been talking about our historic base, which is rural people. Another challenge is what does Club work offer the suburban and urban youngster.

Mr. Aiton: I live out in suburbia and one day I was watching a boy about 11 mowing a lawn. He hacked out a little piece here and another little piece there. It suddenly occurred to me that there was just as much for him to be learning in terms of the farm management principles involved in mowing a lawn as there was for a boy starting out to cultivate a field of corn. He had as much to learn of a fundamental scientific agriculturally related nature as the farm boy. And I had a real teaching opportunity with that young lad.

Mr. Skelton: The same thing is true for girls in non-farm areas. There is a lot they need to know about agricultural products. Take a 12 or 13 year old girl enrolled in one of the home economic projects. Part of her training might be visiting markets and learning the difference in grades of meat or potatoes. This would be a learning opportunity in a real-life situation that would be useful for any girl.

Mr. Huffman: This brings us to an area our home demonstration agents have been moving into with greater emphasis—how to make income cover a larger number of family needs, including better nutrition. Many times there's an inability to judge not only the grade but the combination of food products that will give a good diet, plus the matter of money. A dollar saved is still a dollar earned—even in this day of modern economics.

Mr. Skelton: If we go step by step, we would follow the real-life situations from maybe one of understanding the quality of products both in food and clothing to one of money management, installment buying, and all these things. If we follow the developmental needs of young people in the present day, not the needs of 10 years ago, then our programs are bound to be sound.

Strengthening the Family

Mr. Aiton: It's not just important to the young people, but to the whole family unit. We ought to ask ourselves every time we try something new in 4-H—What does this do to strengthen the family? What does it do to help young people find satisfactions and permanent enjoyment as well as education right within the family circle.

Mr. Skelton: There is another point we have to keep in mind. A lot of people are asking, what can we do *for* young people, rather that what can we help them do for themselves. When we do for them, we fail because we take them out of the real-life situation. It has been said, "Sure, the world owes you a living, but you'll certainly have to learn how to work to collect it."

Mr. Huffman: Bill, that may be a good place to end this discussion because it goes back to Ed's initial statement that the fundamental philosophy of extension is to help people to help themselves.

Mr. Aiton: I'd certainly be willing to rest on that.

Guy Noble Retires

Guy L. Noble, managing director and one of the founders of the National Committee on Boys and Girls Club Work, retired May 1 after 36 years of service.

Through the committee, business firms and private citizens support 4-H Club work by providing funds to support specific activities. Over the past 36 years, almost $13 billion has been disbursed by the committee for this work.

Mr. Noble took charge of the first 4-H boys and girls ever to come to Chicago for an official meeting. There were 160 in that first delegation in 1919. Since then, more than 45,000 4-H youths have visited Chicago as Club Congress delegates.

Norman C. Mindrum, executive director of the National 4-H Club Foundation for the past 5 years, succeeded Mr. Noble. Mr. Mindrum previously was a member of the Minnesota State 4-H staff and county agent in Winona County, Minn.

Planning an Exhibit?

4-H exhibit kits on Family and Community Living (kit No. 2) are still available for purchase by State and county extension offices. Made of silk screen processed panels in color, they are designed to fit on a 3 by 8-foot pegboard background. The kits are excellent for store window displays, exhibits in banks, fairs, or at community gatherings. Address your order, with $6 which includes mailing costs, to the Ad-Print Co., 737 Third St., N. W., Washington 1, D. C.

AN IDEA

(Continued from page 104)

- To provide opportunity for exchange of other cultural and citizenship experiences.

At first the plan of action was only a hunting license. A license, that is, to seek funds and support for the idea. A "grubstake" of private funds was pledged and States agreed to raise the balance locally.

A start on the outbound phase was made in June 1948. Eight 4-H girls and nine 4-H boys were "commissioned" at National 4-H Camp and sailed for seven countries of Europe. There they lived, worked, and shared mutual hopes and dreams of peace with farm families as the vanguard of the International Farm Youth Exchange.

From this small beginning IFYE has grown to a worldwide program. In its first 10 years a total of 894 U. S. delegates, representing 44 States and Alaska, have gone to other lands. At the same time, 1032 exchangees from 60 countries have lived with farm families in 45 States, Alaska, Hawaii, and Puerto Rico. Over 8,000 U. S. families have served as hosts to these young ambassadors from abroad.

Each of the families could "write a book" about the experiences of its adopted son or daughter, who has learned about America from honest to goodness Americans. And in the learning they have "unlearned" some of their misconceptions gathered from superficial movies, propaganda, or American tourists.

Family life provides a window through which youth from abroad can see and learn to know America. This is revealed by a letter from Ayla Sari of Turkey. While in Michigan, she wrote: "Before I came to America, I always thought of her as a dream land, Utopia, which you can only reach in your dreams; full of ambitious people who care for nothing but money and wealth; people of no feeling who acted like machines. Now I realize how wrong I was."

Through such experiences IFYE has proved itself a dynamic force. It provides the kind of people-to-people influence which President Eisenhower says will develop understanding and friendship with people of other nations.

Behind IFYE lie 10 years of experimentation, development and demonstration of an idealistic *doing* and *sharing* idea. Ahead lie opportunities for larger service by an ever-growing corps of enlightened and informed leaders, developed through the IFYE program. To them we can look for inspiration and leadership as each in his own way puts into action the better understanding he has gained of himself, of his country, and of his neighbors throughout the world.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

F 1043 Strawberry Varieties in the U. S. *Rev. Feb. 1958*

M 744 Hog Houses—*Replaces F 1487*

The following are no longer available but county offices may use any copies they have on hand. The titles should be removed from the inventory list as USDA supplies are exhausted.

F 1162 Proso or Hog Millet

F 1439 Diseases of Cabbage and Related Plants

F 1651 Corn Earworm as an Enemy of Field Corn in the Eastern States

F 1854 Diseases of Rice

F 1990 Habits and Control of the Fall Armyworm

F 1995 Growing Erect and Trailing Blackberries

L 5 The Prevention of Roundworm in Pigs

L 160 Crimson Clover

L 227 The Home Fruit Garden in the Northeastern and North Central States

L 233 Selecting Breeding Stock for Broiler Production

L 250 Hamster Raising

L 274 Control of Apple Tree Borers

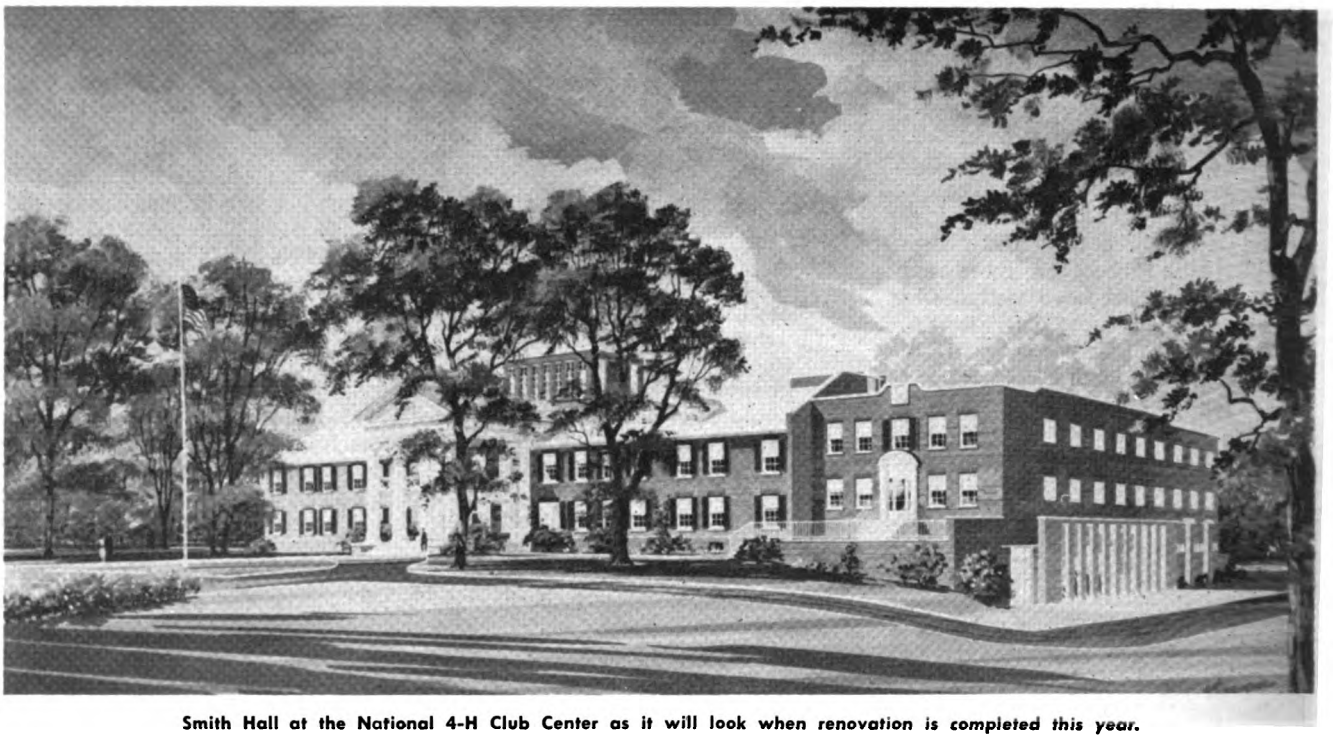
L 305 Okra: Culture and Use

L 324 Soil Treatment an Aid in Termite Control

L 329 Control of Dutch Elm Disease and Elm Phloem Necrosis

IS 56 How to Choose and Use Your Refrigerator

National 4-H Center—Another Resource for Extension

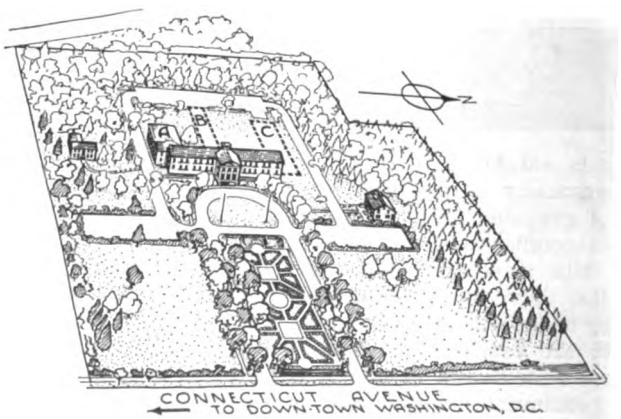


Smith Hall at the National 4-H Club Center as it will look when renovation is completed this year.

The National Center is at long last occupied by 4-H. The Army, which had occupied the property since its purchase by the National 4-H Foundation in 1951, turned back the keys to the 4-H Foundation on January 31.

Throughout the year, carpenters, bricklayers, and painters will be hard at work, readying the Center for its opening in January 1959. All three buildings—Turner, Warren, and Smith Halls—will be renovated and two new wings added to Smith Hall. The grounds will be landscaped and parking facilities added. When this work is completed, the new National 4-H Center will be an ideal location for educational training programs.

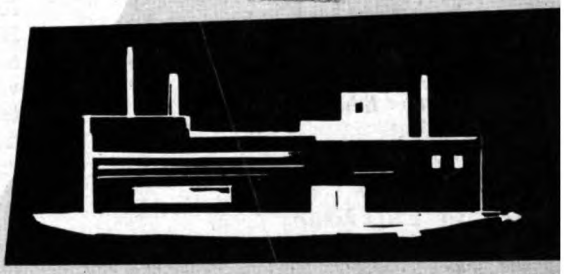
Heading the list of events to be held at the Center next year will be National 4-H Conference, scheduled for late April instead of the traditional June date. This event will bring together at their national 4-H home the 200 top representatives of more than two million 4-H'ers, many of whom helped to develop the Center through their contributions to the Share and Care program.



Grounds and buildings of the National 4-H Club Center, Chevy Chase, Md. Smith Hall, center, will have three wings when renovation is completed.

EXTENSION SERVICE Review

JUNE 1958



WHERE DO YOU FIT IN
THIS MARKETING PICTURE?

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.

Vol. 29 June 1958 No. 6

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

EAR TO THE GROUND

In planning this special issue on marketing, we sought the answers to four questions: What is marketing? How is marketing related to other areas of extension work? Where do various workers fit in the total extension marketing effort? Who benefits from increased marketing efficiency?

The first question is answered by Assistant Director C. B. Ratchford, North Carolina. He describes marketing in terms of the many functions involved in moving goods from the producer to the consumer, and the persons who perform these functions.

The need, the challenge, and the place of marketing in extension are told by P. V. Kepner, FES deputy administrator. He points out that increased efficiency in marketing is equally as important as efficiency in production. And to attain this objective, close coordination between all extension workers is essential.

In the next several articles, agents, supervisors, and specialists explain their roles in this broad marketing picture. These articles, and the illustration on pages 124 and 125, may help you answer the question posed on the cover, "Where do you fit in this marketing picture?

The question of who benefits from increased marketing efficiency is answered in the article on page 135 and the illustration on the back cover. Author Lloyd Davis of FES points out that the early adopter of improved marketing practices receives short-run gains, the same as the early adopter of better production practices. In the long-run, however, the benefits flow back and forth between marketer, producer, and consumer, depending upon the economic situation.

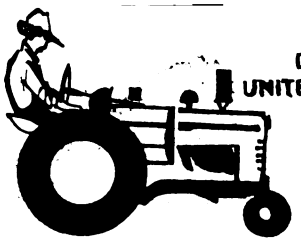
Next Month: Associate Director H. L. Ahlgren of Wisconsin, Chairman of the Extension Committee on Organization and Policy, discusses changes taking place and some difficult problems facing agriculture. Then he discusses the nine program areas, from the Scope Report, which Extension must emphasize in this era of change.

Examples of progress in the Rural Development Program are cited by Under Secretary of Agriculture True D. Morse, Chairman of the RD Committee. He points out that citizens in many areas are taking literally the term, resource development—using all resources to develop the economy of a whole area.—EHR

In This Issue

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 29, 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.



WHAT IS MARKETING

"The services and activities connected with moving goods from the producer to the consumer."

by C. B. RATCHFORD,
Assistant Director of Extension, North Carolina, and Chairman, ECOP Subcommittee on Marketing

THERE are many concepts of marketing. The many people involved tend to define marketing as just their position in the total process. To the farmer, marketing means selling to the person or firm who takes his produce. To the consumer, it is the retail stores. To the 10 million workers involved in farm marketing, it is a host of things, usually related to the specific jobs they perform.

Marketing was defined in a North Carolina publication entitled *North Carolina Accepts the Challenge* as: "The services and activities connected with moving goods from the producer to the consumer."

The 1954 Yearbook of Agriculture, *Marketing*, defines it as: "Part and parcel of the modern productive process, the part at the end that gives point and purpose to all that has gone before.

"Marketing is getting the product to the consumer. And it is the product, too: The bread from the wheat, the cloth from the cotton, the steak from the beef, the salad from the lettuce. It is service and utility: The stores that sell the food and clothing, the railroads and trucks that carry the goods, and banks, elevators, markets. It is people and work.

"The basis of marketing is this: Farm goods must be stored, transported, processed, and delivered in the form, at the time and to the places that consumers desire."

Marketing may be further described either in terms of the functions performed or people who perform the functions. In earlier days, when farmers sold direct to consumers, they performed all the functions. With the coming of specialization, agencies or individuals with particular skills began to take over individual functions. Today several marketing functions may be performed by a single group, but increasingly each function is performed by a specialist.

Marketing Functions

Assembly of raw commodities is bringing together the goods to be marketed. This takes place close to the producer.

Grading involves sorting a commodity into lots which have uniform characteristics as to quality, size, etc. Standards may be prescribed by State or Federal agencies or by an individual buyer or seller. Products may be graded several times during the marketing process.

Transportation is moving commodities from place to place in their route from producer to consumer. Most commodities are moved several times during the marketing process and several modes of transportation may be involved.

Processing means changing the form of the product or changing the raw product into the finished product purchased by the consumer. Processing may be quite simple, such as washing potatoes, or may be quite complicated, such as changing wheat to bread.

Packaging consists of putting a product into convenient form for shipment, storage, and sale. Some products are packed and repacked several times.

Storage is holding products for future sale or use. It provides products for consumption over a longer period of time than the harvest period, reduces the extent of price fluctuations, and improves product quality by aging and curing.

Risk taking covers the possibility of loss from fire, flood, weather, insects, disease, spoilage, change in price, and other hazards. Often the risk in transferred to professional risk takers—insurance companies, futures markets, and speculators who make hedging possible. Regardless of who bears the risk, this is an important marketing function which must be paid for either through actual losses or by transferring it to professional risk takers.

Exchange of ownership and pricing involves the transfer of ownership of goods and the determination of compensation and conditions of sale. A number of auxiliary services are provided to facilitate exchange of ownership and pricing. Among these are sanitary inspection, market news, and market forecasting. Lawmaking bodies at local, state, and national levels have established rules regarding both exchange and pricing and the courts are available to enforce these laws.

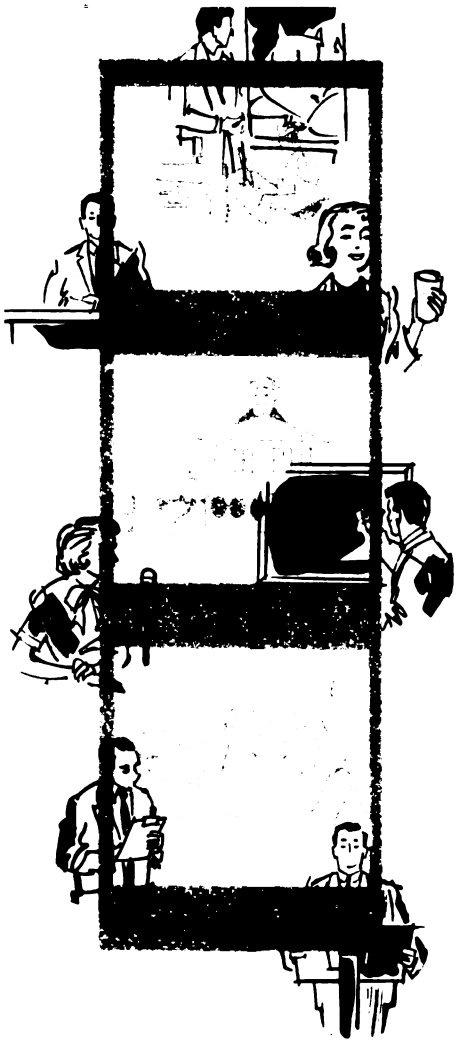
Credit and financing provides funds for the establishment and operation of the many marketing functions. The entire marketing system requires large amounts of both short-term and long-term credit.

Distribution consists of disassembly or moving goods from points of concentration to the consumers. This is the largest single function in the entire process.

Merchandising involves the planning by a number of people to have the right merchandise or service at the right place at the right time in the right quantity and at the right price. It includes promotional activities, trademarking, competitive pricing, and salesmanship. Merchandising occurs throughout the marketing process but is intensified at the consumer level.

All farmers are involved in marketing but they are performing fewer and fewer of the functions described

(Continued on page 134)



Where Marketing fits in Extension

by P. V. KEPNER,
Federal Extension Service

MARKETING is an integral part of a well-conceived educational program. It complements and supplements other phases of a well-rounded extension program.

The responsibility of the Cooperative Extension Service to conduct educational work in the field of marketing was recognized at the time the Smith-Lever Act was passed. The Associated Congressional Committee report stated, in part:

"The itinerant teacher or demonstrator (referring to the proposed county extension agents) will be expected to give as much thought to the economic side of agriculture—the marketing, standardizing, and grading of farm products—as he gives to the matter of larger acreage yields."

Subsequent legislation has reaffirmed that responsibility—as have the demands of various groups seeking assistance from Extension. And as our marketing system has grown more complex, the opportunity and need for Extension to render educational assistance in marketing has broadened and become even more important.

High Priority

This fact is recognized in the Scope Report recently issued under the sponsorship of the Extension Committee on Organization and Policy. Efficiency in Marketing, Distribution, and Utilization is listed as one of the nine major areas of program emphasis which should be receiving high-priority attention. With respect to this area of need, the report states:

"Paralleling efficiency in production is the necessity for developing the maximum practicable efficiency in the marketing, distribution, and utilization (including the consumption) of agricultural products. Herein lies a challenge and a responsibility for Extension to contribute to the welfare of the producer, the handler, and the general public simultaneously."

This reflects the realization that the welfare of farmers, and the total welfare, cannot be served entirely through extension programs dedicated to inducing greater efficiencies in the production processes. It reflects the fact that farming and businesses related to agriculture are so interrelated that extension programs must include the distribution and utilization of farm products.

Work with Producers

While the primary objective of extension marketing work is to increase the efficiency of the marketing system, many facets of it are closely related to other phases of the extension program. For example, some marketing problems originate on the farm or at the first shipping point while the commodities are still under the control of the producer. In his management decisions the farmer must consider changes in the marketing system and market demands if he is to be most successful.

Extension workers, in making production recommendations, must keep in mind market demands and marketing problems. They must be prepared to advise regarding the proper handling of products so that they will move through the distribution process with the least practicable loss and wastage and with the highest feasible return to the producer.

Another example of the need for close coordination in extension programs is in the marketing information program for consumers. This program provides housewives, both urban and rural, and large scale food purchasers, such as restaurants and hospitals, with information which provides a firmer basis for making purchasing decisions.

Much of the information in this program comes from marketing economists, nutritionists, and technologists. Information on supplies and local production conditions is obtained from production specialists and agents. Agents and specialists assigned to this program must work closely with other agents and with information personnel in achieving greatest efficiency in reaching consumers through mass media.

Everyone Gains

Between the producer and consumer are many handling, processing, and distributing firms receiving educational aid. Work with these firms increases their efficiency and, in turn, everyone in the marketing system benefits.

Much can be gained from a close working relationship between extension personnel working directly with producers and those working with marketing firms. For example, work with retailers has pointed out problems and opportunities in the production processes which should be reflected back to farmers. This is particularly true of problems originating

(Continued on page 130)

whom? what? how? Responding to the Challenge

How a supervisor serves as a communications link

by C. R. HARRINGTON, *Associate State Leader of County Agricultural Agents, New York*

THE Cooperative Extension Service is being challenged and urged to increase its work in marketing. County agents hear this challenge from their program and advisory committees and from people generally. Farm organizations voice the need for more marketing work. Marketing research workers urge the extension of the results of their work.

Responding to increasing interest, county agents are searching for answers to certain specific questions. They want to know what extension marketing work is. They need some help in defining extension responsibilities and opportunities in this field. They are searching for kinds of educational activities that will be significant contributions.

Seeking Answers

Extension agents are looking for ways to work with marketing specialists. They are seeking help in explaining Extension's role in marketing to program and advisory committees.

Extension specialists in marketing who are responding to the challenge are looking for support from administration for their ideas and activities. They are seeking assistance in organizing training programs for other extension workers.

Marketing specialists are looking for guidance in the development of program suggestions for the extension staff. And they want their particular responsibilities to be interpreted to other extension workers.

As a member of the extension staff, the supervisor cannot be blind to these challenges, this responsibility, and the information available. The supervisor's responsibility is to be a teacher of teachers, a stimulator, a consultant, and a representative of administration.

Activates Resources

Playing his role of teacher, stimulator, and consultant, the supervisor can provide some of the communication that is necessary in a program of this kind. He may be a catalyst that brings together and activates the resources available from specialists, agents, and administrators to help meet this challenge of more effective educational work in the field of marketing.

The entire administrative staff has an opportunity to think through Extension's role in marketing. This requires an understanding of what marketing is, what some changes are in the marketing scene, and how extension organizes its resources to do an effective educational job.

Traditionally, extension work has centered around farm people. Opportunities exist to expand educational work in marketing with farmers and their families—helping them to produce in relation to market needs and demands, to understand the marketing system, to perform certain marketing services skillfully and efficiently, and to organize groups to provide other marketing services.

Extension programs of marketing information for consumers have been developing during the past 10 years. Improvements and expansion in these programs to help consumers understand marketing, use their food dollars wisely, and make effective use of purchased foods can be significant contributions.

Off-farm services are becoming more important in the movement of products from the farm to the consumer. What is Extension's responsibility to people other than farm persons? If marketing is to become efficient, the people employed in these marketing firms are the ones who must make it more efficient.

Extension work in marketing is a team effort. County agents are helping farm families produce the kind of product that the market wants, and these agents are supported by specialists from several fields. In the movement of the product from the farm to consumer, again several fields of specialty are involved—the biological, physical, and economic aspects of marketing. How is the necessary team effort best developed?

Coordinated Support

Extension marketing agents need to be supported by coordinated effort on the part of specialists. As a new kind of employee, they need to understand where they fit in the Extension Service; they need to know Extension's policies, history, tradition, and philosophy. They need to appreciate the relationships that exist between extension workers and between these workers and extension cooperators. What is the marketing agent's relationship to county agents, especially if the marketing agent is on a district or regional basis?

Not all extension marketing work can be done through agents. Some of this work requires highly trained specialists. How shall their work be coordinated with the work of county agents and district or regional marketing agents? How are the various specialties brought together to provide a unified approach to problems?

(Continued on page 119)

Bringing home the market facts

What a county agent learned at the terminal market

by **JOHN P. UNDERHILL,** ***San Joaquin County Farm Advisor, Calif.***

TIME and travel are wearying to a tomato. How can you take a fragile tomato from California to New York and put it in attractive goodness on a luncheon table there? This calls into play a vast array of skills and practical know-how.

What can California growers and shippers do to assure arrival of tomatoes in eastern markets in prime condition? To find the answers, I visited the New York terminal market.

Purposes of Trip

Specifically, my assignment was to relate quality and condition at destination to the following factors: initial quality as determined by field production and weather conditions, maturity, and handling practices; transit, temperature, packaging, and loading factors; and conditions during distribution—ripening, handling, and retailing.

A second purpose was to develop teaching materials for use with growers, shippers, buyers, and receivers of California tomatoes. Information also was desired for research at the experiment station on handling and transit of tomatoes.

San Joaquin County is one of several counties that supply the major portion of the nation's fall market tomatoes. More than 10,000 carlots are shipped each season.

Tomatoes are shipped to eastern markets as "mature greens," at full size but before any color shows. While some ripening occurs during transit, final maturing is done in ripening rooms at the market. Most shipments to New York are in transit 8 to 11 days.

In carrying out the study, 6 shippers in 3 counties were selected as cooperators. The six packing houses were visited daily prior to the market visit to observe fruit that was to be shipped to New York. Information obtained on each car included variety, routing, protective service to be used (icing, fans, vents, etc.), fruit pulp temperature on loading, and packing house treatment.

The trip to New York was made by air in order to be on hand when the survey cars arrived at the market. Data were collected on 52 cars at the packing sheds and 24 of these arrived at the New York market, allowing collection of complete data on arrival condition. The remaining survey cars were diverted to other markets. Some 200 other cars of California tomatoes were also observed on the market.

A New York buyer, the author (center), and a California grower-shipper inspect arrival condition of tomatoes.

Showed Research Needs

On arrival, fruit was inspected for overall quality and condition. Detailed data were collected on maturity, decay, and temperatures in various positions in the car. In addition, the Railroad Perishable Inspection Agency furnished inspection reports on all cars of tomatoes shipped from California during the season.

Various lots of fruit were examined in the ripening room. Observations were made at different stages of ripening and on the condition and quality of fruit packaged for retail markets.

A number of tomato ripening rooms in the New York area were visited. Problems were discussed with receivers, ripening room operators, buyers, and wholesalers. Their ideas were solicited on condition and quality of California tomatoes and how they might be improved.

A complete set of colored slides was taken of the arrival of cars, unloading, stacking, agency inspections, buyers' inspections, auctions, ripening room operations, and wholesale displays. Close-up views of such problems as decay, bruising, and ripening were also obtained.

A major problem was the extreme variation in ripeness of the fruit on arrival. Tomatoes varied from 90 percent green fruit to less than 5 per-

(Continued on page 134)

The Right Place at the Right Time

How area marketing agents find their "groove"

by R. B. DONALDSON, *Agricultural Economist, Pennsylvania*

If you can't give adequate attention to local marketing problems, the solution may be area marketing agents. We've found this true in Pennsylvania, where marketing problems differ substantially from one section of the State to the other, and from one community to another.

Area marketing agents keep well informed on local conditions. When marketing problems arise, they give them immediate attention.

Good Communication

Marketing information is transmitted from one agent to another, as well as to the State specialist staff. Through this communication, all staff members have up-to-date knowledge of conditions throughout the State. Specialists, in turn, assist wherever possible, either through in-service training or by going into the areas and working directly with the marketing agent.

This area program is designed to: create greater efficiencies in handling, processing, and distribution; expand markets; assist in the development of efficient market organizations and facilities; develop greater understanding by consumers of the importance of timely food buying; and get rapid adjustments by farmers, consumers, and marketing firms to changes in technology and current merchandising procedures.

To assist with this task, marketing agents are located in five areas of the State. Their services are available to farmers, marketing firms, processors, and consumers.

In December 1955, purely as an experiment, a marketing agent was placed in six northwestern counties of Pennsylvania. His instructions were quite simple, "to peddle his bicycle up and down the roads and not sit in the office waiting for developments to occur." This was for the two-fold purpose of getting to know people and to learn their marketing problems.

He was not handed a definite stereotyped marketing program. Instead, he was given a green light to develop his program as opportunities materialized. And they did materialize in the form of commodity marketing programs with producers and distributors, organizational work with cooperatives, and consumer education activities through radio and newspapers.

Marketing of sweet corn presented a real challenge in this area. For many years growers had marketed their corn in a hit-or-miss fashion. Contact was made by the area marketing agent with the buyer of a large food chain and a new venture in marketing developed.

Growers agreed to make store-door deliveries of freshly pulled corn and the chain store agreed to pay top prevailing prices for daily deliveries. Thus, a successful marketing plan was born. This year we plan to repeat this plan to include other locally grown commodities.

Find Own Groove

After the initial success in the northwestern area of the State, four additional marketing agents were appointed. Again these men were given no definite assignment or specific program—they were simply to determine problems and cope with them at the local level.

Marketing activities in these areas include a weekly television show on food buying; a weekly consumer release, "Family Food Facts," mailed to newspapers, radio stations, and representatives of consumer groups; assistance in management problems and operation procedures of a recently formed vegetable marketing cooperative; assisting processors with procurement of quality fruit through better handling procedures; and materials handling and time-and-motion studies with a retail store organization.

Area agents obtain assistance in their marketing work from State commodity specialists. They also keep county agents in their areas informed of their activities and work closely with all county personnel. This area marketing program is unique because these agents have no specific program. They cover all phases of marketing and proceed where the greatest need exists and where the best opportunity for service presents itself.

Area marketing agents in Pennsylvania mean that timely marketing help is available to all who need it.

THE CHALLENGE

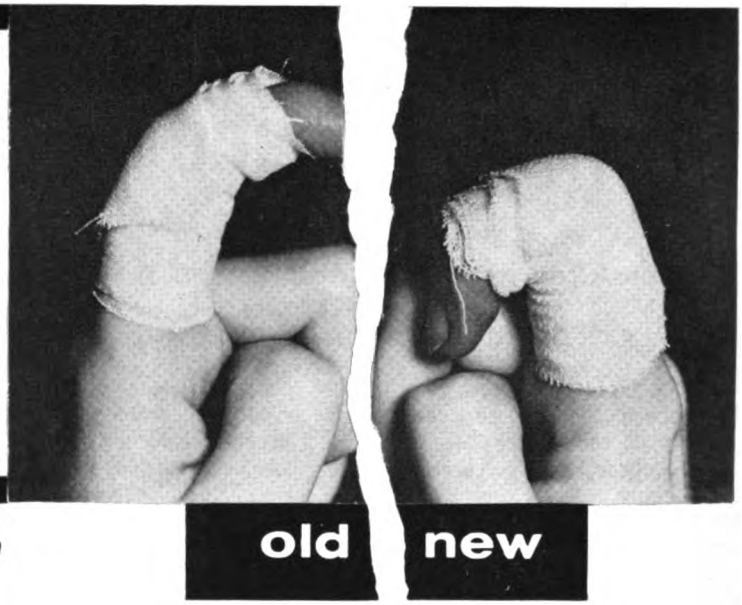
(Continued from page 117)

These questions and these problems begin to point up the job of an extension supervisor as he works in the field of marketing. The supervisor needs to understand what marketing is and what Extension's responsibilities and opportunities are. He needs to recognize extension resources, the subject matter involved, and the people with whom educational work in marketing is important.

The general objective of an extension marketing program is to improve through education the overall efficiency of the marketing system for the benefit of producers, consumers, and marketing firms. But this objective poses three basic questions that are not foreign to education: Whom shall Extension teach? What shall it teach? How shall the teaching be done? From his position in the administrative staff of Extension, the supervisor can contribute to the answers to these questions.

PUTTING RESEARCH to WORK

How a utilization specialist works with textile mills



Semi-elastic cotton gauze bandage (right) originated at Southern Laboratory is compared with ordinary bandage (left).

by **WILLIAM J. MARTIN, *Cotton Utilization Specialist, Federal Extension Service***

COTTON utilization is one of the key operations in the complex chain through which cotton products become available to consumers. In the marketing phase of this chain, the baled lint must be transported, warehoused, and its quality evaluated and preserved until it is converted into yarn or fabric.

Extension cotton marketing and utilization programs are directed at those intermediate stages in the area from ginning, where the fiber is removed from the seed, to its processed form of yarn or fabric. There is naturally a close tie-in between marketing and utilization. Cotton's quality as determined in the marketing phase largely governs the end products into which it can be successfully processed.

Timely Use of Research

The primary objective of educational work on cotton utilization is to get research results into the hands of textile firms who can make practical use of them in their daily operations. Another important phase is to bring current utilization problems to the attention of U. S. Department of Agriculture research agencies and develop research efforts to meet industry needs.

The research results used in this program come largely from the Southern Utilization Research Development Division of the Department of Agriculture, from textile schools, and other private and public cotton improvement agencies. The SURDD, located at New Orleans, was established to further the utilization of southern agricultural products. More than half of its budget and research programs are devoted to cotton utilization.

Studies at the laboratory deal with both mechanical and chemical processing. Fundamental research is conducted on the structure and properties of cotton fibers and other phases of cotton utilization. Mechanical processing involves work on opening, carding, spinning, weaving, development of new and improved equipment for processing, and the design of fabrics for specific uses.

An important phase of the extension marketing and utilization program has been aimed at a better understanding of new technical developments and instruments and how they relate to manufacturing performance. This has been done through cooperation with State extension cotton marketing specialists and through contacts with the cotton departments of textile mills.

Personal contact is highly desirable in an educational effort such as this. It has been said that research is a "state of mind" and this is certainly true of the application of research findings. In many cases, it becomes basic to the educational work to do a personal relations job and develop a research state of mind in the individuals who are to make use of the research development.

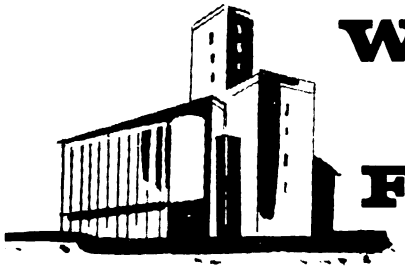
New Processing Techniques

Machines and techniques have been developed at the SURDD for more efficient processing of cotton by textile manufacturers. One machine which has been rather widely adopted is an opener which fluffs up the cotton and enables subsequent cleaning processes to do a more effective job. About 100 of these are in operation in mills processing many thousands of bales per year.

Mills report savings of up to $20,000 per year attributable to these openers. Other mills, where detailed figures are not available, report improved blending of cottons, better processing into yarn, and improved quality of yarns and fabrics. A further development, recently released, is a combination opener-cleaner.

Accurate figures are not available on how many mills have adopted im-

(Continued on page 132)



from WHEAT to FLOUR

How a marketing specialist aids grain elevator operators

by **JAMES R. ENIX,** *Wheat Marketing Specialist, Oklahoma*

COMMERCIAL marketing of grain usually starts at the grain elevator. Here grain is received from the farm, binned according to quality, conditioned, stored, and merchandised. Here, too, the farmer usually obtains supplies needed in his farm operations.

Grain elevator operators are generally alert for newer and better methods of operation. They are anxious and willing to put plans into effect which help them become more efficient and serve their community better.

Today's grain elevator operators require knowledge in many fields. These include: merchandising, records and accounting, personnel and human relations, administration, entomology, biology, engineering, feed nutrition, fertilizer, farm supplies, credit, financing, grading, and quality. They have economic decisions such as: installation of labor saving equipment, expansion into new lines, and enlargement or location of facilities.

In Oklahoma, the Extension Service is working with the grain industry through educational programs which deal not only with current problems of the industry, but research information which results in improved service or more efficient operations.

Outlook Information. Current information is regularly supplied elevator operators through news bulletins on the domestic supply and demand for grain, export demand, and government programs applicable to the grain industry. The storage situation is appraised with respect to space available, stocks on hand, and expected sales prior to the harvest season. Production prospects and forecasts are given regularly.

Management Training. A 2-day business management conference is held each year for elevator managers, assistants, supervisors, and foremen. Subjects covered are: functions of management, employee management, customer relations, facility management, inventory management, financial management, credit, and buying and selling.

A short course in grain and farm supply bookkeeping for grain elevators is held annually. The 1-week course consists of working a problem and making bookkeeping entries common to a year's business. Opening and closing entries, profit and loss statements, balance sheets, and other entries are completed.

Quality. Grain entering commercial channels is graded under regulations set forth in the U. S. Grain Standards Act. Grain grading schools for elevator operators are held in cooperation with State grain inspection departments. Samples of grain are examined for the various degrading factors.

Some grain dealers use variety identification in measuring its quality. Schools are held to teach variety characteristics so various lots of wheat may be identified by visual examination of the sample. Charts, colored slides, and samples of common wheat varieties are used to acquaint the elevator managers with variety characteristics.

Storage. Maintaining the quality of grain in storage is an important responsibility of the warehouseman. Losses may occur through biological damage caused by insects, molds, and other factors. Two-day conferences are held to explore factors which cause grain to spoil in storage, economic factors of artificial grain drying, drying with atmospheric temperature, and batch dryers vs. continuous flow dryers.

Clean Grain Program. The Federal Food and Drug and Cosmetic Act requires that foods shipped in interstate commerce be wholesome, clean, and handled under conditions to prevent contamination. Demonstrations are held at centrally located elevators to explain insect and rodent control, food and drug regulations, sanitation, control of birds, and "pink" wheat detection.

Youth Programs. The Extension Service and grain elevator operators encourage 4-H, Future Farmers of America, and other youth organizations to learn the fundamentals of grain marketing and the function of the elevator. Activities include tours to elevators, training on how to read market reports, clean grain, and grain grading methods. Awards at fairs and grain shows emphasize grade, quality, and marketing practices.

Mass Media. Radio, television, newspapers, and farm magazines help explain the marketing program to producers. Exhibits are used at fairs and other public gatherings to depict the role of the elevator in grain marketing.

Cooperation with Other Organizations. Effective extension programs

(Continued on page 129)

Demonstrating how grain is graded.

This School Rang the Bell

How a retail marketing specialist helps bridge the gap between producer and retailer

by ROBERT L. BULL, *Retail Marketing Agent, Delaware*

How to cut costs in marketing food and how to merchandise it more effectively—those were the objectives of nearly 300 tradespeople who gathered on the University of Delaware campus this spring for a 2-day short course in food retailing.

Job responsibilities of participants varied from store clerks to executive officers of leading chains. Most were retailers but wholesalers, food brokers, and manufacturers were also represented.

The concentrated program covered 18 subjects of current interest, with as many as four sessions conducted simultaneously. The short course faculty consisted of 25 specialists in various areas of food distribution.

Participants were enthusiastic as they accepted their certificates of completion at the closing banquet. They eagerly suggested other problems to be covered in the next short course.

Year-Round Activities

Almost without exception, those attending the course had worked previously with Extension in seeking solutions to problems in marketing farm products.

During the past three years of active work with food distributors, the Delaware Extension Service has held 21 public training clinics for retailers and innumerable training programs for employees of individual wholesaling or retailing firms. Direct in-store consulting work has been done in hundreds of stores at the request of owners or managers. Hundreds of other merchants have received help by mail.

Retailers throughout the State receive a weekly bulletin summarizing new handling efficiencies, merchandising innovations, and market information. This periodical, sent only on written request, enjoys a good following in the trade.

Several series of newsletters keep other members of the trade informed of extension programs and new marketing developments pertinent to their operations. A separate series is published for each of the following: grocery wholesalers, produce jobbers, meat wholesalers, dairy distributors, frozen food wholesalers, food brokers, roadside marketers, and food manufacturers' representatives.

How It's Organized

This project is the primary responsibility of the agent in retail marketing. This work is closely coordinated with that of other marketing specialists who devote their time to problems of producers and to consumer information services.

County workers are fully informed on project developments and cooperate closely wherever the work relates directly to marketing practices of producers. The program is guided constantly and evaluated periodically by a State steering committee of 14 businessmen representing chain and independent retailer interests, food wholesalers, and related businesses.

Results of the work are difficult to measure but have been encouraging, as these examples show. In one supermarket where backroom work simplification practices were instituted, sales climbed 35 percent with exactly the same labor input. Store personnel considered their work easier than before, even with the added volume.

A large wholesaling company, for which an intensive classroom training program for supervisors was conducted, credits Extension's assistance with having been "a decisive factor in turning company losses into profits." A newsletter to brokers, outlining a plan for more efficient time utilization, prompted five firms to adopt improved methods with conspicuous economies and better service.

Benefits Producers

Farmers benefit indirectly from results such as those just cited. Marketing work with retailers also has many direct and tangible effects upon farm profits, as the following examples illustrate.

The short course this spring brought together many potential buyers for cantaloupes that will be grown by a new marketing cooperative of farmers. The leaders of this farm group took advantage of this opportunity to discuss their marketing plans with the management of a retail chain and with a large wholesale receiver attending the short course.

(Continued on page 130)

In-store training clinic in Delaware supermarket.

New Markets Don't Just Happen

How extension economists helped develop a market for a new product

by **W. SMITH GREIG,**
Agricultural Economist, Michigan

EXTENSION specialists can help spark the development of new products and markets. As proof, here is an example of how a market was developed for potato flakes—a newly dehydrated mashed potato developed by the U. S. Department of Agriculture.

Recently a Michigan processor contracted with a growers' association for 150,000 hundredweight of potatoes to be used in a planned potato flake plant. This contract and new plant did not just happen—they were at least partially due to an intensive extension program.

Michigan's extension work on market testing and market development of potato flakes was undertaken at a calculated risk. The risk was that perhaps nothing at all would result from the efforts. To counterbalance this risk, there was a possibility that this new product might have a large potential market, that Michigan might be an ideal location for processing this product, and that a large quantity of Michigan potatoes might ultimately go to market in this form.

Basically the market testing projects developed as follows: The Eastern Utilization Research Division, U.S.D.A., had developed a new process by which high quality dehydrated mashed potatoes could be made from eastern-grown potatoes. With earlier processes, only western-grown potatoes of very high dry matter content would yield a dehydrated mashed potato of acceptable quality.

Although technical data, estimated costs of commercial production, and results of one market test on potato flakes had been published, no commercial plants were in production. Interest in this new process and product developed among several different Michigan groups.

The interests of the different groups were consolidated and given direction at the first meeting of the processing committee of the newly formed Michigan Potato Industry Council. This committee was composed of potato processors, brokers, buyers, and representatives from growers' associations, State Department of Agriculture, Michigan Economic Development Commission, and extension specialists.

At the first meeting of the committee, extension specialists presented detailed information on technical aspects, costs of production, the market test, total trends in production of dehydrated mashed potatoes, current prices of institutional and retail packages of the western products, and demonstrated potato flakes made from Michigan potatoes.

The processing committee recommended that additional market tests be conducted, using potato flakes from Michigan potatoes. Since a consumer panel was already established in Detroit for another project, the first tests were consumer taste preference tests. Michigan potato flakes and the different forms of western products currently on the market were tested, with the consumer panel indicating a preference for the Michigan flakes.

Studied Other Potentials

The committee then recommended further market testing and a study of market potentials at the institutional level was undertaken. Meanwhile, a retail test package was being developed.

Michigan potato flakes were demonstrated to 164 restaurant, hotel, and institutional buyers, and their reactions to quality, use, and market potentials were tabulated. The establishments were classified as immediate, potential, or no market for potato flakes, based on total reaction to the demonstration and answers given in the interview following the demonstration.

The high market potential indicated by this sample of establishments was expanded to State, regional, and national totals. A preliminary report was mimeographed and sent to interested individuals within four months after the initiation of the study.

Data on interregional competition were developed while the market tests were under way. Analyses were made of average farm prices, estimated cost of potato production, farmer-processor contracts in other areas, differences in dry matter content of potatoes, transportation costs to regional markets, and estimates of prices and sales of competing products. From these a projected cost and profit sheet for a proposed processing plant was developed.

A controlled retail experiment is currently under way to check comparative sales of different forms of

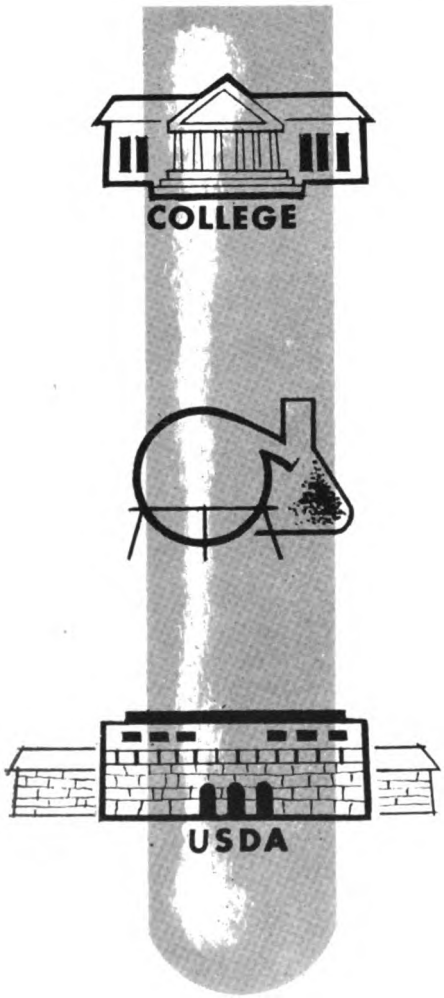
(Continued on page 130)

A chef's reaction to potato flakes.

Testing retail sales of a new product.

HOW EXTENSION CON

Research



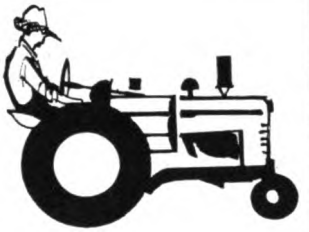
Extension Educational T

All members of the Extension educational team—agents, specialists, supervisors, administrators—have a role in marketing.

RIBUTES to MARKETING

	Problems	Audience
	What do consumers want? When should I sell? Where should I sell?	 PRODUCER
	What do consumers want? How can I reduce cost of processing? How can I improve quality of product?	 PROCESSORS & DISTRIBUTORS
	What should I buy? When should I buy? Where should I buy? What should I pay?	 CONSUMER

MARKETING AID for PRODUCERS



How county agents help at the first step in marketing

by R. P. ATHERTON, *Litchfield County Agricultural Agent, Conn.*

If you want to know how much a county agent helps farmers sell their products, you won't find all the answers in his annual report. Look out in the county where the marketing job is carried along with all the other work. Marketing is so much a part of the whole that it's hard to separate.

A recent survey of Connecticut county agents revealed that a tremendous amount of time and effort is being spent in marketing activities.

Here are some results from the survey made in January 1958. The greater Hartford Regional Market now known as the Connecticut Marketing Authority, was opened in November 1952 after many years of education of farmers, wholesalers, retailers, and others.

County agents did yeoman's work in aiding the formation of the $1.7 million project. The total amount of business conducted in 1956 amounted to $30 million and the value of agricultural products marketed by farmers reached $900,000.

Work with Cooperatives

One agent reported: "We have worked several years to get our vegetable producers to develop a cooperative packing, grading, and marketing plant. We have not achieved this goal because there is insufficient volume due to the failure of growers to work together." Yet this agent's time hasn't been spent in vain. The educational facts he has given these people will "crop net" sooner or later in some better method of marketing.

Another agent says, "We have supplied our potato cooperative and individual growers with up-to-date information on types of packages, size, quality of potatoes, and the best variety for baking. We have tried to find out what consumers want and pass that information on to the growers."

An agent from a county where poultry are leading products reports: "We aided in organizing a cooperative marketing unit for the sale of broilers and eggs and in the formation of a cooperative slaughtering plant for poultry. We keep up with the latest egg prices and furnish information on the proper grading of eggs, poultry, potatoes, and fruit. Then the farmer has all the market facts and knows what prices to charge."

Other agents tell about giving assistance in the establishment of roadside markets. One agent aided farmers in bringing about a revision of zoning regulations so roadside advertising space might be available for farm stands.

Much time is spent by agents in supplying information to dairy farmers relative to the blend of prices of milk in Connecticut in comparison to other areas, supplies of milk, the effect of outside markets on Connecticut markets, and milk marketing orders.

Informing Consumers

Home agents do their part in the marketing field, too. They work directly with groups of consumers and offer factual information on the use of products.

They demonstrate planning and freezing of fruits and vegetables and use mass media to tell about products raised locally and ready for market. They provide bulletins to the retailer on the use of locally grown products.

Agents report spending much time in feeding information on new marketing practices to producers, dealers, and retailers. These include the use of milk dispensers in restaurants, direct milk sales machines located where the public will buy, use of larger than 1-quart containers, and the discount plan to purchasers of larger quantities.

Methods

What methods achieve the best results?

Methods with a group consist mainly of mass education—supplying information on market volume, market needs, increased or decreased consumption, stabilizing production to meet demand throughout the season, price comparisons between areas, and market regulations for dairy farmers.

With the individual producer, different methods are needed. He may need aid in finding a market or perhaps in becoming established in the marketing business. He may want drawings for a roadside stand—where to place it—how to arrange it. Perhaps he wants facts on grading and pricing.

One of the most pressing needs is to develop a better understanding between the producer and the consumer. Whenever the price of food rises—the producer is at fault in the eyes of the housewife. This lack of understanding is a brake on the sale of agricultural products.

There is much work to be done in this marketing field. We must continue and expand activities on behalf of farmers to get their products to consumers at a price which is fair for both.

MARKETING —Farming's other half

How county agents helped organize a marketing co-op

County Agricultural Agent, Ohio

by C. H. BOND, *Retired Henry*

PRODUCTION is only half the business of farming. The other half is marketing. The most efficient producer in the world can lose his shirt with a poor marketing job."

That's what Prof. Theodore Macklin used to tell his farm management classes at the University of Wisconsin. And it's just as true today. One solution to the cost-price squeeze is for the farmer to get a fair price for a quality product.

Locating Markets

How can county agents help farmers do this? They can work with farmers in improving product quality and locating markets that will yield a fair price. Our experience with an egg marketing cooperative in northwestern Ohio is a good example.

Early in 1939, agricultural agents from seven counties—Williams, Fulton, Defiance, Henry, Paulding, Putnam, and Hancock—met with poultrymen to discuss the lack of a market for quality eggs. Most eggs were brought on a mine-run basis by door-to-door hucksters, with the quality producer receiving the same price per dozen as his neighbor with poor egg quality.

Producers suggested a new cooperative to market quality eggs. Agents were cautious. The extension service had helped to organize a similar undertaking in Fulton County in 1925 which failed within 5 years.

Determining Need

Meetings were held in the seven counties to ascertain interest and needs for a quality egg market. Agents conducted surveys as to size of flocks, facilities for egg care, and marketing problems. Leading poultrymen observed cooperative egg marketing operations in two other areas and terminal facilities in Cleveland.

After these preliminaries, the poultrymen wanted action and expected agents to take the lead. Each county selected one poultryman to proceed and they incorporated the Northwestern Ohio Poultry Association. Raymond E. Cray, extension poultry specialist, was called in to aid in forming the co-op.

A goal of 400 high quality producer-members was set to insure adequate egg volume before marketing started. Four member solicitors were selected in each township and a total of 372 members joined in the seven counties. The $5 membership fees furnished the only starting capital, amounting to $1,860.

In addition to meeting with producers before marketing started, poultry specialists and agents visited the farm of every member to explain proper care of eggs to insure quality. Eggs were to be marketed strictly on a graded basis, with every producer receiving what his eggs were worth.

The word was spread among businessmen in the seven-county area that a new "big" business soon would locate in one of the towns. Businessmen in Napoleon, Henry County, bid highest by offering to pay half the first year's rent on a building. A local auctioneer donated his services for the first three months.

The association held its first egg auction in the rented building on July 14, 1939. Total marketing costs were 2⅔ cents per dozen, made up of 1½ cents to the auction, ½ cent for hauling and ⅔ cent for the case. The first year volume was low—31,253 cases of eggs selling for $209,461.32.

At the end of three months, Specialist Cray and each agent visited members who had low egg grades to help find and correct the cause. At the end of a year, they again visited every member to help improve grades.

Egg quality was of the essence at the Napoleon Egg Auction—meaning higher prices, more profit, and satisfied members. This thorough educational program by the extension service was a major factor in a good start.

A survey was made after the first year to compare egg prices received by association members with prices received in a similar territory without such an organization. They were 17 cents per dozen higher at the Napoleon Auction.

The egg cooperative soon outgrew the rented building. As operating capital accumulated, the poultrymen built a large marketing building in Napoleon. Northeastern Indiana poultrymen were attracted to this good market and a large branch marketing plant was built in Albion, Ind.

Quality Symbol

Techniques of marketing the eggs changed over the years. Actual auctioning was discontinued after 2 or 3 years as markets were established. About one third now are sold on order and the manager sells the balance by contacting city buyers by telephone daily. The trade name "Napoleon Eggs" is a symbol of quality in many eastern cities.

Facilities throughout the market channel maintain egg quality. These include rapid handling, large mechanical cooling rooms, mechanical graders, and refrigerated trucks.

In 19 years, the egg cooperative has grown in volume each year. It has furnished an excellent market for 5,463 poultrymen in 24 Ohio and Indiana counties and has sold over $25 million worth of eggs in that time. Last year, the co-op marketed 246,556 cases of quality graded eggs for $2,790,438.

Work leading to the establishment and successful operation of this cooperative was a major extension project. It involved months of agents' and specialists' time. But it has proved again that county agents need not fear becoming involved in farmers' marketing problems. Helping farmers solve these problems in the past has contributed to the present strong extension service.

How county agents help the fruit industry face marketing problems

by R. D. BARTRAM and J. K. BALLARD, *Chelan County Agricultural Agents, Wash.*

APPLE and pear production, warehousing, and marketing is the major industry supporting the 40,000 residents of Chelan County. It accounts for three-fourth of the county's income. Naturally, fruit production and marketing are important in the county extension program.

Each year as part of extension program planning, 30 to 40 fruit industry representatives — growers, warehouse operators and marketers—are invited to discuss the question, "What the fruit industry faces." At the December 1957 meeting, this group presented two major problems which pointed up marketing as a major feature of extension work in the coming years. The goals are to increase efficiency of production and warehouse operation and to improve the marketing situation by controlling low grade fruit and standardizing market containers.

During normal production years the C-grade, cull, and small size apples are major causes of depressed market prices. The apple and pear industry has also been gradually shifting from wooden to cell and tray packages of fiber containers. Lack of standardization of these containers makes it difficult for individual warehouses and market distributors to know which will be the most acceptable in the market.

Price Analysis

In developing an extension program to aid in solving the above problems, the first effort was to analyze prices received over a period of years for different sizes and grades. Next it was necessary to gather information on average pack-out records from different orchards. Chelan County agents cooperated with adjoining counties in assembling average pack-out and price information.

To keep up-to-date on changes in containers the agents cooperated in carrying out a survey of 120 warehouses to determine plans for further changes in containers for the coming season. The survey indicated that warehouses would shift in container use so that 26 percent more of the 1958 crop would be packed in fiber or cell-type containers than last year. This pointed up the problem of supply.

A review of research on harvest containers showed that four agencies had been studying use of pallet or bulk bins for harvesting fruits. Two large warehouse units in another county had tried bulk bins in 1957. This information was assembled to evaluate practicability of converting to bulk bins for harvesting and how bulk bins might be used in warehouses for handling and storing loose fruit.

In meeting with grower groups on production problems, emphasis was shifted so that the four main cost production items—pruning, thinning, spraying, and harvesting—were discussed in relation to costs and improvement of quality of fruit. Charts were prepared to show the differences in return per acre by improving the sizes and quality of fruit. Average prices received for different grades and sizes over a period of 8 years were used in these cost of production and price comparisons.

Information was assembled on containers, prospective shift in use of containers, and the possible use of pallet or bulk bins for harvesting to replace the standard wooden box. The information was used in discussing container problems with warehouse managers and directors.

To follow through, the same information was used in releases to daily and weekly newspapers, fruit grower magazines, and special bulletins prepared periodically by marketing information agencies.

Improving Quality

Six orchards in the county were selected as demonstration orchards for summer meetings on production practices and techniques for improving the quality and size of fruit. Pack-out records on these orchards for the past three years were printed on large charts to be used in production meetings.

Information on pallet bin handling —in the orchards, from orchard to warehouse, and in the warehouse— will be demonstrated at a machinery and pallet bin demonstration sponsored jointly by the Fieldmen's Association and the Extension Service.

An apple industry committee was organized in early 1958 to analyze the possible use of a marketing agreement to control low grade fruit during high production years. Agents have provided this committee with information on production outlook and factors affecting the size and quality of apples.

Agents also assisted with two grower meetings to explain the possible effects of a marketing agreement. The industry committee is continuing its activities in educating fruit growers, warehouse operators, and marketers on the possible use of an apple marketing agreement.

One of Extension's big jobs with the fruit industry is to reflect market needs. We are doing this by keeping producers, warehouse operators, and marketing firms informed on efficient practices in production, grading, storing, packaging, and marketing.

Everybody Gains when Producer Meets Processor

How this 4-H project contributed to better understanding of production and marketing problems

by E. C. SOBERS, *Assistant Schuylkill County Agent, Pennsylvania*

WHEN producers and processors get together, the result is bound to be better understanding of each other's problems. This is certainly true of the 4-H potato chipping project held for the first time in 1957.

Pennsylvania was one of three States to accept an invitation from the Federal Extension Service to participate in the project sponsored by the National Potato Chippers Institute. Operated on an experimental basis in Somerset and Schuylkill Counties, it demonstrated a success story in cooperation. The 4-H Club agents had the active support of the potato chippers institute, and extension specialists in agronomy, pathology, entomology, 4-H Club work, and marketing.

To initiate the project, a meeting was called to establish rules and guides. Attendance included representatives of three potato chipping firms, State and local 4-H Club workers, and extension specialists. Then 4-H potato clubs were organized in the two counties.

Project Organization

The Schuylkill County club consisted of 11 boys starting and completing chip potato projects. Members ranged from 13 to 19 years in age, with from 1 to 4 years in 4-H Club work.

Each boy agreed to raise one acre or more of Russet Rurals, the variety specified by the chipping firm. A complete soil analysis of the selected planting site and fertilizing according to the test recommendation were mandatory. The firm also promised to pay the cost of seed, fertilizer, and spray materials in the event of a crop failure by natural causes.

Only certified seed was acceptable, with all seed pieces treated according to extension recommendations. The average amount of seed used by each member per acre was 30 bushels. Because of a severe wireworm outbreak the previous year, all planting sites were sprayed with heptachlor before planting.

Projects were frequently checked as to methods and numbers of cultivations and spray applications. An average of three cultivations and eight spray applications were made on all projects. At harvest, little or no insect and disease damage was found.

Twelve club meetings were held, with an average of 9 boys and 12 parents or other adults attending. Topics covered included identification of disease and insect damage on tubers, proper methods of taking a soil sample, treating of potato seed pieces, proper methods of spraying and cultivation, harvesting and storage, selection for exhibits, and commercial grading of tubers.

Extension specialists discussed many of the above topics at the meetings. A representative of the sponsoring company was present at each business meeting and the project tour.

The two-day tour included visits to Penn State's seedling plot and large potato storages and potato farms in New York State. The trip helped show members the size and scope of the potato chip industry in the Northeast.

All members exhibited their tubers at local fairs or the State Farm Show, with several winning prizes. Two of the top places in the county potato quality improvement contest were won by club members.

Four members joined the Pennsylvania 400 Bushel Club. In a high yields contest sponsored by a growers cooperative, two boys won second and third place. In the 4-H or FFA projects division, members won first, second, fourth, and fifth places and four members received 9 of the 18 prizes awarded.

A severe drought hit the county from the latter part of June until the middle of August, with most projects receiving little or no precipitation. Three club members were equipped to irrigate and applied three inches of water during the drought period.

Yields ranged from a low of 189 bushels to a high of 723 bushels per acre. Profit ranged from a high of $531 per acre to a loss of $104 per acre. The boy who lost money had the low yield of 189 bushels per acre due to drought conditions and was reimbursed.

More than 25 potato growing families other than the members families, were reached by direct contact during the course of the project. This does not include families reached by news articles and radio broadcasts.

Emphasizes Changes Needed

This 4-H project certainly strengthened relations between chipper and producer, and brought a better understanding of each other's problems. It showed producers that potatoes can be grown profitably for outlets other than the open market. It may help to pave the way for more orderly marketing of this staple foodstuff.

With the continued, rapid trend for more and more potatoes to be processed, it is important that 4-H projects reflect this change. Specialized varieties must be grown for specific end uses. Exacting harvesting, storage, and conditioning practices are necessary if the potato chipper is to receive an acceptable raw product. This 4-H potato chip project is an attempt to help bring about these changes, which require a closer relationship and better coordination between growers and processors.

WHEAT TO FLOUR

(Continued from page 121)

with grain elevator operators involve many departments of the university and other organizations and agencies. In addition to the department of agricultural economics, assistance is often obtained from engineering, agronomy, animal husbandry, biology, entomology, and others. State departments of agriculture, various agencies of the U.S.D.A., U. S. Dept. of Health, Education, and Welfare, and numerous other organizations and agencies also make major contributions to these programs.

NEW MARKETS

(Continued from page 123)

dehydrated mashed potatoes as well as to test the demand elasticity. Since factors other than taste may govern relative sales, this test was primarily designed to determine whether the preference shown for flakes in taste tests would show up in actual sales. Design and development of the test package were coordinated through interested industry groups.

Since the beginning of the market tests, meetings were held with interested parties as soon as important new data were developed. These meetings were with growers, processors, and processor-grower-local interest groups. Test results were also disseminated through publications and other media.

Extension can claim some responsibility for the recent processor-grower association contract for 150,000 hundredweight of potatoes to be used in the planned potato flake plant. None of the principals involved had seen the product before it was demonstrated by extension personnel. Both the processor and the growers' association have worked and are continuing to work with extension on all phases of market testing.

WHERE MARKETING FITS

(Continued from page 116)

at the shipping point or dealing with changing consumer demands.

Extension work with marketing firms is dramatically revealing the need for coordinated efforts on the part of specialists from several disciplines. Problems being encountered call for collaborative efforts on the part of engineers, economists, nutritionists, bacteriologists, chemists, and others. Another trend is the increasing employment of specialized marketing agents on a market area basis.

Close coordination is needed between specialists, marketing agents, and the general extension staffs in the counties. This will insure an efficiently operated and inclusive program providing essential educational services throughout the marketing process.

Marketing problems are prominent in the areas which county program planning and program projection committees are listing as needing increased attention. Such analyses of county situations effectively point up marketing problems originating on the farm or at the first shipping point.

For problems beyond the first shipping point, usually occurring outside a given county, consideration by broader based committees or groups is necessary. Such considerations and analyses need to be directed to needs and opportunities on a market area or Statewide basis, and in some instances an even larger geographical area.

Need for Coordination

This presents a big challenge to Extension ingenuity and vision—a challenge that is recognized and is being met with ever increasing effectiveness. But the very nature of the challenge and problems involved will require the best from all of us. It will require a high degree of coordination of effort, alertness, and dedication. It will require participation by extension workers serving rural youth through 4-H Club work, those working primarily with homemakers, and those working with producers and handlers.

The need, the challenge, and the place of marketing work in the extension program are obvious. Working together in a coordinated program, Extension can make another major educational contribution toward helping all those involved in producing and distributing agricultural products do a more efficient job.

RANG THE BELL

(Continued from page 122)

These producers learned first-hand exactly what quality, sizing, packaging, refrigeration, and transportation standards they would have to adopt in order to get trade acceptance of their product. Fruitfulness of the meeting is evidenced by the chain retailer's offer to handle the 1958 cantaloupe shipments on a trial basis. He also invited the farmers to visit his stores (at the retailers' expense) to get direct consumer reactions.

The Delaware Swine Growers Association is typical of several farm organizations that have utilized the contacts and information services of the retail marketing program to make their own marketing practices more profitable.

Speakers at the swine growers annual meeting were the agent in retail marketing and the general manager of a large pork packing plant that cooperates in the extension program. In talks and exhibits, these farmers learned what hog marketing improvements would be necessary if their industry is to grow and prosper in Delaware.

Mushroom quality deterioration studied while working with retailers prompted extension personnel to launch a major program of improving growers' marketing practices to prolong shelf life. Growers were encouraged and assisted in forming a trade association to promote mushrooms. Research was begun, with direct financial underwriting on the part of the mushroom farmers, to improve marketing practices.

Today there are better mushroom packages, improved handling methods, special treatments to retard discoloration, and improved merchandising. During the past year, mushroom sales per store in one chain have climbed 20 percent. Fresh market prices to growers have held steady even during periods of seasonally peak supplies, failing to take the usual plunge to lower levels.

Many farmers in Delaware have discovered that roadside selling offers greater net returns under their particular conditions than other marketing methods. Here again, extension's retail store experience with displays, pricing, packaging, and advertising has proven most beneficial to farmers.

On numerous occasions, the extension marketing office has served as a clearing house for farmers seeking ready buyers for perishable products and for retailers needing a certain commodity according to definite specifications. Buyers and sellers have been brought together to complete the marketing of such items as sweet corn, eggs, apples, and strawberries.

The indirect benefits of work with food distributors are of long term importance to everyone concerned. And the immediate direct advantages to farmers are important dividends from this investment of extension time and effort.

Let the Buyer Know— And Know the Buyer's Needs

How the marketing information program for consumers serves as a two-way communication street

by **S. Q. HOOBLER,** *Federal Extension Service*

MARKETING information programs for consumers have grown rapidly during the 10 years since the programs began. Specialists and agents in 38 States, Puerto Rico, and Hawaii are using mass media to bring market facts to more than half of the total population.

This rapid growth reflects the awareness of producers, the trade, and consumers of benefits to all groups from such a program. It also is an indication of progress in refining and fulfilling the program's specific objectives.

The marketing information program for consumers is an integral part of Extension's total marketing program. It contributes to improved marketing efficiency in two areas.

The program provides consumers (including quantity food buyers) with information which enables them to make informed purchasing decisions. The other area is that of bringing information on consumers' wants and needs to those who produce and market food products. The latter is also a basis for efficiently conducting a consumer marketing program by pinpointing information to specific groups.

Thus, marketing information programs for consumers serve as a two-way communications street. Even though the consumer may live thousands of miles from point of production, marketing information provides her with a basis for adjusting her purchases quickly to changing supplies, prices, new products, and other facts. Likewise, with a better knowledge of consumers' ever-changing needs and wants, producers and marketing firms can more efficiently fulfill consumer demands.

When Extension pioneered this type of program, workers moved into an area containing many unknowns. Like earlier programs, there have been, and will continue to be, trial and error. However, research and observation have been the springboard behind what has taken place in programs subject matterwise, as well as in methods of disseminating information.

How It Began

Prior to the establishment of consumer marketing programs, individual commodity marketing specialists developed information for consumers on such things as grades, supplies, prices, and new products. This information was disseminated directly to consumers in their State as well as used by home demonstration agents in their educational programs.

However, with the concentration of people in large urban areas and shipment of food long distances from producing areas, a national market for food developed. The former approach was found ineffective in reaching a large portion of the population.

To meet this need, consumer marketing information programs were established. Their aims are to provide consumers with marketing information on products coming from all over the country and to obtain information on consumers' needs for relaying to production areas.

With the setting up of programs in urban areas away from land-grant colleges and universities, problems arose as to how these people could keep abreast of changes taking place in marketing. They needed to maintain continuous communication with other marketing specialists, outlook specialists, county agents, and production specialists, as well as specialists in producing areas in other States. Substantial progress has been made by many workers in establishing definite procedures for obtaining facts from other production and marketing people. Thus they have a continuous flow of information which, with information from local trade and producers, gives a more complete and accurate food market picture for consumers.

Consumer marketing personnel in many States work closely with other marketing people in approaching particular marketing problems. Likewise, consumer marketing workers in many States serve on producer, marketer, and consumer committees in an effort to develop a better understanding of the problems of each group.

Most programs have given some emphasis to providing marketing information to institutions, particularly old-age homes, hospitals, and children's homes. Recently some States have been giving increased emphasis to providing similar information adapted to the needs of restaurant food buyers. Important contributions have been made in Michigan and Ohio; other States are making plans for similar restaurant programs. Indiana and Iowa have held restaurant management schools which are cosponsored by their State restaurant associations.

Reflecting Consumer Needs

In the second area of consumer marketing responsibility — reflecting the needs and wants of consumers— increasing emphasis is being given. Some personnel have studied data from commercial sources on the characteristics and purchasing habits of consumers. Others have studied USDA and other research on consumers' buying patterns and habits in order to assist other marketing specialists in interpreting needs and wants of consumers and to better pinpoint marketing information.

Consumer marketing workers have maintained close working relationships with producer groups and the trade and are increasingly being called upon for information about consumers—their needs and wants and the factors which motivate them. Many work closely with trade groups in providing educational assistance to their merchandising efforts.

To meet ever-changing needs, it is important to continually appraise all aspects of a program. Thirteen ex-

(Continued on page 132)

RESEARCH TO WORK

(Continued from page 120)

proved procedures recommended by the laboratory. A cooperative demonstration in North Carolina was attended by representatives from 62 mills, most of whom are now giving the procedures a trial.

Figures from four mills show annual savings of approximately $10,000, $11,500, $17,200, and $18,000 from waste reduction. Other savings or benefits to the quality of products are intangible.

Improved Products

One of the early accomplishments of the Southern Laboratory which found considerable use during the Korean War was the cotton conforming bandage or cling bandage. This was widely used by the Armed Forces and is now in production by the leading antiseptic bandage manufacturers.

Another development is heat and rot resistant cotton through partial acetylation. A treatment for tobacco shade cloth has enabled tobacco growers to use the cloth two or three times as long as the old type.

Chemical treatment gives cotton a flame resistant quality and this development has been used by the Armed Services and manufacturers of baby blankets. Much work has also been done on resin finishes to give cotton fabrics wrinkle resistance and crease retention.

Since the extension cotton utilization program started in late 1954, more than 100 mills with a total of 5 million spindles have been visited. Other contacts include machinery manufacturers, trade organizations, and individuals interested in cotton marketing and utilization.

Current plans are under consideration to add State cotton utilization specialists in 4 southeastern States and a Federal specialist on application of research results in the chemical field. These programs are all directed toward prompt application of research findings for cotton to help produce better quality products at lower costs and improve cotton's competitive position.

LET THE BUYER KNOW

(Continued from page 131)

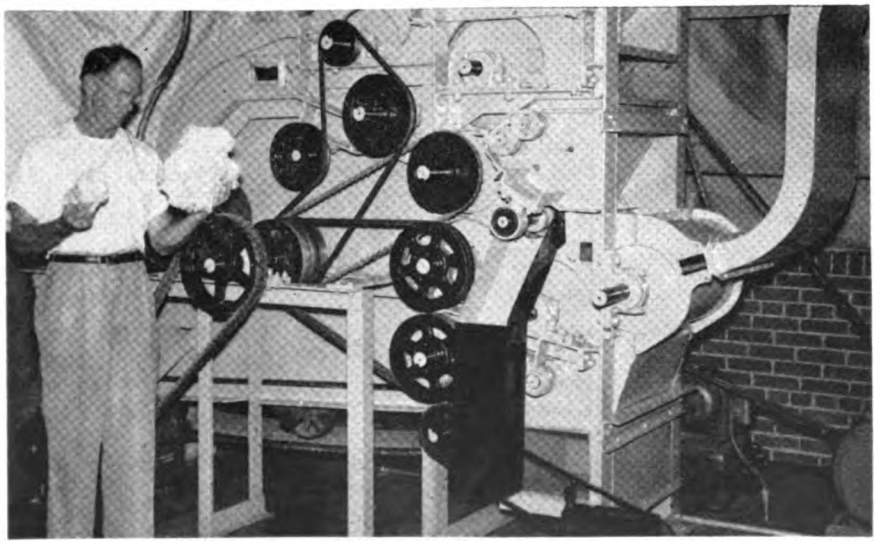
tension studies have recently been completed or are underway that are aimed at providing information which will assist in the development of more effective programs. These will contribute greatly to both future subject-matter development and methods of disseminating information to consumers.

A newer development is that of obtaining more information on the factors which motivate consumers in buying foods. This knowledge will provide a much better basis for influencing consumers to use marketing information and provide producers and marketers with information which can be used in merchandising work.

Particular emphasis was given this area in an Indiana study and one by a commercial research firm, under contract with the Federal Extension Service. This latter study developed methods for learning the motivational attributes of consumers both in food buying and in purchasing specific products, as well as their level of marketing knowledge and information on effectiveness of various mass media.

Other studies are concerned with the needs and wants of mass media and their effectiveness in reaching consumers. The New York City office is studying the needs and wants of newspapers, radio and television. Michigan has completed a study of the effectiveness of various mass media.

Yes, progress is being made in this program to let the consumer know and to find out what the consumer needs. And the foundation is being laid for even greater opportunities for progess in the years ahead.



New opener-cleaner for cotton textile mills combines superior opening and blending with high cleaning efficiency and reduces lint loss.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

L 424 Food for Fitness—A Daily Food Guide

L 430 Cockroaches—How to Control Them—*Replaces L 144*

F 1443 Dairy Cattle Breeds—Rev. *April 1958*

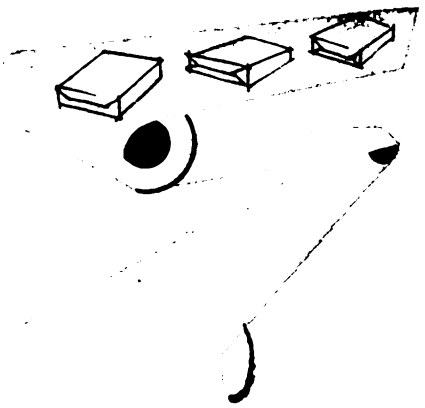
F 1679 Popcorn—Rev. *April 1958*

F 2114 Lupines Culture and Use—*Replaces F 1946*

PA-338 Boosting 4-H Reenrollment

The following has been discontinued but county offices may use any copies they have on hand. The title should be removed from the inventory list as USDA supplies are exhausted.

G 38 Buy Your Home Sewing Machine.



Cutting Processing Costs

How an economist helps marketing firms increase their operational efficiency

by GORDON A. ROWE,
Economist in Marketing, California

INCREASING the efficiency with which agricultural products are marketed is important to the producer, processor, and consumer. Problems in operational efficiency exist in the plant packing fresh fruit, the cannery, the frozen food plant, and other types of marketing firms.

California's program in marketing efficiency centers around the application of industrial engineering techniques, sampling theory, and statistics, along with economics, for the solution of these problems.

The approach to these problems is functional. In-plant transportation problems tend to be quite similar, regardless of the commodity or form.

The application of sampling techniques is similar, whether the problem relates to sampling as a basis of estimating value or of estimating size distribution of a lot to permit efficient utilization in processing. Cost functions of the cotton gin and the fresh pear packing house both indicate the problem of high unit fixed costs with relatively short seasonal operations.

The program as developed in California requires that the specialist work directly with marketing firms or industry organizations. County farm advisors are kept informed on projects in which they have an interest and are brought into the project when quality and farm management practices are related to the problem.

Cooperation with researchers in various departments is also important. In some instances work is carried out cooperatively with them.

Examples of Work

Carton Forming. The labor requirement for forming cartons in citrus packing houses was a problem, particularly when mechanical filling was used. Improved methods utilizing a forming jig were considered possible and a project was initiated to develop and test them. Performance standards of the various methods in use were determined and utilized in developing an improved method.

The new method reduces labor costs for carton forming 50 percent in many plants. It has been adopted generally by volume-fill citrus houses. Recently a dried fruit packer was shown that by using this same method he could cut his forming crew for institutional pack cartons in half. Performance standards developed for a job through industrial engineering techniques permit the use of such information by many industries and commodities.

Sampling Problems. Sampling may be employed by marketing firms to estimate grade distributions or values of products purchased. This eliminates the delay or down time that occurs when separate lot systems are used and increases plant capacity. A problem of this type was solved for a walnut dehydrator.

Walnuts must be dried after harvesting and prior to packaging. With a relatively short harvest period and a large investment in dehydrator equipment, the tonnage dried per hour has an important effect on costs. The practice has been to dry each grower lot separately in 3-stage driers, each stage holding 1 ton of walnuts. A preliminary survey indicated only 70 percent utilization of drier capacity because growers do not deliver lots in 1-ton units.

A procedure of selecting undried walnut samples to estimate dry weight and grade distribution or value of grower lots was considered a solution to the problem. The cooperation of the department of agricultural economics was helpful in development of theoretical considerations of the sampling problem and in carrying out the work.

The sampling procedure developed for this plant has been in operation for two seasons. It has increased plant capacity and reduced costs. The plant management estimates that sampling has reduced costs of processing $12 per ton.

Another important project is being carried out in cooperation with the National Canners Association. For efficient operation, canners must use sampling procedures to secure information on deliveries of raw products. For example, knowledge of pressure test (maturity) of given receipts of pears enables efficient production scheduling and utilization. The problem is to determine the sampling system and size of sample for evaluating each delivery. It is basic to efficient utilization and plant operation.

Sampling to determine size distribution is important to peach and tomato canners. Decisions as to the type of pack and can size may be made from such information. This results in maximum utilization of the raw product and minimum canning costs.

The above examples indicate some of the problems being considered. Other activities relate to bulk handling, packaging, plant transportation, and materials handling procedures.

Benefits Observed

Experiences during the last several years indicate several important features of such a program.

- Unlimited opportunities exist to increase marketing efficiency. Response by marketing firms and industry organizations is excellent.
- Solutions to the problems require background and training in industrial engineering, statistics, and economics. Because of the nature of

(Continued on page 134)

WHAT IS MARKETING?

(Continued from page 115)

above. Farmers must still make the decisions of what, when, where, and how to market. They may haul the produce to the point of first sale and may do some grading and packaging at the farm level. A few farmers still do the whole job by selling direct to consumers but the trend toward farmers doing less of the marketing job is likely to continue.

The bulk of the marketing function is performed by more than 1 million firms employing in excess of 10 million people.

An important group of marketing firms deals with the farmers and starts the assembly process. This group includes the local cash buying stations, auction markets, country buyers, elevators, and local processing plants. It is at this point that farmers' prices are determined and the first exchange of ownership takes place.

In addition to the local shipping and assembly points, approximately 100,000 firms process farm products. Thousands of elevators, warehouses, and cold storage plants specialize in performing the storage function. Railroads, shipping companies, trucking firms, and airlines transport farm products.

A vital role is played by a large group of firms, individuals, and institutions who never physically handle or even see the farm products. This includes the commodity exchanges, futures markets, speculators, banks, courts, and advertising agencies.

The largest single category of firms involved in farm marketing is in distribution, including wholesalers and retailers. There are 34,000 food wholesalers and 350,000 food retailers in this country. Retailing accounts for a larger proportion of marketing costs than any other marketing function.

Role of Extension

In conducting extension marketing programs, we must work with those who perform all these functions. As the preceding clearly indicates, most marketing is done by nonfarmers. This means that major marketing efforts should be devoted to those firms doing the marketing.

This approach must be followed if we are to attain the major objective of increasing farm income. Farm income can be increased through an educational marketing program with firms by increasing efficiency, expanding sales of farm products, and passing all or part of the gains back to the farmers.

CUTTING COSTS

(Continued from page 133)

the problems and industry organization, primary reliance on the specialist to carry out the program is indicated.

- Research results are not available to solve all problems. A certain amount of applied research may be required on the part of the specialist.
- The functional approach to problems in marketing efficiency is highly desirable. Industrial engineering techniques, for example, may be basic to solving a problem in the citrus industry rather than knowledge of citrus as a commodity.
- Cooperation of industry, researchers, equipment manufacturers, and others is important to the success of the program.

MARKET FACTS

(Continued from page 118)

cent. This makes it necessary for receivers to maintain extensive ripening rooms and sorting operations which greatly add to marketing costs.

Fruit which is green on arrival is not as good quality when it reaches the consumer as fruit that is ripe on arrival and of good quality. This revealed the need for research on the ripening characteristics of different varieties, methods of selecting mature green fruit of uniform ripeness, shortening transit time, and developing procedures to allow shipment of fruit in more advanced states of ripeness. Investigations along these lines are now underway at the experiment station.

Another major problem is decay which has an important effect on the market price. Of particular importance are wet rots which produce excess moisture that accumulates on the outside of packages. These are sold at reduced prices or discarded. Study of this problem and investigation of the possibility of reducing wet-rot by fungicide applications in the field or packing house are now underway.

Decay is sometimes apparent when the fruit is packed. Education to eliminate infected fruit on the packing belt is now incorporated in the extension program.

Previous research had shown that field and transit chilling seriously affects the ripening ability of tomatoes. An icing schedule developed from these investigations resulted in improved quality of tomatoes on arrival. Many California shippers adapted this new practice but some receivers on the eastern market buy cars on an F.O.B. shipping point basis. They control the car during transit and still use the old methods of icing.

There is a notable lack of understanding of horticultural aspects of fruit and vegetables by market personnel. This indicates a need for extension work in terminal markets.

Aid to Local Program

A 26-page report was compiled on the observations made and data collected during the survey. This report was distributed to growers, shippers, and other tomato industry members.

One of the greatest benefits of a market survey is to the farm advisor. The extension man who has visited these markets is in excellent position to carry on an educational program with growers and shippers.

He has probably made a much closer observation of market conditions than shippers and may have seen many things that they missed. Few growers have visited the terminal markets so the farm advisor can advise them on market factors which must be considered in growing crops.

The real payoff came when the complete slide series of the marketing of California tomatoes was presented to growers. The conditions and quality of the fruit on arrival, plus the difficulties involved during transit and distribution, gave growers a clear understanding of the problems involved in marketing their crops. It focused attention on marketing problems directly related to production practices and stressed the interrelationship of production and marketing.

How does THIS help the Farmer

by L. H. DAVIS,
Federal Extension Service

How our economic system distributes benefits from increased marketing efficiency

A FEW years ago, County Agent Jonathan Doe helped potato farmers in his county adopt DDT for insect control. He had a justifiable pride in his accomplishments as he saw their yields increase and costs per bushel go down. There was no doubt—he had helped them to a better living.

An agent in another county helped a feed company establish a poultry dressing plant. He had the same pride in accomplishment as he saw new markets open to his farmers and as they increased their poultry production. There was no doubt—he, too, had helped them to a better living.

In another county a specialist suggested work to help a processor reduce operating costs. In still another county, someone suggested work with retailers and wholesalers. These agents, already overworked, asked, "How does that help the farmer?" That is certainly a "good question." Indeed, all extension agents have so many demands on their time and opportunities for constructive work that they must carefully evaluate the costs and benefits from each alternative activity.

Early Adopters Gain

Let's go back to Agent Doe and his potato farmers. Two years later potato farmers everywhere were using DDT and getting higher yields. Potato grower meetings had the smallest attendance Agent Doe had experienced. He heard one leader speculating that DDT had put a lot of them out of business.

The agent knew that fewer acres were now required to produce our potato supply. He also knew his farmers had received short run benefits as early adopters of DDT and that they would have suffered more had they not been early adopters. Now he was helping them to become early adopters of other new developments.

The poultry situation changed, too, as more dressing plants were built, integration became general, and other economies were realized. Lower costs were reflected in lower prices. Consumption of poultry climbed and more farmers went into the poultry business. Producers and marketers in that county, with the help of their county agent, continued to be early adopters and picked up new advantages to replace advantages lost.

Are these hypothetical, yet realistic, situations very different? One represents work called "production," the other work called "marketing" (help to a marketing firm serving farmers).

In both cases, early adopters obtain substantial benefits and in the long run our competitive system distributes benefits broadly through the economy. Some producers gain in the long run and others are at a greater economic disadvantage than before.

How about work with marketing firms farther from the farm? If we help a food retailer reduce his costs, how does this help the farmers?

The available data indicate that, among marketing firms as among farmers, early adopters of a new development increase their profits—gain from the new development. But our competitive system passes the savings on to consumers and producers as the development is generally applied.

Consider these facts. During the last 20 years, consumers have continued to spend about the same proportion of their incomes for food—around 25 percent. Per capita income has increased greatly. So have costs of growing and marketing farm products, but they have gone up less rapidly than consumer incomes, due to increased efficiency of production and marketing.

In other words, if today we all bought the same foods in the same form as 20 years ago, it would take only 16 percent of our income and require fewer farmers and less farm land than we now use.

But we are not eating the same foods in the same form. During this 20-year period, per capita consumption of the following foods has gone up by about these percentages: poultry, 110; other meats, 35; fresh and processed fruits, 12; vegetables, 23; fluid milk and cream, 9. Consumption of some foods has declined.

On the whole, consumers have substituted higher priced foods—foods requiring more farm resources in their production—for foods with the opposite characteristics. Also, consumers have bought more marketing services. This has helped keep thousands of people profitably employed in agriculture and make us all better fed, more healthy citizens.

The Goals

Certainly these results are consistent with extension's goals. They are the results we seek in working for a more efficient production and marketing system—working through the whole marketing system—and why we work for rapid general adoption of new developments.

What do we mean by an efficient marketing system? This is what we seek: A system that performs assembly, processing, storage, transportation, and distribution services at low cost—A system that provides the products and services demanded by consumers — A system that quickly and accurately reflects consumer demands to producers and supply conditions to consumers—A system with the kind of competition that brings about fair prices and profits and that encourages increased efficiency.

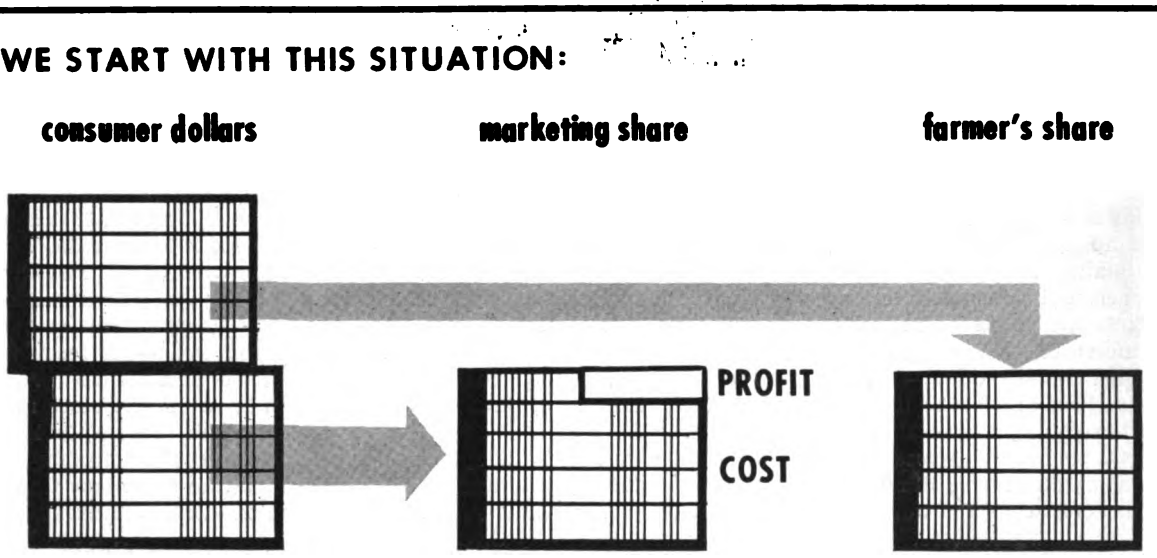
The extension workers seeking this goal of increased marketing efficiency may not see such dramatic short run gains to individual farmers as the man helping with farm production decisions. But their contributions in the long run are just as real, substantial, and important.

GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON 25, D. C.

OFFICIAL BUSINESS

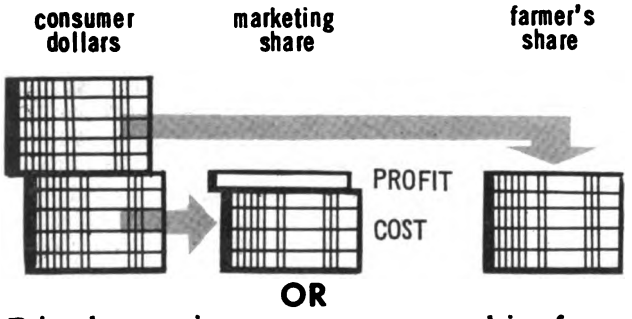
PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, $300
(GPO)

IF WE START WITH THIS SITUATION:



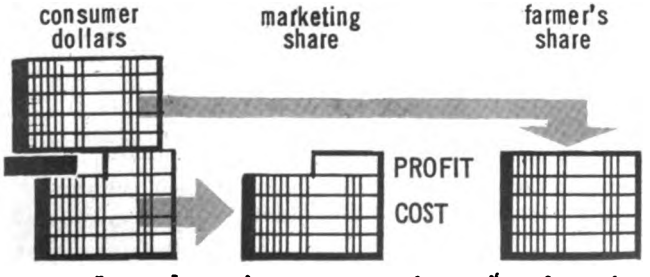
WHO BENEFITS WHEN INCREASED EFFICIENCY REDUCES MARKETING COSTS? It May:

Make more profit for marketing firms

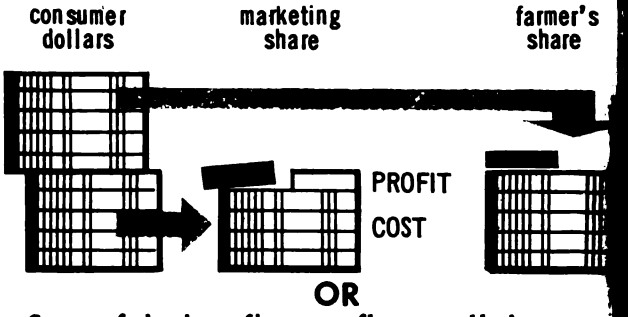


OR

Bring lower prices to consumers resulting from competition among marketing firms for sales

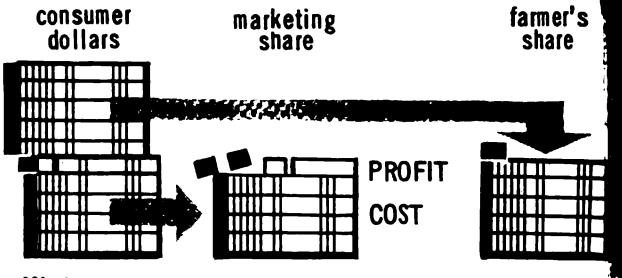


Bring a higher price to producers resulting f competition among marketing firms for suppli



OR

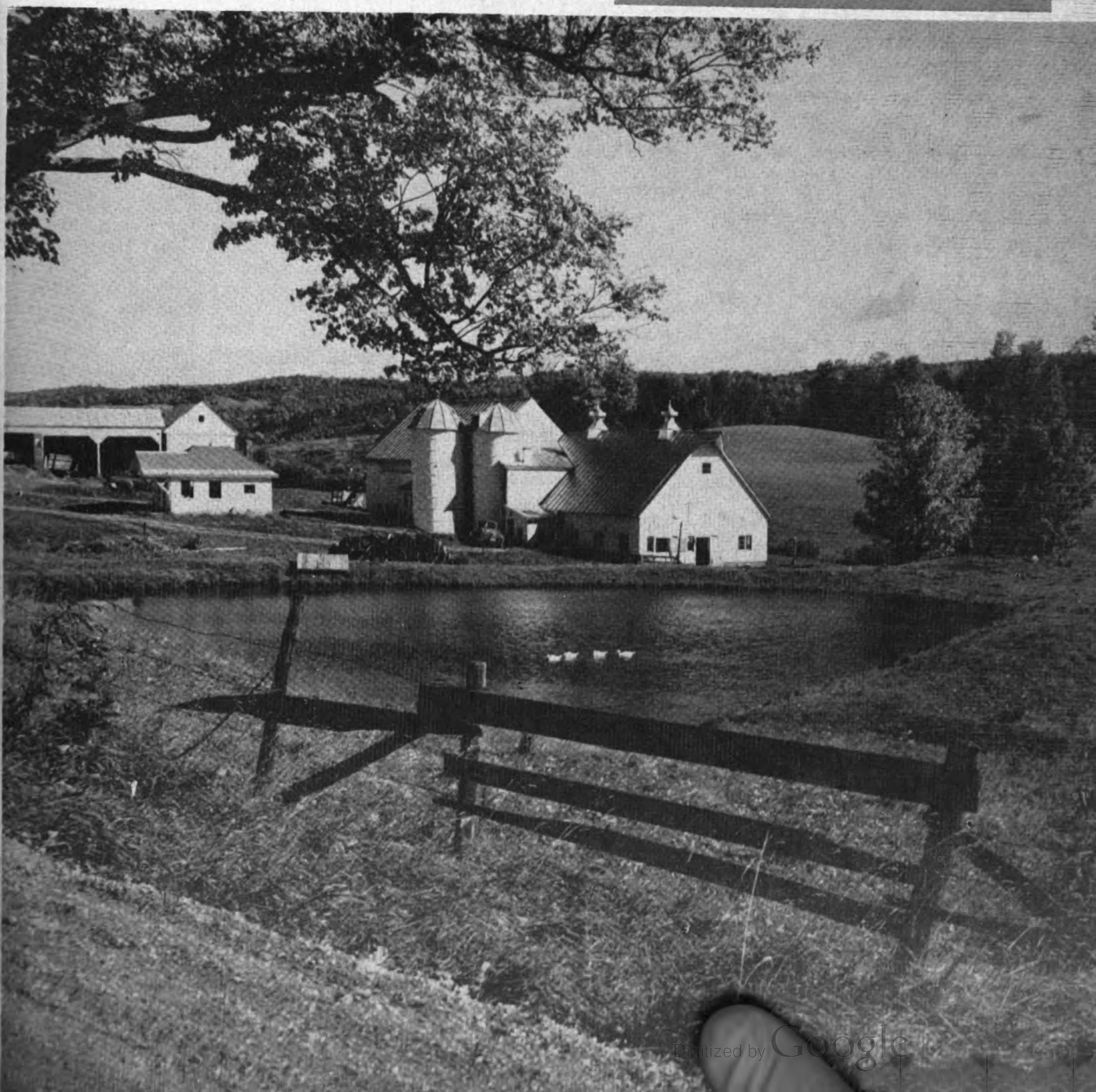
Some of the benefits may flow to all three gro



In a dynamic economy the gains from increased efficiency may shift back and forth among producers, marketing firms, and consumers.

EXTENSION SERVICE Review

JULY 1958



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.

Vol. 29 July 1958 No. 7

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

EAR TO THE GROUND

Change is an asset but the price is adjustment, Associate Director Ahlgren of Wisconsin says in the article on page 139. In our rapidly changing agriculture, Extension must continually focus on essential—though shifting—areas of need.

As he points out, the recently issued Scope Report outlines areas in which Extension must operate in this era of change. An ECOP subcommittee broadly analyzed current trends in agriculture and their significance to Extension. Then they listed nine program areas comprising the hard core of Extension's educational responsibilities.

You'll be reading a lot about the Scope Report in forthcoming issues of the Review. Each of the nine program areas will be featured in a special issue, beginning in November. We're going to show the interrelationship of the nine areas, explain the need for their emphasis, tell how these objectives are being met, and explore fresh approaches to each area.

To set the stage for this series, we're planning special issues in September and October. These will tell some of the adjustments that Extension has been making in the immediate past to equip for the future.

The Scope study and report is the latest and broadest example of how Extension is equipping for the future. But there are many others. The committee planning the September and October issues has defined three areas of adjustments that have been and are taking place. These are changes in programs, changes in procedures or methods, and changes in personnel qualifications and training.

The Scope Report points out that a consistent characteristic of Extension has been the necessity to shift programs and methods to meet ever-changing conditions and demands. We think you'll be interested in the examples of some of these shifts which we'll present in these two issues.

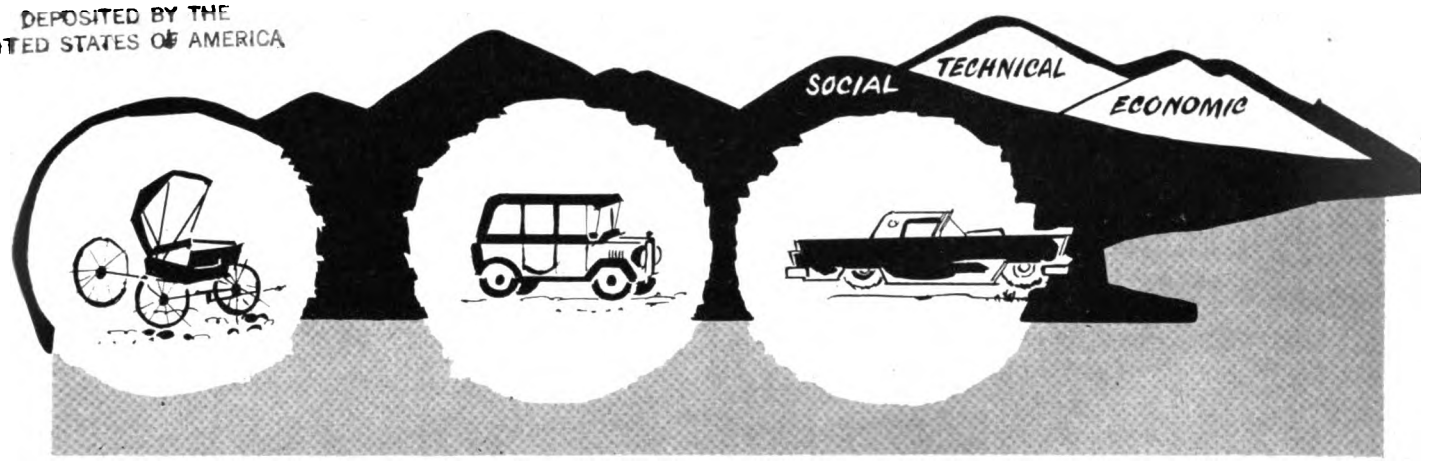
Getting back to the current issue, the article by Under Secretary Morse reports examples of progress being made in the Rural Development Program. He tells how this effort to develop all resources of an area is spreading beyond the pilot counties.

We think you'll also be interested in the article on page 141 about Extension work with Indians. And for those of you working with youth, there are articles on activities that meet the wants and needs of today's boys and girls.—EHR

In This Issue

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 (June 26, 1958).

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.



Keeping Pace with the Tempo of Change

by H. L. AHLGREN, *Associate Director of Extension, Wis., and Chairman, Extension Committee on Organization and Policy*

We are living in the most significant and challenging period the world has ever known. More than that, we are entering the greatest era of economic growth this country has ever experienced. This is a dynamic age—the most dynamic in our history. The tempo of change has accelerated rapidly in the past decade and will speed up even more in the years that lie ahead.

Yes, change has become the watchword of our times. With agriculture there is change in the tools with which we work, change in the methods being used, change in the people who manage and operate our farms, change in our relationships with the rest of society.

An age of progress is necessarily an age of change. Change is an asset, but the price—a rather heavy and difficult one—is adjustment. What once was good enough no longer suffices.

Effect of Change

We cannot live with the status quo today. Today we accept the fact that economic growth is essential and new developments must occur. In agriculture this means some will succeed, some will fail. For homemakers it means changes in the elements that make up good family life. For communities it means some will grow and prosper, others will decline.

Let's look at this changing scene in agriculture.

There are fewer farm people—12 percent of total population now, perhaps as few as 5 percent by 1975. Fewer farms means fewer opportunities to enter farming as an occupation. And larger farms call for higher capital value—now averaging about $27,000 per farm. Today's farm is a highly complex business enterprise.

A veritable explosion has occurred in science and technology. This has made new knowledge the most important and sought after commodity in today's agricultural world. It has made possible a doubling of the output per man hour since 1940.

Production costs are increasing. Credit and its use are becoming increasingly important as a tool or resource.

Off-farm forces are also having a tremendous effect on farm life. We know agriculture has been and will be greatly affected by such developments as: acreage controls, marketing orders and agreements, price support programs, foreign trade policies, tax policies, changes in Social Security, and increased costs of labor, transportation, processing, storage, and distribution.

Our rural homes and communities, too, give evidence of enormous change. Part-time farming is increasing and the rural nonfarm population continues to grow.

Conspicuous differences in mode of life between farm and city are fast disappearing. The rural home is rapidly becoming a modern home.

People are becoming better educated. More people are attending school and are remaining longer. This is most satisfying, because a well educated person is one who knows how to do what has to be done and why it ought to be done. Such equipment makes for both culture and competence, both of which are becoming increasingly important.

Even in the realm of natural resources there has been a shift from a philosophy of wanton destruction to "conserve and restore." This is as it should and must be, because demands and pressures on our natural resources are increasing.

Meaning to Extension

For us in Extension whose privilege it is to serve agriculture, these significant trends mean constant evaluation and modernization of programs to keep pace with the ever-changing conditions facing the people we serve. In today's world, programs and procedures appropriate and adequate yesterday are likely to be inappropriate and ineffective today and obsolete tomorrow.

We are being asked to provide more educational services to more people and to a wider variety of interest groups. But our resources are not unlimited. So there must be continuous focusing on essential—though shifting—areas of need.

(Continued on page 150)

RURAL DEVELOPMENT—

Balancing Our Economic Strength

by TRUE D. MORSE, *Under Secretary of Agriculture, and Chairman, Committee for Rural Development Program*

AMERICA needs balanced and widely dispersed economic strength. That is a major objective of the Rural Development Program.

This program to encourage balanced farm, industry, and community development in low-income rural areas holds great potential for the whole Nation. The pilot areas are demonstrating methods, organization, and services that can be effective in all rural areas.

Pioneering community and area development programs provided the foundation on which to build. Then some three years ago the Rural Development Program came into being. Now the program is going forward in 70 pilot or demonstration counties and areas in 30 States; others are planning expanded rural development work.

Developing Entire Economy

And these activities are spreading beyond the demonstration areas. For example, Jim Gooch of Michigan State says, "Michigan's upper peninsula citizens are taking literally the term 'Resource Development.' The aim is to use all resources to develop the economy of the whole (15-county) area."

The program was created to help increase the incomes of underemployed farm families, especially those living on small farms or poor land. Up to 1.5 million farm families have net cash incomes of less than $1,000 per year. More than half of all our farms—2.6 million out of a total of 4.7 million farms—produce only 9 percent of all farm products marketed.

A primary goal of Rural Development is to enable these farm families to increase their earnings. Entire areas of low income are being lifted to higher economic levels, thus adding strength to the total economy.

Dispersed industrial and other economic activities are making it possible for more families to continue to live on farms and in rural areas. This is good for people. But it's also increasingly important for defense reasons. More than 60 percent of the nation's manufacturing workers are concentrated in 62 large metropolitan centers.

Young people are receiving more training and education, thus opening wider the doors to greater opportunity throughout their lifetime.

Action Brings Results

This is an action-packed program that is paying off. In Chilton County, Ala., where three-fourths of the land is in forest, 25 new jobs in timber cutting and handling resulted from efforts to strengthen forest products industries. A boat manufacturer started a small factory in Perry County, Ind., bringing job opportunities to 50 rural people.

Garment manufacturing has brought 100 new jobs in Watauga County, N. C., and 475 jobs in Macon County, Tenn. Woodworking plants and grain cooperatives have meant 30 more jobs in Choctaw County, Okla.

Employment for 130 people resulted from a new poultry processing plant in the Camp-Franklin-Titus (3-county) area, Texas. Increased poultry production in Chesterfield County, S. C. brought 58 new job opportunities to the county.

Price County, Wis., has 54 new jobs in woodworking, charcoal, and sports equipment industries. An expanding clothing plant in Tippah County, Miss., added 150 jobs.

Training programs to improve the skills of rural people have been started in several States. In Kentucky, for example, about 500 people in eastern and south central counties have received training in such skills as welding, plumbing, and office practice.

In Covington County, Miss., a Negro community of 40 families, with guidance from the development group, organized a home life committee to encourage members to improve sanitation. A cooperative community campaign to improve their homes and farms was undertaken by 100 families in a Texas county.

Fifty percent more children in Hardin County, Tenn., are receiving preschool health examinations as a result of community efforts. In three States (Georgia, Tennessee, Kentucky) and six pilot counties, rural development promotion helped raise matching funds to build hospitals.

People's Program

County and area leaders run the programs which they agree are needed.

President Eisenhower, upon receiving the first report, said: "The program is being managed by State, county and local committees—not from Washington. This is as it should be.

"I am most encouraged by the active interest and leadership of various groups—farm, school, church, service clubs, business, industry, and others. The development programs are those which the State and local participants want.

"There is major emphasis on youth—education, vocational training, health, and character. . . ."

The accomplishments through the Rural Development Program can be unlimited.

Dr. Arthur F. Burns former Chairman of the Council of Economic Advisers under President Eisenhower and now President of the National Bureau of Economic Research in New York, says, "I have felt from the beginning that the Rural Development Program is potentially more

(Continued on page 145)

Facing Another Challenge

by SHAWNEE BROWN, Federal Extension Service

Know the people — know their problems—then help them find solutions.

That formula has lead to many Extension accomplishments. And it's the same one being applied in Extension work with Indians.

Extension work with Indians is not new. The Bureau of Indian Affairs, Department of Interior, has been doing good work in this area for a number of years.

In recent years the Bureau has been contracting with State Extension Services to carry on these educational responsibilities. The purpose is to enlist the full support of the agricultural colleges and the Department of Agriculture in an intensive extension program for Indians.

To date 16 of 18 States have entered into agreements for this work. This transfer of responsibilities involved 93 positions, most of them already staffed. And in 1956 the Bureau and Federal Extension Service teamed up to provide liaison at the national level.

Let's take a look at some of the challenges of this work and how they are being met.

There are about a half million Indians in the country, with a large percentage of them living on reservations in the Western States. Generally, economic conditions are poor. The population on many reservations is too great for the best known land use to support and there are few non-agricultural job opportunities.

Not all reservations are poor. Some have abundant natural resources—fertile soil, timber, oil, minerals—which are being developed rapidly. Tourist trade is an important income source on some reservations.

The same situation is found among individual families. Some are developing their resources and opportunities to good advantage. Others have been slow in fitting themselves into the economy.

Resources Studied

Extension's first step was to become fully acquainted with the different segments of the Indian population, their physical resources, cultures, economics, and other factors affecting their level of living. This was done through conferences on the reservations with tribal councils, Indian leaders, and BIA and Extension personnel. At the same time, the Indian leaders and BIA staffs gained a better understanding of extension work.

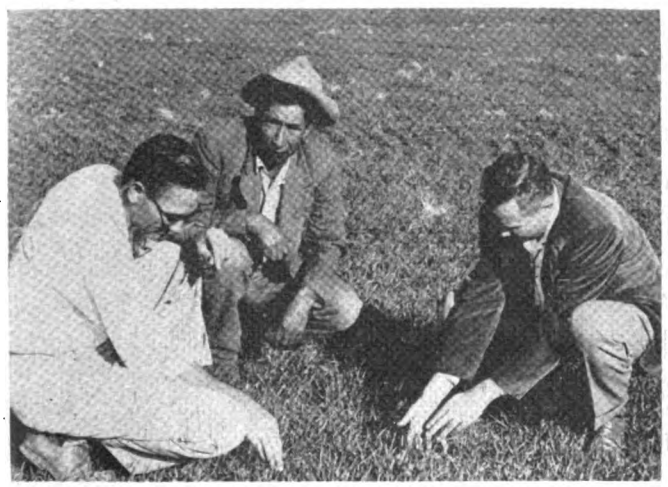
Several farm and home visits were made on each reservation. Here the family's problems, as they see them, were discussed. These visits were helpful in sizing up the overall situation and in planning an educational program.

Work with Indians is not a different world of extension education. It is the same as extension work with other people and many of the same methods can be applied. In many cases more intensive work is necessary, particularly where there are language and other barriers.

Some of their problems relate to credit, land ownership patterns, production, marketing, nutrition, clothing, and social conditions.

Greatest opportunities for progress appear to be through leadership development, youth training, home demonstration work, farm and home development, community improvement,

(Continued on page 146)



Associate McCurtain County Agent John Netherton, Indian farmer, and BIA land operations officer observe winter cover crop on Choctaw Reservation, Oklahoma.

Seminole boys from Brighton Reservation, won first prize in junior livestock judging contest at Southwest Florida Fair.

tree crops boost farm income

by PHILLIP J. TICHENOR,
Information Specialist, Minnesota

DESPITE his popularity in north country folklore. Paul Bunyan's way of "putting the axe" to vast stretches of timberland is rapidly being discarded in northern Minnesota's Itasca County. Instead of cutting sections of forests wholesale, hundreds of farmers are giving their trees as much care as they would their finest cropland.

One of the big reasons behind this better use of woodland is the extension forestry program, led by Floyd Colburn, Itasca County forestry agent. When he came to the county in 1946, few farmers were practicing selective cutting—removing the mature, marketable trees to make room for smaller, growing trees. But since then, some big changes have been made on farm woodlots.

- About 150 of the 1,714 farms in the county have complete, long-range woodlot management plans.
- Colburn has helped more than 1,000 local farmers cruise their woodlots, plan cuttings, find markets, and carry out reforestation projects.
- About a third of Itasca County farmers who own sizable woodlands are following careful forest management.
- More than a million trees have been planted since 1949.
- Farmers are using more diversified timber markets which they learned about through the extension education program.
- Colburn annually visits about 200 local farms, on request, for individual consultation on tree farming. Added to the hundreds of office calls he gets from forest land owners, there are few local farmers who don't get his help.
- Dozens of Itasca County 4-H youngsters have forestry projects.

There were some real problems facing Colburn when he came to Itasca County. When the pulpwood market first opened up, whole areas were cleared with little thought for the future. People were using second-growth trees for firewood, fence posts, and other needs, but hadn't considered them as a potential source of income.

Colburn found working in small groups to be a good approach. He continually met with groups of 10–30 farmers and their families to explain the possibilities of their timberlands.

The county's largest newspaper strongly supported the program. Through news articles and a by-lined column, Colburn told farmers how they could make better use of their trees. He also presented this information on a weekly radio program.

Annual growth rate of naturally-seeded young Norway pine is checked by farmer Alec Salmonson and Floyd Colburn, Itasca County forestry agent.

Mature red pine ready for cutting is marked by Salmonson and Colburn.

To follow up, he gave individual help to every farmer who asked for it. As with any type of farming, no single plan fits every situation. Woods vary in type, age, stocking, and growth potential. Colburn helped the farmers decide which trees to cut, what use to cut them for, and where to market the wood.

Richard Johnson, who farms near Grand Rapids, asked Colburn a few years ago if it would pay to cut some sawlogs from his forest. After looking over Johnson's 20-acre tract of Norway pine, Colburn advised that a commercial thinning would do the area some good, but that the pole market would be more profitable than selling sawlogs. The reason, Colburn explained, was that a 40-foot tree would bring $1.30 more as a pole than as a sawlog at that particular time.

Johnson sold $480 worth of poles that year and the next year harvested $400 worth of pulpwood without clearing any area. Last fall he cut about 50 cords of home-grown wood for fuel, saving another $130.

Alec Salmonson, a farmer near Bigfork, found that his 25 acres of Norway pine are a steadily growing "bank account." He is growing about 500 board feet of wood per acre every year. If it's all harvested, that could mean an income of $300-$400 each year.

Colburn is also helping Itasca County farmers build for the future through a tree planting program. Four years ago, a paper company

(Continued on page 150)

Digging In To Make A Dream Come True

by **RUTH RADIR**, *4-H Club Specialist, Washington*

Each 4-H Club has a permanent marker at its camp area.

If you want to see a dream that came true, come along on a visit to Panhandle 4-H Camp.

We emerge from a narrow road and find ourselves by a cottage that serves as the camp lodge. Down a grassy slope we can see the smiling eye of Panhandle Lake and across it the tall timber. The dining hall is just back of the lodge. Down toward the shore is the bathhouse, dock, and boat.

The air is redolent with the resinous odor of fir, spruce, and hemlock. The alive stillness of the woods is underscored by the hum of distant voices.

It's Camp Time

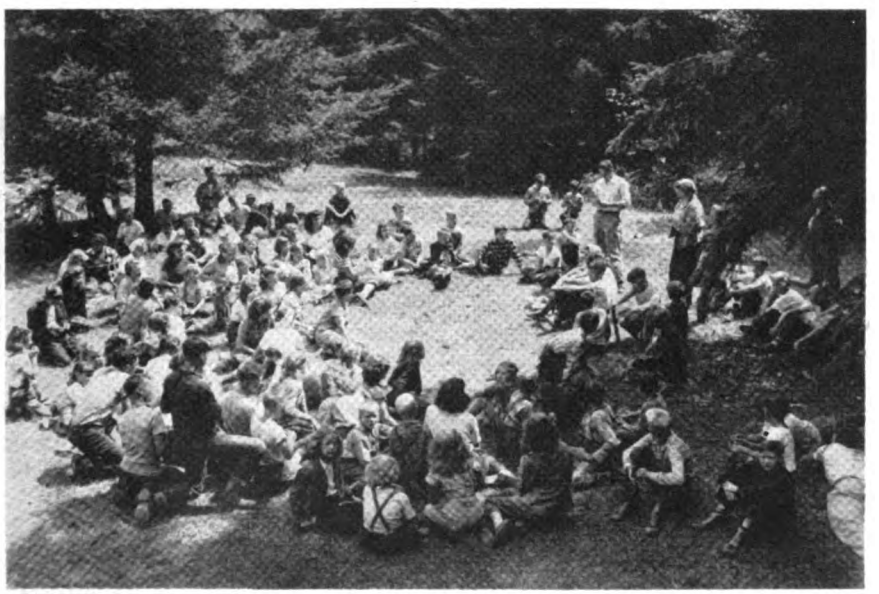
The 4-H boys, girls, leaders, and agents of Grays Harbor County are here for their annual 4-H Club camp. Let's follow a path around this bend. One club is busy putting up tents. Their permanent sign tells us this is the Busy Beavers Campsite.

Farther along the trail is a permanent shelter built of peeler-cores—leftover centers of logs. A sign over the entrance announces that this is the property of the Cloquallam Boosters 4-H Club. Boys are busy in one end of the shelter unrolling sleeping bags. Girls in the other end are already tidying up the grounds.

We ask, "How did you get this site for your cabin?" They tell us their club chose this from several available sites, then applied to the Panhandle Camp Association for a claim. When it was granted they agreed to abide by regulations set up by the Association and built their Forest Service type shelter of shakes, slabs, or peeler-cores.

A part of each club's obligation is to improve their site each year. As soon as they get approval for their floor plan and the sketch they have made of the front view of their shelter, the club goes to work.

Money is a minor item, for all the shelters are built of local materials appropriate to the environment. Club members can cut the poles for framing from a designated area near camp. If they decide to use shakes, they split their own. Since windows must be left open—no glass—about the only cost for a shelter is for nails.



Grays Harbor and Mason County 4-H'ers at camp assembly.

How It Started

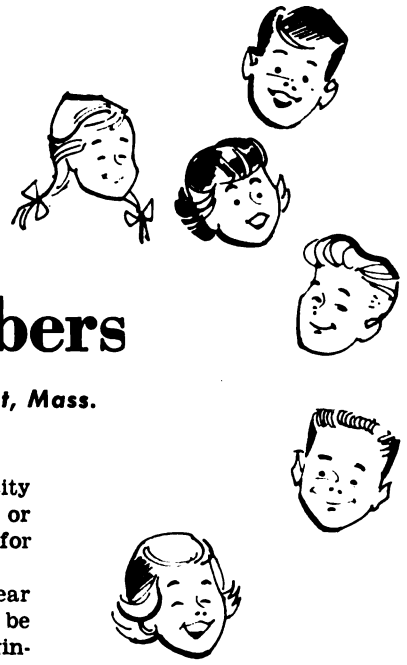
The camp began with a dream, a desire, a drafted plan, digging in together, and constantly deepening and spreading the influence of the idea. Just 11 years ago the 4-H leaders and agents of Grays Harbor and Mason Counties decided they wanted a campsite in a primitive area. They hoped to give 4-H Club members a camping experience that fitted their own memory and vision of pioneer camping.

The leaders looked over many sites and decided that Panhandle Lake was ideally suited. It was an isolated area with no public interference. The lake was excellent for swimming, with a gravel and sand bottom. The only access road would be on camp property.

All 4-H leaders of the two counties, with their agents as advisers, formed the nonprofit Panhandle 4-H Association in 1948. A month after the site was purchased, 200 4-H'ers, parents, leaders, and agents from the two counties went in for a workday.

Grays Harbor County held the first camp at the new site. Everyone camped out, everyone called it the best camp ever, and everyone began to plan "how to make the best better."

(Continued on page 151)



Meeting the Needs of Younger 4-H Members

by REBECCA J. DEA, *Associate Hampshire County Club Agent, Mass.*

WHAT can we do first? asked 10-year-old Mary. How long will it take? asked another girl. A third remarked, I want to go to the store, too.

And thus the club of first-year 4-H Club members started on their first project. They were planning to make cotton skirts to exhibit and model at 4-H family night.

Enthusiasm, short span of interest, and ability to learn mechanical skills will make their project fun. Mother will probably buy the material but if the leader has had a planning meeting with her, then Mary will go to the store, too. This will give Mary some opportunity to develop her individual personality with the guidance of an adult.

Geared to Abilities

Younger club members always want to do what the older ones do. But their program needs to be geared to their abilities so that they will not become discouraged. Special events in their own age grouping will help meet their needs.

In general they will stay with their own sex groupings until their early teens. Yet their hero worship of a teenager may encourage them to try new things in their own club. Younger boys will enjoy doing home economics projects, such as cooking; girls will like agricultural ones. Later these projects will appear to be sissified or unladylike to many.

Variety is the spice of life. The leader needs to encourage these younger members to create plays, participate in talent shows, do things together as a club, exhibit, and demonstrate. A tour to see club members' projects at home, a trip to the city to buy supplies for project work, or a party can break the monotony for the beginners.

This is the age of not much fear and any fear that is present can be overcome better at this age in beginning demonstrations and developing techniques of showing. But younger members should not be expected to do the polished job of a teenager or adult on a demonstration. They need to express themselves in their own way.

They need many short informal demonstrations to show them how to do things. Sharing responsibilities at a club meeting will carry over to home and community. A job for everyone is most important. They like to see numbers grow on record cards of things they do.

Broadening Activities

The best 4-H Club members are those who join as soon as they are eligible, have an understanding leader who encourages them and guides them in developing their abilities, take part in county events—exhibit and demonstrate, and do more than one project. With this solid background and encouragement from parents, leaders, and the 4-H Club, they will seek to progress with a broadening of activities.

All along the way they need recognition for their accomplishments and kind words from everyone. They need recognition from the county for completion of their projects such as certificates, award cards, and first-year pins.

Leaders have found that alternating meetings of different projects or dropping an activity when interest lags and picking it up again later help many club members do more and like an activity better. A project should be educational but it must be fun, too.

A chance to build on what they know is important, for this is the age when they make the greatest strides in learning. To be held back with slower members or to do something they already know well can be boring. If one club member can do something the others can't, have him do a demonstration. He will grow in this experience and the others will learn something new.

Every club member needs a challenge. It is not the same for each as no two are alike. But everyone can do something well.

Charter fer Full Develepment

by HARLEY V. CUTLIP, *Assistant State 4-H Club Leader, West Virginia*

One of the biggest problems confronting teenage 4-H Club members is to know their own educational and vocational potentialities and limitations and the opportunities for self-improvement and achievement which exist in the world about them. They also need help in understanding their own personality, how their personality affects themselves as individuals, and how it affects others with whom they come in contact in social, community, and job relationships.

Yes, 4-H Club members are personally interested in improving themselves in every way—in appearance, in personality development, and in their relationship with others.

The early leaders of 4-H Club work in West Virginia were cognizant of these problems and needs in the lives of youth. Hence, in addition to placing special emphasis on four-fold development in terms of head, heart, hands, and health, they also designed a special program to give specific help and guidance to older club members in all areas of self-improvement. Thus the West Virginia 4-H charting program was brought into existence, as the result of a need and for a purpose.

Charting has been a unique but important feature of 4-H Club work in West Virginia. It has undergone many changes since its inception but the basic ideals and objectives remain in the same. The main purposes continue to be: to let the club member see himself as he really is and to help him plan a program of self-improvement.

The program is designed for members who are 15 years of age or older by January 1 of the current club year. They also must have completed two or more years of club work. Members who have not quite reached these requirements, either in age or in years of club work, may be permitted to participate in a program of "precharting."

A 4-H pin is presented to members who have had club experiences which have been a real factor in their development. However, the real objective of the charting program is the all-around development of the boy and girl. This is brought about by his or her endeavor to satisfy these basic psychological needs or desires: the need of acceptance or a feeling of belongingness in the group, the desire for a feeling of security, and the need for achievement. Club members find the 4-H charting program helpful in meeting these needs.

Planning for Future

The West Virginia charting program is now being revised in an effort to make the effectiveness of a good program even more meaningful in the lives of those participating. After a period of pretesting, several changes will probably be recommended both in program content and adminstration by the special committee of county and State extension agents. They are giving careful consideration to the social, psychological, and economic characteristics and needs of youth, as they study the present program and plan for the future.

The committee believes that charting should be a year-round program so there can be more time for individual counseling and guidance by agents, local leaders, and others. A year-round program might also provide additional time for the charter to participate in group activities which would provide him with new experiences.

The charting class and individual counseling program will continue to be an important part of the county camping program. However, the new plans actually call for a reversal of emphasis in that participation in county camp will now become only one of several important phases of the charting program.

One tool that will continue to implement the program is the 4-H chart. The revised chart will contain these seven units designed to help the 4-H Club member in accordance with the previously stated purpose of the program:

1. My 4-H Experiences
2. Career Explorations
3. Life Enrichment
4. Citizenship
5. Getting Along with Other People
6. Recreation and Leisure Time
7. My Health

The 4-H charting program provides tools and techniques helpful to teenage club members in getting to know themselves better. And it gives guidance as they plan for the future. Self-improvement follows self-understanding as club members chart their all-around development.

RURAL DEVELOPMENT

(Continued from page 140)

important than all of our other agricultural programs put together."

During the past few years, at least three major committees of Congress have taken up the problem of underemployment in agriculture. They all agree in their recommendations. In the words of one committee report, "A main line of attack. . . should consist of programs to develop local nonfarm resources, to improve the education of farm people, to make training in industrial skills available, to overcome obstacles faced by people who wish to make the transition from farm to nonfarm work." (Subcommittee on Agricultural Policy, Joint Economic Committee of Congress, February 10, 1958.)

Secretary of Agriculture Ezra Taft Benson, in recent testimony before Congress, said, "No recent development in the Nation's agricultural policy holds greater long-term importance. . . .

"I want to emphasize that the Rural Development Program is not separate from our regular activities for improving living standards in underdeveloped rural areas. Nor is it limited in scope and objectives to specific areas."

A Club for Brides

by VIVIAN MOON, *Mercer County Home Economist, Pa.*

WHERE in our extension programs are the young women from 18 to 25 or 30? Perhaps you'll find, as I did, that the real beginners at homemaking are often too busy to attend adult homemaking clubs. Worse yet, maybe they don't even know what the home economics extension office has available for them.

As an experiment last spring, I organized a Wise Brides Club. For a few months before the first class, wedding and betrothal announcements were clipped from local papers. Then individual contacts were made with these brides. Other publicity included announcements to the adult homemaking clubs and a story in the local papers.

Stimulating Interest

The first letter was not just an announcement. It was planned to make them think about their new role as homemakers. Some of the questions were: Are you sure you've found the right mate? How do you know a piece of furniture is worth the price? Can you plan good meals without overspending that first pay check? How much insurance should a young couple have? What preliminary plans should be made before the stork arrives?

The letter went on to say, "As a new bride you no doubt have lots of questions such as these. Your Extension Service helps homemakers manage their homes in the easiest and happiest manner possible. We are offering a course for you, homemaker-to-be, to help you answer the above questions." The letter then gave the date, place, topic, and type of meeting.

Twenty brides came for the first lesson on What to Look for in Furniture. This included a talk on different constructions, types of finishes, and different styles. The group then went to a furniture store where the owner showed different styles and discussed rug selection.

Handbooks were given out at this first meeting. Later the members added mimeographs, bulletins, and question and answer sheets on the subjects covered at each meeting.

From then on the attendance and enthusiasm grew. The second meeting was on Family Security with an insurance adjuster as guest speaker.

The third meeting brought out the most questions from the group. A doctor of medicine and a minister discussed, What I Think Every Young Couple Should Know Before They Marry.

Advantages of Planning

The next two meetings were conducted by the home economist with the help of several charts, bulletins, and farm and home work sheets.. The group seemed surprised at the helpfulness of planning for such things as Keeping the Family Healthy Through Food and Guarding That Family Income.

The final meeting, but one they all looked forward to, was conducted with extension bulletins and a fine film. The topic—Preliminary Plans Before the Stork Arrives.

At this final meeting, the members were given an evaluation sheet with a few questons concerning topics, time, and publicity for the course. The most popular request was for more meetings.

This club filled a real need. New homemakers are anxious to do a good job and get off to the right start. Such a project helps Extension fill that gap of contacts from teenagers to older mothers. To the home economist, it gives a feeling of having strengthened the very foundaton of our country.

ANOTHER CHALLENGE

(Continued from page 141)

and organizations dealing with water, range, timber, livestock, and other resources.

Progress in establishing good working relations and organizing and carrying out programs depends on voluntary leaders. Emphasis is being placed on developing new leaders and establishing good relations with the present leadership.

Youth training is being carried on primarily through 4-H Clubs. Last year there were 12,597 Indian boys and girls participating in Club work. Agents and voluntary leaders are striving to develop character, leadership and other abilities to help these boys and girls to select and live a useful way of life.

Home demonstration work is being carried on through clubs of both Indians and whites or Indians alone. They are emphasizing home management, youth training, housing, foods, clothing, health, and other factors important to the welfare of the family and the community. These club members also influence the application of good agricultural practices and sponsor 4-H, community improvement, and other activities.

The Farm and Home Development approach is being used effectively. Indian leaders and BIA and Extension workers believe this is the most logical approach to extension work with Indians.

Community improvement organizations have been operating on a self-help basis for several years and these activities are expanding. The Indians are recognizing that they can do a lot of things to help themselves.

Good work is being done through livestock and range management associations. Many reservations have wide-awake organizations that buy and sell cooperatively. Soil management, irrigation, and other practices are receiving increased attention.

Indian families and extension agents are working together to apply improved practices to farm and home living. Together they are making progress in developing a program that will enable those families to take their place in society with a feeling of responsibility, security, and confidence.

Training Youth for Service and for LIFE

Typical of service at many Michigan resorts this summer is this demonstration given at tourist and resort training session for 4-H Club members.

MICHIGAN extension folks have sparked nation-wide interest in training young people for service, hospitality, and feeding of tourists. And it all began with 12 civic-minded 4-H Club Council members and 24 4-H boys and girls.

Through the tourist and resort project, 4-H boys and girls are gaining skills for summer jobs. And at the same time they are developing personality traits that will make them better citizens.

The tourist industry—$600 million a year—is an important one in Michigan. Many inviting scenic spots, including thousands of lakes, waterfalls, vast Great Lakes shoreline, parks, along with fish and wildlife are important attractions.

But natural attractions are not enough to satisfy the tourist. Vacation-bound folks "return to" as well as "spread the news" about places where surroundings are pleasant and service is tops.

Interest Spreads

Because of their interest in "service," the Gogebic County 4-H Council started a new project for youth in 1955. This project, tourist and resort, has grown from its beginning group of 24 members to 115 last year. Many other counties followed suit—Chippewa, Iron, Houghton, Keweenaw, Luce, and Mackinac. This year most counties serving tourists have the project. And it is attracting attention in other States, too.

The 4-H tourist and resort project is a 5-week appreciation and training course, aimed at helping 4-H'ers whose summer jobs bring them in contact with tourists. They learn how they can best extend hospitality and service to those visiting their areas.

The initial project covered the field for waitresses and waiters. In the near future, extension specialists plan to cover such areas of services as housekeeping, guide service, boats, bait business, grounds maintenance, and guest entertainment.

Job Exploration

Each student learns the fundamental job and also observes it in operation. Lecture sessions are enlivened by tours to local attractions and resorts. Upon graduation, the 4-H'ers know about the different jobs available and how to go about getting one. They also know more about their local area and its attractions.

The appreciation side of the program is two-fold. The teenagers learn to appreciate both the tourist and the area in which they've grown up. They find that by doing little "extras" they can get more satisfaction and pleasure from their jobs. Each student realizes that helping his tourist friends makes him a better citizen in his community.

Goals of the 4-H tourist and resort project are given through 2- to 3-hour meetings each of the 5 weeks. During the first meeting, the 4-H'ers are reminded that "a happy and satisfied tourist is the most important and best means of advertising."

At this first meeting, the members get off to a good start in satisfying the wants of tourists. They are divided into teams and each team is responsible for making an inventory of a part of the county. Many of the young people find spots they've never heard of before. They begin to see their own "backyards" with new eyes. Later the inventories are pooled so each member has working knowledge of the surrounding area.

The second meeting is devoted to self-evaluation. There are many personality traits that can be improved with a little concentration. The ones that are desirable for people in the tourist and resort business are discussed. Each student is prompted to be alert, ambitious, clean and well-groomed, polite, and friendly.

Management Interest

The students "practice" during the next two meetings. They get pointers from management for the jobs they will be doing.

At the final meeting, the 4-H'ers get down to the business of finding summer work. Here again the resort program comes to the rescue of newcomers to the job-hunting ranks. All the teenagers find out where to look and who to see for a job. They often find it easier to get work as employers are already expressing their satisfaction with "graduates" of the tourist and resort project.

Everyone pitched in and helped make the 4-H tourist and resort

(Continued on page 150)

Farm and Home Planning is a family affair

by **FRED HUGHES**, *Farm Management Specialist, Pennsylvania*

A good forage program is credited by Jay Summers family with increasing net income and helping them attain family goals.

Ask the Jay Summers family of Centre County, Pa. what they think about Farm and Home Planning . . . they'll tell you it's a family affair that pays dividends.

Three years ago the Summers family—like many other farm families—needed help. Their farm investment had grown. Cash costs were jumping by leaps and bounds. Their farm income was getting smaller.

Jay and Sara Summers felt some changes in their farm organization would be necessary if they were to increase their net income. They were concerned about their income and future for several reasons.

Long-Time Goals

They had four children to educate —perhaps college for all of them. A more immediate concern was the fact that three of the children were teenage girls active in school, church, and other social activities. This meant nice clothes, music lessons, spending money, and transportation costs.

Sara Summers had visions of a new home, but of more immediate concern was getting some remodeling done on the present home.

Jay Summers wanted a high-producing herd of dairy cows and a set of buildings to house the cows and farm equipment adequately. He also liked to hunt and take an annual vacation with his family. This required not only money but a farm program that would let him get away from home.

They had one son who might want to farm some day. This would mean a larger business if one farm were to support two families.

When County Agent Charles Forney started his first Farm and Home Planning group 3 years ago, he invited the Summers family to participate. Like many farm families, they were hesitant to sit down in a group and work on a farm and home plan.

Forney convinced them that personal information would not be discussed in group meetings. He showed them that Farm and Home Planning would help them achieve the goals they had set.

Ordinarily changes on a farm come rather slowly, and a family can't achieve all their goals in one or two years. Some resources, such as capital, labor, land, or health, will limit progress. It might take 10, 15, or more years to reach some goals, but they can be reached more quickly and with more satisfaction with a plan.

The Summers family have not reached all their goals. Some are long-time goals. The important thing is the progress they have made in 2 years on the farm and in the home.

Developing a Plan

After analyzing their farm business with the help of the county extension staff, the Summers felt they needed a larger operation to return the needed income. They decided a two-man operation was necessary.

Their 142 acres was enough to plan on increasing the dairy herd size to 40 or 45 cows plus replacements. There will be 28 cows in milk this fall as compared to 20 cows 2 years ago. In addition to the dairy herd, the Summers family had 200 laying hens, 500 broilers, 125 turkeys, and 36 fat hogs.

There was some doubt about being so diversified, especially when the enterprises were so small that unit costs of production were high. Some thought was given to dropping the broiler and turkey enterprises and increasing the laying flock size. Sara Summers objected to this, since these were her projects and cash receipts from them were used for the children's music lessons, clothes, and spending money. Most of these birds are retailed with no cash labor.

The Summers expect eventually to eliminate the laying flock and swine enterprise, when the cow herd is built to the size planned.

Changes Underway

Changing the livestock program involved some other important changes. The barn had to be remodeled to handle additional cows. Mr. Summers has already done this and has installed a barn cleaner to reduce the work load.

Another important consideration was the crop and pasture program. Since buying the farm, Summers had followed a corn—oats—wheat—hay rotation. He was also limited on pasture acres.

Changes were necessary if the additional cows were to be fed an adequate supply of high quality forage. Mr. Summers decided on two rotations. One would be 120 acres on a 4-year rotation of corn—small grain —alfalfa—alfalfa. The second would be 22 acres on a 6-year pasture rotation of 1 year rye, sudan; 1 year small grain; 4 years orchard grass ladino clover. It will be 1960 before the farm is completely changed to this crop program. A second silo has been constructed to handle additional forage.

Wheat and peas have been cash crops in the past and will be continued until the forage program eliminates them as the herd size increases.

Summers also put his herd on D.H.I.A. so he would know which cows to cull. There isn't any place for low producers in his new pro-

(Continued on page 151)

NEWS and VIEWS

People to People Is Summer Camp Feature

Nassau County, Long Island, 4-H'ers report a People to People program feature at their summer camp this year. Two counselors from Europe were secured through the Association of World Travel Exchange, International Counselor Exchange Program.

Christine Hoechstetter of Paris, France, is teaching overnight camping, sports, sewing, group games, and painting at the girls unit. The girls are learning French songs and a lot about the people of France.

Off on the first leg of a 3-month tour of 13 European countries, Ruth Crawford, (left), Humboldt County home advisor, California, pauses at New York's Idlewild field to chat with colleagues from graduate school at Columbia University. Bidding bon voyage are Jo Ann Lonam, former home agent in Hawaii, and Jack H. Wood, Clatson County agent, Oregon. Miss Crawford received a $1,500 Pfizer fellowship for advanced study and travel.

Farm and Home Planning is featured in this exhibit which greets visitors to the Kittitas County, Wash., extension office. Offering the leaflet is Jack Crawford, agent responsible for farm and home planning in the county.

The boys are learning to yodel, sing Swiss songs, and some dances from Christian Keller of Zurich, Switzerland. He is assisting with teaching nature and outdoor cooking.

This fall each 4-H Club plans to learn songs and dances from different countries. Then they will present them with appropriate costumes and settings to community groups.

Controlling Insects

METHODS OF INSECT CONTROL by Dwight Isely. Lithographed by Braun-Brumfield and Co., Inc., Ann Arbor, Mich.

The current revision of this book is important in forwarding extension entomological work. While prepared as a text for the classroom, it is pointed, in part, for the training of county agents and others in the field of general agriculture. Previous editions have been used for reference by many agents in the field.

No doubt the subject matter and the manner of presentation have been influenced by the author's long contact with agricultural agents in Arkansas. The book is characterized by an analysis of principles of control, and not by a flat statement of formulae. Up-to-date recommendations are used, however, to illustrate the problems presented.

This approach to insect control has undoubtedly affected the readiness with which agricultural agents enter into the programs recommended by extension entomologists. Since most agents are trained in fundamentals, they are able to adjust recommendations to a particular case. For example, the development of our Statewide program in scouting cotton for control of the boll weevil has been facilitated because of the ready understanding of principles by the agents. *—Gordon Barnes, Extension Entomologist, Arkansas.*

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedures set up by your publications distribution officer.

L 161 The Eastern Tent Caterpillar—*Rev. April 1958*

L 409 The Price of Milk.—*Rev. May 1958*

L 432 Where and How to Get A Farm.—*Replaces L 299*

F 2113 Annual Lespedezas — Culture and Use

PA 359 Help 4-H Local Leaders Do A Better Job.—*Replaces PA 116*

TRAINING FOR LIFE

(Continued from page 147)

program a success. Chambers of commerce, teachers, extension workers, businessmen, and employees alike joined to help the 4-H'ers help the tourist. And they have all expressed their approval of the project.

At the end of the 5-week session, students take an exam as a review of the material covered. When they graduate, they go to their summer work with the tourist and resort pledge clearly in mind. It is this pledge which summarizes the philosophy of the whole program:

"Our tourists should have the very best and most pleasant places to stay, dine, and see while they are in our area. We will do everything we can to make them feel welcome when they arrive. We will help them enjoy themselves while they are here. We will do our best to see that they are satisfied and happy when they leave."

This project contributes to the growth and development of youth. While training for service in a community business, they are equipping themselves for some of their future adult responsibilities.

KEEPING PACE

(Continued from page 139)

The Extension Committee on Organization and Policy recently issued a statement of Extension's scope and responsibility. This Scope Report lists nine areas of program emphasis in which we must operate in this era of change.

Efficiency in agricultural production. Individual farm units must be efficient if they are to survive. This is the very essence of the American way. There is no satisfactory alternative. Progress in this area is not only necessary but mandatory.

Efficiency in marketing, distribution, and utilization. This is equally as important as efficiency in production. And it presents a challenge and a responsibility for Extension to contribute to the welfare of farmers, food handlers, and the general public simultaneously.

Conservation, development, and use of natural resources. Conservation is using our resources wisely so they will best serve the needs of our people both today and tomorrow. We must get full return from all our resources without diminishing them—indeed while building them up for greater potential.

Management on the farm and in the home. The whole farm—not a piecemeal—approach is needed. The challenges associated with efficient management of the farm and the home are inseparable.

Family living. Both adults and youth continue to need certain basic homemaking skills, as well as the skills of management, human relationships, and group participation. With the wide range of choices which families have, decision-making and management principles are increasingly significant in planning the use of time, money, and energy.

Youth development. The knowledge and skills we can help young people to acquire are the best investment we can make in tomorrow's agriculture.

Leadership development. Extension has made a significant contribution by developing leadership ability in persons it has served. Such contributions will be even more important in the future.

Community improvement and resource development. Backed by its long experience in helping people organize for group action, Extension can provide the stimulus and guidance that will enable local people to develop and use all resources to their fullest potential.

Public affairs. Here is an obligation to help farm people understand public issues affecting them. Our job is to equip the people we serve, through educational processes, to analyze policy issues affecting them and make their own decisions on the basis of all available facts.

The Job Ahead

The jobs and problems ahead are important, big, and difficult. But there is no evidence which suggests that they cannot be met or solved.

Agriculture itself needs to develop a philosophy of farm life to fit our time. It must move aggressively into areas where to date progress has been slow or even halting. It must recognize that off-farm influences are exerting an ever increasing impact on country life and living—and that even within the confines of the farm there is room for substantial improvements.

Ours is the most efficient agriculture the world has ever known. Likewise our farm people enjoy the highest standard of living among all agricultural people of the world. But it is also true that our farm people have not shared equally with other economic groups in the great abundance that we as Americans are privileged to enjoy.

If agriculture's leaders have the courage of mind and wisdom to make full use of all the great resources at their disposal, our destiny is something much grander than anything we have seen to date. An alert, conscientious, dedicated and well-equipped Extension Service—such as we must resolve to be—can lead the way in helping the people we are privileged to serve in achieving a richer, fuller, and more rewarding life.

TREE CROPS

(Continued from page 142)

gave the county extension office two tree planting machines for use by local farmers. A Grand Rapids bank later provided a third planter to be used the same way.

Farmers use the tree planters free, except for a small maintenance charge. The farmer has to pay for the tractor driver and furnish one or two men to work on the planter.

Itasca County farmers have planted 1,090,000 trees on some 900 acres since 1949. Now they average about 300,000 per year.

This county forestry program has met with resounding approval from farmers, townspeople and industrialists. Raymond J. Wood, a former extension forester and now manager of the land and timber department of a paper company, says the forestry project is giving farmers important help in managing a major segment of their economy.

"The forest resources of farms in Itasca County and elsewhere in northeastern Minnesota have a tremendous potential," Wood points out. "Our forest industries depend heavily on these farm woodlots as a source of their wood needs. Properly managed, they can become an even greater source of primary raw material."

DIGGING IN

(Continued from page 143)

The association's objectives were: to provide recreation and camp facilities for nonprofit organizations and to increase the agricultural, educational, and social advantages of the people served by the association. Plans included the development of farm forestry in the camp program, so the Panhandle 4-H Camp Tree was established.

Wide Cooperation

The spirit of cooperation among club members, parents, leaders, and sponsors, and the guidance given by extension agents made this big undertaking far exceed that first dream. Community support and money were valued investments in the camp but the leveling, grading, clearing, cutting, and building were the work of many hands. Whole families worked together long hours to help realize the dream.

In the first year, a breeding association gave a substantial sum of money and a timber company donated lumber and loaned equipment. That winter many civic groups put up money to help finance the building facilities. The Pomona Grange raised enough money to build the dining and recreation hall.

The second year, with expert aid from the Forest Service, a year-round forestry project was outlined. Boys enrolled in the project, 14 years of age and over, began staying in camp one weekend each month.

By the third year, the board of trustees had laid out a 50-year plan of construction and operation. This board is an elected group of leaders with a rotating membership and is responsible to the 4-H Leaders Council of the two counties. An agent from each county serves as adviser.

Under the guidance of this group, 4-H Club members, leaders, and parents continue to raise needed money and go to camp for workdays. The rental of facilities to other groups also brings in funds.

Today the dream, the desire and the digging in have gone far to reach the objective, "to increase the agricultural, educational, and social advantages of the people." Because the site was well chosen, it serves many purposes. 4-H Clubs use it for picnics and swimming parties. The 4-H leaders council finds it a happy meeting place, even in winter. Teenagers in the 4-H Builders Clubs of the two counties have get-togethers there.

The first summer, only 4-H boys and girls from the two counties camped at Panhandle Lake. In contrast, last summer facilities were used up to capacity. Five different groups camped there from late June through August. More than 1,000 persons took part in the resident camping programs, using the camp for over 6,000 camper days. Five community and civic groups held outings, picnics, or day camps, amounting to 4,000 camper days. Seven 4-H farm forestry sessions were held, adding 210 more camper days.

It started with a dream, a desire, drafted plan, and a small investment. Now the 4-H leaders of Grays Harbor and Mason Counties have, at a conservative estimate, a $50,000 investment in facilities and another $50,000 investment in the tree farm.

An additional 320 acres of timberland surrounding the lake was purchased a few years ago to set up a permanent endowment for the camp. As boys and girls learn timber management, with help from their leaders and skilled foresters, the sustained yield program provides income for Camp Panhandle.

4-H Club members can say with pride that they have raised over half of the money for their camp. Best of all, the people can say "we did it ourselves."

Learning to estimate number of board feet in standing timber.

FAMILY AFFAIR

(Continued from page 148)

gram. His herd has been in the artificial breeding program for a number of years.

The most striking change on the Summers farm since they first started in Farm and Home Planning has been in milk production. The average production per cow in 1954 was about 7500 pounds. For the testing year ended Sept. 1, 1957, average production per cow had increased to 11,267 pounds. The total pounds of milk sold in 1954 were 153,000. In 1957, 283,485 pounds were produced.

Summers attributes most of the increase to a good forage program. With the second silo he put up 2 years ago and with adequate summer grazing, his cows have not dropped off in production at any time in the past year. He had to do some green chopping from his hay strips last summer to supplement his pasture program which was inadequate due to dry weather.

Some credit for the increased production is also given to closer culling as the result of D.H.I.A. records.

The dairy feed bill has shown a marked decrease in the past year and probably will decrease more in the next year. Summers is still feeding 1 pound of grain for each 3 pounds of milk. He hopes to cut his feeding rate to 1 pound of feed or less for each 5 pounds of milk.

Summers has been following recommended fertilization but has not done soil testing. He feels soil testing will be necessary in the future to get maximum results in his program.

Major improvements in the home are being postponed at the present time with the plan that a new house can be built in the near future. It is very probable that this goal will be reached, considering the progress the Summers have already made on their plans.

The Summers have not spent all their time working toward a high income. The children have had swine, capon, and sewing projects in 4-H Clubs. One of the girls is in the high-school band and the other children are taking music lessons.

The family is active in church and in the Grange. Mr. Summers belongs to the Lions Club and is a leader in cooperatives.

GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON 25, D. C.

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, $300
(GPO)

Cotton Picking Tips Pay Off at the Gin

by A. EDWARDS, *Associate Extension Editor, Missouri*

EVEN the latest cotton gin equipment does a better job with dry cotton. When machine picked, ginners have to remove an extra 35 to 50 pounds of water from each bale of seed cotton. This calls for double and triple drying before the extra 10 to 70 pounds of trash picked up by mechanical pickers can be removed.

And if cotton is picked too early in the morning or too late in the evening when moisture content is up, ginners have still more water to remove. The best equipped gins can't efficiently handle extremely wet and trashy cotton.

During the 1957 harvest season, an alert county agent, Joe Scott of Dunklin County, called on his radio farm director for help in tipping growers as to when to pick. The idea originated with J. M. Ragsdale and A. M. Pendleton, State and Federal cotton ginning specialists.

Scott and his already busy staff had to work out times for taking moisture tests and getting them to the station. Typical of their efforts is the following announcement:

"According to the county agent, the moisture content of seed cotton in the field is now 9.5 percent. Cotton will be dry enough to harvest with mechanical pickers about 9 a.m. Barring weather changes, we will have good harvesting conditions until about 5:30 p.m. Cotton harvested with a moisture content of 8 percent or less will give higher grades at the gin. This announcement has been made as a public service by Radio Station KBOA and the Agricultural Extension Service."

Such announcements were made daily during harvest season at 8 a.m. over Station KBOA, Kennett, Mo. Every cotton producer in the eight-county cotton area was within listening range and could hear when cotton was dry enough to harvest with spindle-type pickers. When weather conditions were unusual, further announcements followed during the day.

Agent Scott or a member of his staff took a moisture meter to the field at 7 a.m. each day. He recorded the moisture content of field cotton and also made a relative humidity reading, noting the presence or absence of dew, type of cloud cover, and wind velocity. This was repeated every hour until moisture content was below 8 percent.

Joe Scott, Dunklin County agent, making 7 a.m. cotton moisture test.

Radio Farm Director John Mark cooperated readily with the county agent staff to make daily announcements on cotton moisture content.

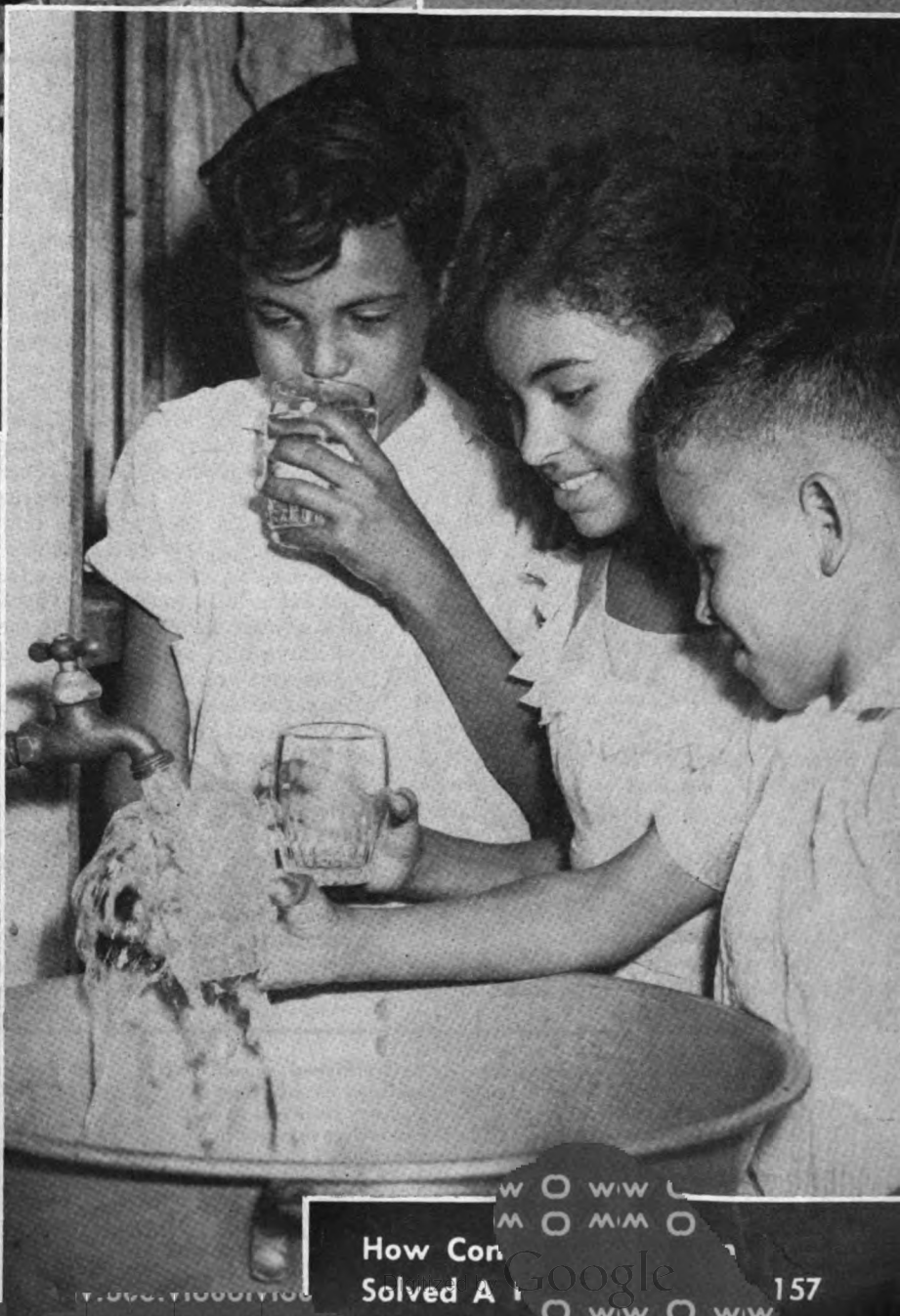
The procedure was started again in the afternoon when it was estimated that the moisture content was again nearing the 8 percent mark. By checking conditions at 8 a.m. daily and comparing with previous days, it was possible to accurately estimate when cotton would get down to 8 percent moisture. Likewise, an accurate estimate could be made as to when the moisture content would rise during the afternoon.

Time consuming? Yes, but cotton men say the service had real merit. The reason for collecting all data is the hope that the procedure can be shortened this year without sacrificing accuracy.

It is still too early to make a comprehensive estimate of the value of this service. However, it is being carefully watched by all cotton interests in Missouri.

EXTENSION SERVICE Review

AUGUST 1958



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.

Vol. 29 August 1958 No. 8

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

The expressions of the children in the right hand photo on the cover are probably typical of the people of Jaguas, Puerto Rico, when their community obtained a good water supply. The article on page 157 tells how these people pitched in to solve this critical community problem.

I think you'll also be interested in the article by Associate Director Nesius, Kentucky, on why we need more economics in 4-H. This is based on a talk he gave at the February meeting of the Association of Southern Agricultural Workers. There is a growing awareness of this need and some extension groups are exploring ways to meet it. One is a Southern regional group which includes 4-H leaders and extension economists.

Plans for future issues of the Review have changed since I wrote Ear to the Ground last month. Then I said we would start special issues in November on the nine areas of Extension responsibility outlined in the Scope Report. We now plan to begin these in February.

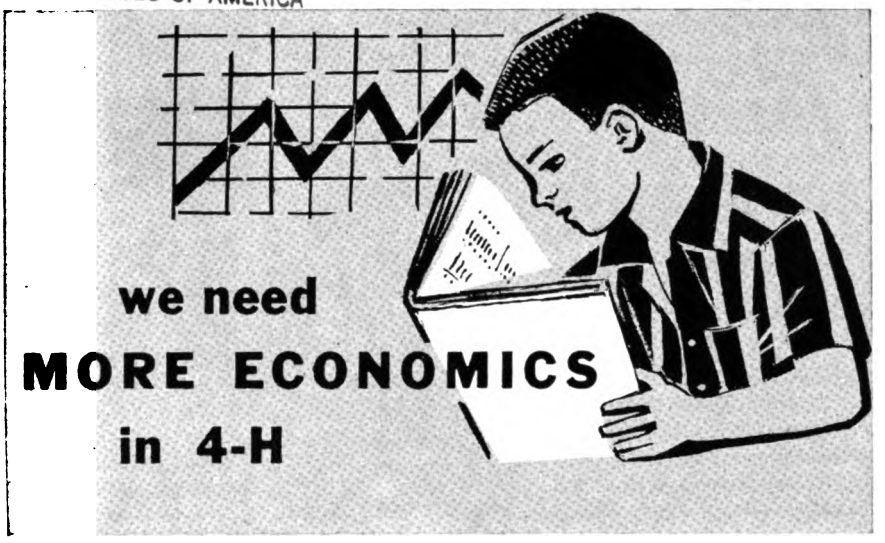
In September we'll have the first of two special issues telling some of the changes taking place as Extension adapts to today's rapidly changing agriculture. We plan to start with an article telling the current situation in agriculture and some of the trends. Then we'll have one discussing the impact of this changing situation on the rural family. A third will explain what this changing situation means to Extension and what is being done to meet it. Then we will follow with articles giving specific examples of changes in programs, procedures, and personnel qualifications and training.

Examples of program changes are the broadening of marketing work and the emphasis on developing all resources in Rural Development. Changes in methods include renewed emphasis on Farm and Home Development, group discussion on public affairs, township agents, and other pilot ventures. And there are new requirements for extension personnel. Now people are needed with commerce and administrative training, urban backgrounds, and many other qualifications.

The above are only a few of the many things taking place. When you see these brought together in the September and October issues, I think you'll agree that Extension is equipping for the future.—EHR

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 (June 26, 1958).

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.



by ERNEST J. NESIUS, *Associate Extension Director, Kentucky*

HOW can we get more economics into our 4-H activities? That is a question leaders of 4-H are asking as they adapt club work to a changed and more complicated world.

These leaders recognize that we now have a new situation on the farm as compared to 10 or 20 years ago. Agriculture and rural life have changed tremendously. Present day conditions leave no alternative except to adjust if we are to live as an organization, which, in its simplest terms means that we must meet the needs of our clientele.

Foundation for Growth

Too often economics is considered something unrelated to fattening a calf or making a dress when, in fact, it is part of it. We have not anchored 4-H philosophy to the basic subject matter of economics. This is necessary to provide stability and to provide a foundation from which to grow.

Economics can be defined simply as an overall science which is concerned with the "means" of living when such means are in scarce supply. We may also say that economics is the science in which man deals with his relationship to the material means of livelihood. The objective of economic choices, of course, is to maximize satisfaction for the individual.

Let us recognize some of the things we believe.

We believe that 4-H will assist boys and girls to gain an understanding of the adult world in economic and social situations.

We believe that 4-H provides an excellent opportunity for youth to participate in an interplay of moral, spiritual, economic, social, and political forces. We try to simulate real situations in the adult world and then guide the boys and girls through them.

We believe that "the project" is the best vehicle for developing the boy or girl. We design this project as a small-scale replica of the real-life situation.

4-H leaders believe that to be successful a 4-H project must lead to a climax.

We believe that we can strengthen 4-H with more economics in the projects.

Basic Needs

Now let us look at four basic needs which may help to correct the situation and thus solve the problem.

1. We need to possess a thorough understanding of the changes a boy or girl experiences in growing up. Many 4-H activities are already adapted to the different phases of development. If age is chosen as the first criterion for stratifying youth, then different economic and social teaching situations must be met within each classification.

2. We need to adapt a training program to teach applied economics to professional workers and volunteer leaders. It would be a serious mistake to develop methods of emphasizing economics in 4-H programs without training professional workers and volunteer leaders to evaluate the project activities from an economic standpoint.

3. We need to intensively evaluate present projects and activities to determine their effectiveness in meeting our objectives. We need to ask: What will be the future needs of 4-H members? What changes should be made? What shall we drop?

4. We need to develop most projects so that a natural training occurs in the business side of the real world. This doesn't mean that only the business side should be stressed. But if the business side and related aspects are recognized, all of the objectives can be accomplished. For example, it would be possible to put the whole project in a cost and return framework. Then we could use the economic form of analysis.

Gaining Perspective

All aspects of a project cannot be identified with a dollar sign, of course. But if they are recognized within the general cost and returns framework, we can apply the judgment factor by raising the question: Are the benefits worth the effort (cost)? The methods of analysis would be essentially the same.

The first three needs above are important to get economics into proper perspective for discussion. For the remainder of this article, we will deal only with the business side of the project activity.

To analyze the problem, we need to ask two questions: What would it mean to the 4-H project to place more emphasis on economics? What projects and activities would result from emphasis on economics, and how would it be evaluated within a 4-H framework?

Economics in the 4-H project would mean that success would be measured, in large part, by the 4-H member's understanding and analysis of his progress in the business he is learning. This would require specially developed project plans and forms.

(See More Economics, page 166)

Better Living for Farm Labor Families

by ANNA PRICE GARNER, *Home Advisor, Kings County, Calif.*

Author demonstrates how to gain better nutrition at low cost with powdered milk, dried eggs, and green vegetables.

ORANGE crates, feed sacks, cardboard, tin cans, home gardens, chickens, powdered skim milk—these are the simple tools which eight California home advisors are using to help thousands of migrant farm labor families live a more comfortable life.

It's a pioneering program; nobody had done much organized educational work with the State's huge mobile farm labor pool before.

It's a large program, covering seven counties in the San Joaquin Valley and several more in the Sacramento Valley.

It's an important program; perishable crops make up much of the agricultural wealth of the area, so a large, mobile labor pool is essential. In some communities as many as 10,000 extra people may move in for a few weeks or perhaps a few months. Many specialized crops are grown, often on a large scale.

It's a difficult program; the laborers include whites from other States, Negroes, Mexicans and American Indians. Some of the families follow the crops as they ripen; others find a place they call home and travel to nearby areas to harvest crops and return when work is finished.

This mother learned to make children's clothing from feed sacks. Clothing of two boys at right and garments hanging on wall were made from easy-to-get materials. Note child's chair made from an orange box and stools from tin cans.

Finest of all, this teaching program was started by farmers and homemakers themselves. It began in Kings County and spread from there. Farm operators felt their present standards of living were in jeopardy if lower standards of newcomers were not raised. They wanted their laborers to have the opportunity to improve themselves. Since 1949 the University of California, the State government, and the Rosenberg Foundation have worked with area farm people on migrant labor matters.

Housing Facilities

Some laborers live in housing provided by growers. By law, this housing must meet certain standards.

Other laborers locate in fringe areas of low-cost housing outside towns. Usually these are unincorporated. Extremely primitive sanitation, unsurfaced roads, low water pressure, homes of only one or two rooms, poor construction with odd scraps of lumber, poor heating facilities, danger of fire, and problems with insects, dust, and wind are obstacles which the families must overcome.

Still, the fact that they're becoming more settled and established on their own is important. This embryonic stability of previously mobile families makes it possible to establish an educational program with them.

We've used mostly the method demonstration and participation type of meeting in our teaching, with simple demonstration aids and written material. Some of the farm owners have provided cabins and larger centers with well-planned kitchens and sewing rooms for meeting places. These are used for teaching purposes as well as prenatal and well-baby clinics conducted by the public health department.

In our work the first essential was to gain their confidence in us as teachers, and likewise to develop in ourselves a sympathetic understanding of problems of migrant families. This helped us to motivate and guide their efforts to improve their level of living. We found it necessary to commend their first steps toward improvement to make sure other steps would be taken. In this first stage it's usually fatal to correct techniques or criticize. A "birth of belief" in themselves and their abilities is essential to their progress.

Meeting Problems

The program is designed to help wives of laborers meet their most pressing family living problems. It is planned jointly by homemakers and the home advisor to relate to families' food, health and sanitation, housing, storage, clothing and understanding of children.

To stretch their food dollars, many families learned to reclaim alkali soil before growing successful gardens. Others raised chickens or rabbits. Some produced both garden and home meat supplies. Demonstrations have helped many wives plan better meals at lower cost to meet the needs of all the family. Families learned how to use powdered skim milk wisely to gain low-cost good nutrition.

Homemakers also learned how to buy foods in quantity and to watch

for bargains in quality and price of food. Ways to prepare and store food to keep its top food value took on new importance.

Homes have been made lighter and gayer by painting or using wallpaper to cover rough lumber walls. Often we've shown how to lay newspapers on rough floors and cover with linoleum to make rooms easier to keep clean. The women have fashioned colorful curtains from feed sacks, burlap bags, and unbleached muslin.

We've taught how to use easy-to-get materials to improve the comforts of home . . . foot stools from #10 tin cans . . . dual-purpose "storage stools" from 5-gallon cans . . . small kegs or boxes added to the limited seating in homes.

For storage needs, we demonstrated orange crates or apple boxes fashioned into tables, chests of drawers, or storage walls. These add privacy as well as functional storage.

Better Results

Correct working heights make household tasks much easier. Simple wooden blocks under table or ironing board legs accomplished this. We also showed how to do housework so the women could save time and energy and still get better results.

Clothing was a real problem for most families. Lack of knowledge and skills, poor facilities for care and repair of clothes, little money to buy clothes, poor surroundings with rain and mud making clothes quickly unusable—these were some of the major obstacles.

Many of these homemakers see an opportunity to make an immediate and valuable contribution to family living by learning to make and repair clothing. Garments made at home seem more valuable and hence receive better care.

After learning to sew, one homemaker made 15 shirts for the men and boys in her family, saving $1.50 per shirt. Naturally many women have bought sewing machines since learning how to sew. They've also learned some principles of better buying of fabrics and ready-made garments, as well as how to use commercial dress patterns.

Many new garments have been

(See Better Living, page 164)

How Community Action Solved a Problem

by M. L. CONDE THILLET, *Press Editor, Puerto Rico*

Visitors to Jaguas, a rural community in Puerto Rico, are usually impressed with its rustic beauty and the hospitality of its inhabitants. They think that this must be a place of happiness, where problems never have existed.

But the people of Jaguas had a serious problem back in 1956. They lacked a supply of pure drinking water.

They were using contaminated water from a stream far from their homes. The school was using water for cooking purposes and the students were drinking it, too. The danger of an epidemic was great. During the dry season water scarcity was another problem.

Initiating Action

A group of community and 4-H leaders visited the local extension office to discuss the problem with the county agents. Several possible solutions were studied. It was decided that meetings should be held throughout the community to alert people to the problem and the need for community action.

At one meeting, a representative from the Division of Civic Employment of the Commonwealth Department of Agriculture offered his agency's aid in constructing a water system. "We can provide materials and technical help," he said, "if the community will provide the labor and the necessary land."

After thorough discussion the community accepted this proposition as a solution to their problem. Many promised to work a day or more in building the system.

The project got underway in July 1956. The Civic Employment Division gave what they promised. And there was good response from the community, with 60 or 70 people working.

Seven public faucets now supply pure water for the people of Jaguas.

Then, during the election campaign there was a slack period. People were too interested in politics to report regularly to work.

This problem did not last long however, because 4-H members of the community realized the urgent need for workers. They took on the responsibility and the project was completed in June 1957.

Today about 75 families obtain pure water for household use from seven public faucets in the community. One pipe goes directly to the school.

Plans are now being studied to supply water to 14 families living in a nearby housing project. The capacity of the distributing tank will have to be increased and other sources of water found.

These plans will be carried out because community action is strong in Jaguas. The community's success in solving their problem not only gave the people much satisfaction but it made them conscious of their strength as an organized group.

by HELEN ROBINSON,
Extension Health Specialist, Arkansas

WHEN a family thinks about changing the farming operation, a lot of factors have to be considered. One of the most important—frequently overlooked—is health. Will the new enterprise require more physical work?

A Hempstead County, Ark., farmer learned the answers to these questions the hard way. He changed from beef to milk production, despite the fact that he had been in ill health for some time. Soon after the changeover, the farmer suffered a heart attack and had to cut down his workload.

Then the farmer visited the county agent's office and wanted to participate in Farm and Home Development. If he had done this earlier, the state of the farmer's health might have been taken into consideration in a family planning session.

The importance of nutrition in maintaining high standards of health may also be brought out in family planning. Perhaps the homemaker will ask the extension agents for advice on food selection and preparation for a well-balanced diet. This, too, relates to an important factor in daily living—individual and family health.

County extension agents, working with families in Farm and Home Development, come face to face with many health problems. These problems play an important part in overall family planning and setting of goals.

Health involves all phases of daily living—physical, social, mental, emotional, economic, and spiritual. So, the success and happiness of any family depends upon the state of health of each individual member. Too many times the blame for low crop production is placed on weather factors, lack of personnel, and bad luck, when the real problem is time lost in man-hours because of illness.

Observing Problems

In working and counseling with farm families, agents often observe health problems. These do not necessarily have to be discussed with the family as soon as observed. But the agent should make a mental note to bring them up at an opportune time.

Some families may freely discuss their health problems with agents. Others may not be aware of them or may give health matters a low priority. When the problems become acute, then something drastic must be done and usually at more cost than if the condition had been treated sooner.

Extension agents try to be alert at all times to the possibility of health matters entering the picture in long-range planning. Is there a health problem in the family? What is being done about it? Do any family members have a chronic disease? Are any of the children handicapped? What plans have been made for treating these conditions? Does the family carry an adequate health insurance plan? Do they have a family doctor and dentist? Have the children been immunized?

Is there a good water system? Are sanitary and garbage disposal facilities adequate? Do they have a rat and insect control plan? Have the livestock been tested for disease?

The answers to these questions need to be considered in determining future farm and home plans. If health matters need attention, the agent may have to devise a way to present modern concepts of healthful living to the family. If these are presented in the light of the particular situation, they may be a guide to changing unsatisfactory habits and conditions.

Health Counseling

How should agents approach a discussion of family health matters? Health is a personal subject and many agents are reluctant to even mention problems they have observed. The agents should, however, be prepared to bring these matters up when the time comes for planning immediate and longtime goals.

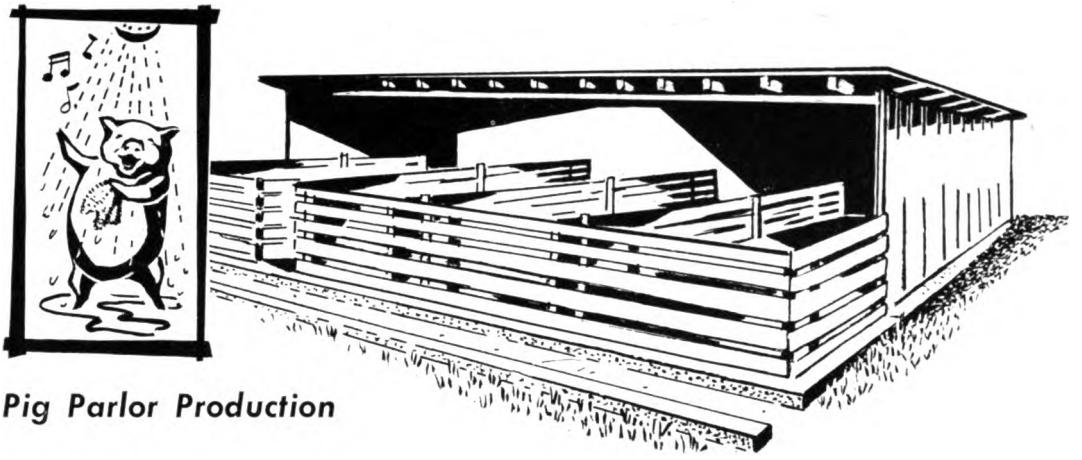
As agents gain the confidence of families, they are in a better position to counsel on health matters. This is particularly true when goals are planned.

Agents have a responsibility to suggest that heads of families have physical examinations. They should be encouraged to have a family physician—a good investment for a growing family. If there is an urgent health problem, it should be resolved before further steps in planning are undertaken.

Agents hesitate in counseling on health matters because of lack of background on the subject. In every county there are health consultants such as physicians, dentists, public health nurses, sanitary officers, and directors of health agencies, all of whom are willing to help with health problems.

Agents should feel free to consult with these people, or to bring them in on cases when the need arises and the family is willing. Many families in need of medical care are not able to pay and are not aware of the services of agencies willing to help.

Family health has not only an intrinsic value but a definite relation to net income. It is one of the most vital factors in family planning.



Pig Parlor Production

the agent's role in a SPECIALIZED PROGRAM

by **JACK KELLEY**, *Animal Husbandry Specialist, North Carolina*

PROGRESS is the product of co-operation. That's certainly true in pig parlor production or dry-lot feeding in North Carolina.

About 900 concrete feeding floors are being used in North Carolina in hog production. Rapid development of this swine program has been due to cooperation of feed companies with county agents and farmers.

Good examples of this are Martin County, where 80 feeding floors have been constructed, and Pitt County, which has 85. Feed representatives in these counties have stimulated interest among farmers by farm visits, meetings, and contacts at the feed dealers.

County agents furnish information to farmers on methods of feeding, breeding and management, market factors, how hogs fit in with other enterprises, and construction plans for pig parlors. Agents and specialists participate in meetings sponsored by the dealers.

Feed dealers expect the county agents to continue to be the leader in furnishing educational material and helping to develop the know-how to make the program succeed. This is a highly specialized program and farmers must know all the advantages and disadvantages before deciding if they want to go into it.

North Carolina State College has conducted experiments during the past two years to compare the cost of raising hogs on a concrete floor with a pasture-type program. Dr. A. J. Clawson concluded that the cost is approximately the same for the two methods when a value is placed on the pasture.

He found that 358 lbs. of feed is required to produce 100 lbs. of gain on concrete floors while only 339 lbs. is required when hogs graze on Ladino clover. Hogs on concrete gain faster, producing 1.45 lbs. of gain per head per day as compared with pasture gains of 1.36.

Advantages and Disadvantages

Feeding on concrete gives a farmer an opportunity to use labor-saving methods and equipment. He can specialize in producing feeder pigs or feeding hogs out for market.

Hogs fed on a concrete floor gain faster during summer months when a sprinkler is used to keep them cool. Many North Carolina farmers find that gains during the summer months equal gains at other times of the year because of a sprinkling system.

Concrete floors offer an opportunity for the farmer to do a better job of sanitation. In old hog lots it is impossible to follow a program of sanitation. Concrete floors, however, can be kept clean and reduce problems of parasites and diseases.

Hog growers using concrete are required to do a better job of feeding. Pasture feeding often covers up mistakes made in feeding hogs. An adequate ration results in faster gains and cheaper pork production.

Sanitation can become a problem if proper drainage is not provided and if waste material is not removed from the floor and outside of the pen during summer months.

Farmers have found it necessary to use a windbreak on at least three sides of the pen. This helps prevent colds and flu from developing in hogs.

A major problem in feeding hogs on concrete floors is to obtain thrifty pigs. Many pigs that have been bought were unthrifty, resulting in loss from death.

Farmers feeding hogs on concrete floors must be willing to work and stay with the job. This highly specialized program requires close supervision so that the farmer can recognize any trouble that develops and reduce losses from disease.

Future Outlook

There is little doubt that the number of hogs fed on concrete floors will increase in North Carolina. If so, a program must be developed to furnish feeder pigs to farmers not situated for producing their own.

Farmers raising pigs should revise their breeding programs so that sows farrow throughout the year. This type of swine program seems to be better suited for large producers and its future will depend on the ability of the farmers to do a good job of feeding and management.

Contract feeding is being discussed by some people, including the packers and feed companies. Future developments will depend on the type of contract developed.

Family ties and love of children are strong among Indians. Note mother's dress and the baby's cradle board, both typical of the Apache tribe.

Producing food is difficult in dry desert areas of Navajo country. This cornfield shows many stalks grown in hill as protection against wind and shifting sand.

Indians work for a BETTER LIVING

by MARY KENNINGTON, *Federal Extension Service*

A traditional goal of Extension has been to help people obtain a better living. This is the same objective of agents working with Indian families.

Indians are receptive to ideas which will help them attain a better life and a promising future for their children. When the relationship of "friend and neighbor" is established by extension workers, Indians forget their shyness and share their thoughts and desires in a constructive way.

Low income and inadequate facilities for family living comforts apply to many of the 226,000 Indians living on reservations. Extension agents must consider these factors, as well as the degree of academic education, adherence to cultural patterns, variations in social and religious values, shortage of useable resources, language handicaps, and sometimes geographic isolation.

More intensive educational work is often necessary. Many agents find that more personal contacts must be provided through farm and home visits, demonstrations, tours, meetings, and development of local leaders than with non-Indian groups.

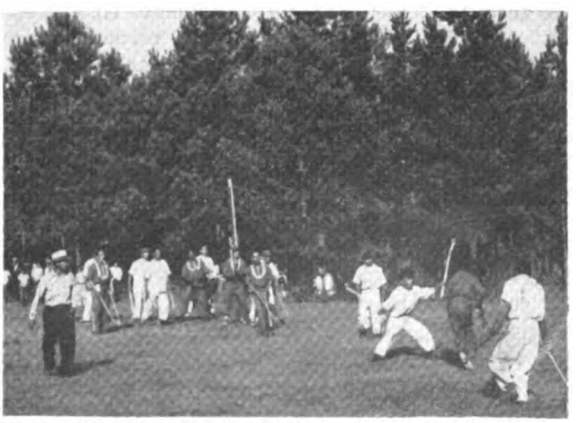
Extension workers are helping families and groups in the fields of agriculture, family living, 4-H, and community improvement. Encouraging results are evident when the Indians participate in program planing. Then they become aware of their situation and establish plans for providing a better way of life.

A good example is the Fort Hall, Idaho, Agricultural Advisory Council. This group and the extension staff are discussing ideas, desires, and abilities of the people and working toward a plan for improvements.

Women's Activities

Home agents find that Indian women are interested in the same projects as non-Indians when these activities are adapted to their needs and abilities. They are interested in

Community cleanup project contributed to safer place to live. Facilities for trash disposal are poor on many reservations.



Interest in sports and recreational activities is obvious in this game of stickball played by Mississippi Choctaws. Many communities lack facilities for organized recreation.

Oklahoma Indian women receiv frozen foods. A home economi with extension

food and clothing, for example, especially when it relates to children.

Family diets are often inadequate and low in calcium and Vitamin C. Indian women respond to ideas of preparing and improving the use of available foods. As an illustration, the use of non-fat dry milk in breads, soups, and drinks is well accepted. Many women have found that a garden plays the dual role of providing a better diet and supplementing the family income.

Women's groups often raise funds to send delegates to county and State events, improve community meeting places, or send boys and girls to 4-H Club activities. An Oklahoma home demonstration club refinished and reupholstered two altar chairs for their church. In San Carlos, Ariz. the women led a cleanup project which cleared the area of litter and contributed to a safer, more attractive community.

Community Spirit

Indian people are notably community minded and enjoy activities that include all age levels. Indians recognize the need for social and recreational satisfactions and community gatherings, school, church, and tribal meetings provide both.

Additional social and recreational opportunities, as well as the chance to develop skills, are provided Indian children through 4-H Clubs. These activities contribute to adult programs, too. Agents find that parents who attend meetings with their children often adopt recommended practices more readily than others. The self-confidence gained through 4-H Club participation encourages both children and parents to take part in activities outside the reservation. For example, 11 women and 11 girls attended extension activities outside the reservation as a result of planned activities at the Jicarillo Reservation in New Mexico.

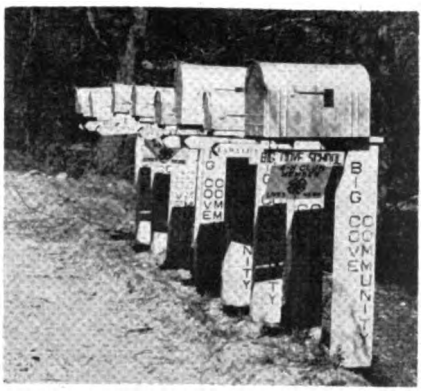
Fairs, achievement days, and other community gatherings are generally well attended. Indian parents indicate the same pride in achievements of their children as other parents. These activities serve as easy "mixers" and help to eliminate shyness of Indian children.

Example of Enthusiasm

The Jicarilla-Apache 4-H Achievement Day Tea illustrates the interest and enthusiasm for this type activity. More than 150 people turned out and parents pointed with pride to the accomplishments of their children. This was the girls' party, from start to finish, despite the fact that none had attended a tea before. They prepared the cookies, met guests at the door, made introductions, served refreshments, and took guests on a tour of the exhibits.

There are a lot of barriers to be overcome as Indian families work for a better living. Through activities such as these, however, extension workers are helping them to gain attitudes and skills that will have a deep influence in the years ahead.

Clothing projects are popular among Indian girls, who are skillful in using their hands.



A 4-H Club project resulted in these improved, well-labeled mail boxes in a North Carolina Cherokee community.

Family labor and $500 changed this neglected Oklahoma home to one in which entire family took pride.

raining in preparation and use of rom the electric cooperative works f in this program.

Hopi women learn by doing as they use a new pressure cooker to prepare a meal for club members.

We Multiplied Our Training Efforts

by **MARY E. JACOBSON**, *Food and Nutrition Specialist*, and **JAMES D. BROMLEY**, *Consumer Education Specialist, Rhode Island*

Each junior leader trained a group of 10 youngsters in the cooking project.

When enthusiasm for a project is greater than facilities can handle, something has to be done. In a situation like this, an extension worker has to find ways to meet this interest.

We had this problem at our 4-H Camp in Rhode Island. In evaluating the camp program, extension specialists noticed that an abundance of enthusiasm was going to waste. The outdoor cookery class was continually turning away boys and girls because of lack of facilities and supervision.

Could the project be expanded to teach more youngsters? Interest was high but facilities were extremely inadequate and camp funds were limited.

Home-made stoves and fireplaces seemed to be the best answer to the equipment shortage. For stoves, oil drums were split in half lengthwise and legs added. Cement block fireplaces were simple to construct and the grills were made from hardware mesh and scrap pipe.

Equipment-wise, we were in business. But two specialists were no match for the anticipated enrollment. A class of 10 youngsters in outdoor cookery would be no problem. With 25 to 30, most of the time would be spent supervising rather than teaching. And prospective enrollment for this class was 60 boys and girls ranging in age from 10 to 16.

If 10 people make an easy group with which to work, why not divide the youngsters into such units? This would call for six adult leaders, however, and that was exactly twice the number available. The solution was to put a junior leader in charge of each unit of 10 youngsters. Then two units, or 20 youngsters with their leaders, were assigned to each adult leader.

This plan sounded fine but its success hinged on the junior and adult leaders. Unless the leaders did their jobs properly the whole scheme would fall apart. They were willing to cooperate but they had to know what was expected of them.

Before classes started at summer camp, a training session was held for the adult and junior leaders assigned to the outdoor cookery project. They were given a complete rundown of the week's activities and each day's demonstration was conducted on a reduced scale. Then the leaders knew exactly what was planned and their duties each day. To supplement this information, each leader was given a mimeographed sheet outlining each day's program, supplies needed, duties of leaders, and suggested jobs for campers.

When classes started, the leaders knew what was expected of them and they did their jobs well. Instead of a milling group of 60 youngsters, there were six well-ordered units of 10. Each group had a junior leader in charge with every two units under the watchful eye of an adult leader. The State specialist was available for general assistance to all groups.

The fact that the 60 youngsters were taught outdoor cookery was something of an accomplishment. But the greatest value of this project was the benefit to the junior leaders. They gained leadership skills and the rest of the campers had an opportunity to see effective leadership in action.

Well-trained leaders solved the problem of lack of personnel to supervise this outdoor cooking project.

Junior Leader Training Pays Big Dividends

by GLADYS M. MUSGROVE, *Ravalli County Home Demonstration Agent, Montana*

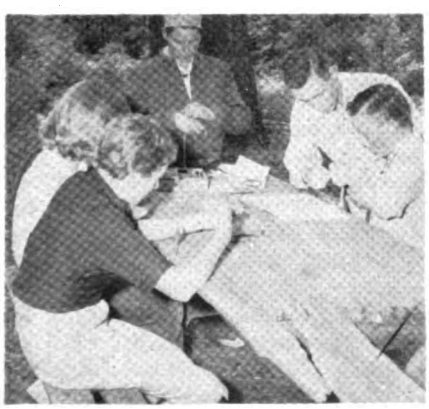
DIVIDENDS from junior leadership training in Ravalli County, Mont., are multiplying in a chain reaction. From junior leaders, to adult leaders, to county activities, to 4-H members, the benefits of training are growing.

Three years ago we started special training for junior leaders. Leadership skills and attitudes, acceptance of responsibilities, and feelings of real worth and accomplishment have increased among the junior leaders. And contributions by this older group have enhanced the entire 4-H program.

We started the training on an area basis in the county. Junior leaders made their own selections of subject matter, including How To Conduct Top-notch Meetings, Recreational Leadership, The Job of a Junior Leader, and Camping.

Evaluated Program

During the second year, requests for training from junior and adult leaders coincided so closely that instruction was given in combined workshops. Help was offered on demonstrations, recordkeeping, judging, and developing a sound understanding and philosophy of 4-H. Through group discussions and evaluations of the current program, they developed their own answers to the questions of what constitutes a sound 4-H program and philosophy.



Fly tying is a popular project at Ravalli County Camp

Workshops for junior and adult leaders are good for two reasons. They produce a feeling of maturity and acceptance on an adult level for the junior leaders and bring the two groups closer together.

Since this combined training proved successful, we used it again in the third year. For some time both junior and adult leaders had asked for help in understanding and working with younger 4-H members. This training, along with How People Learn and How to Teach Effectively, was given during the year.

Practicing Leadership

The first good opportunity for junior leaders to practice leadership skills was at 4-H camp. They plunged enthusiastically into planning the camp program. The entire 4-H membership has benefitted richly from the creative contributions to camp programs by junior leaders.

While junior leaders were searching for camp program ideas, history was introduced. Montana was commemorating the 150th anniversary of Lewis and Clark's exploration through the territory acquired in the Louisiana Purchase.

The valley now known as Ravalli County is where Lewis and Clark's exploring party met the Salish Indians. This tribe pointed out the pass over the Bitter Root Mountains to the Columbia River.

The 4-H campsite is only a short distance from where the explorers met the Salish Indians, and directly on the creek which Lewis and Clark followed into the valley. With this combination of circumstances, it was natural for the junior leaders to suggest exploration as a camp theme.

They decided to enact a pageant to depict the meeting of the explorers with the Indians. Needing help on facts, costumes, and drama, they appealed to members of the local historical society and the idea became a cooperative adventure in history.

Junior leader teaches basket making at 4-H Camp with an Indian theme.

The pageant was only a part of the junior leaders' contribution to the camp's success. They helped teach crafts, organized and supervised recreation, handled campfire programs, and acted as counselors for younger members. Their well-earned respect and prestige became an incentive to other older members to attain the rank of junior leaders.

Fired by the success of their previous experience with a history theme, the camp program planned by junior leaders the following year also revolved around history of the area. This time they searched out information about the missionaries, trappers, builders and settlers, and their lives as pioneers in the valley.

The result? Members came to a 4-H camp that offered opportunity to acquire some of the skills of these pioneers in handling firearms, surviving in the wilderness, and cooking over a camp fire.

You might well ask at this point, "What did the adult leaders do?" As one of them said, "We enjoyed camp, with so much of the work assumed so enthusiastically by junior leaders." The opportunity to sit down with adult leaders in an evaluation of

(See Big Dividends, page 166)

Restaurant operators go to school.....

by LEE KOLMER, *Extension Economist, Iowa*

RESTAURANT operators are an important part of the farm-to-consumer chain. Approximately 1 out of every 4 consumer food dollars is spent in restaurants.

Three years ago in Iowa, we began to think about how we could provide restaurant operators with information that would help them become more efficient food marketers. At the same time, the Iowa Restaurant Association began thinking about how the college might help restaurant operators with management problems. In the discussions that grew out of this thinking, the Extension Service and the association decided to co-sponsor a 1-day management short course in February 1957.

We recognized early that restaurant problems in an essentially rural State like Iowa are different than restaurant problems in highly industrialized areas. Iowa has approximately 6,000 licensed restaurants serving a market of about 2,600,000 people. Des Moines is the only city of over 100,000; only four other cities in Iowa have a population over 50,000.

With such a population distribution, most restaurants are relatively small. About 75 percent have five or fewer employees. The turnover among restaurant operators is relatively high, primarily because of poor location, poor management, and/or inadequate financing.

These problems made it necessary to design a program that would provide small operators with information and ideas that could be easily and quickly adapted to their operations. Teaching personnel for the course were recruited from the economics and sociology department and institution management department of Iowa State College, retailing department of Drake University, and the restaurant industry. A 1-day session was considered desirable to minimize time and out-of-pocket costs to operators.

Creating Interest

Copies of the program were sent to all members of the restaurant association. A section of one issue of the association magazine was devoted to informing operators of the program and the possible benefits operators could obtain by participating. In addition, news releases were prepared by the college and the association prior to the course.

A total of 87 operators and employees attended the 1957 course. Topics discussed were: employee performance, training programs, labor relations, planning of management functions, menu planning, and management control.

Questionnaires were sent to all participants about 30 days after the course. Its purpose was to obtain reactions to the subjects covered, distribution of presentation and discussion time, and length of the program. The participants were also asked to indicate problem areas they thought suitable for discussion at future courses.

On the basis of questionnaires returned and our appraisal of the course, we decided to change the 1958 course to a 1½ day session. We also allowed more time for panel and group discussions, with each topic covered by both a professional person and an operator.

Topics covered in this year's course were: buying and pricing food, effective advertising and salesmanship, future outlook for the small town restaurant operator, controlling labor costs, and menu pricing. A tour of a university food service operation was also included.

This short course is a beginning in the process of helping restaurant operators become better food marketers. Increased efficiencies may result in more profitable businesses for individual operators, better products offered to consumers, and better outlets for farm products.

BETTER LIVING

(Continued from page 157)

made from feed sacks or used clothing. Often we've had to combine colors and materials to get usable garments and this gives the opportunity to teach the fundamentals of color and pattern. Learning how to make material "do" by redesigning has been a big step forward.

Small houses, many children, and little extra money create problems in play and recreation for the youngsters. They stay outdoors much of the time, but have little play equipment; many children not occupied develop behavior problems.

By using toy-making bulletins and actual homemade toys they could copy, homemakers made useful and constructive toys such as bean bags, stocking dolls, blocks from pieces of wood, soft animals from colorful cotton scraps, and drums from cans. The home advisor carries kit of demonstration toys to keep children occupied while mothers attend group meetings.

What has this whole effort meant to families? They have better food because the homemaker learned how to plan, buy, prepare, and serve better meals. They're using more green and yellow vegetables and milk. Their homes are becoming cleaner and more attractive. Families are better dressed for less money and effort.

As one Mexican mother exclaimed when she learned to make a boy's shirt: "It isn't hard to do since you showed me how."

YOUTH SELL PIGS THE CO-OP WAY

by **WILLIAM H. COLLEY,**
Assistant Agricultural Editor, Missouri

Spraying eliminates any possibility of lice or mange and helps to combat restlessness.

TWICE a year, the quiet of early morning in Vienna, Mo., is shattered by boys' excited yells and pigs' high-pitched squeals.

This is the all-important day when South Central Missouri 4-H and Future Farmers of America boys find out what kind of job they have been doing in producing feeder pigs. It's Vienna Junior Feeder Pig Sale day, the State's first successful cooperative pig marketing venture for members of organized youth groups.

A noisy business-like rush dominates the scene. Amid a bunch of protesting porkers, Livestock Specialist E. S. Matteson yells, "Grab those two big ones, boys." Two strong 4-H'ers respond, a gate creaks, and the two big ones are separated from their litter mates. In short order, this bunch is graded and sorted, and Matteson moves on to the next.

Other 4-H'ers move the sorted pigs toward the scales. After being weighed under the supervision of county agents, the porkers are hustled into pens by still other 4-H'ers.

Through weighing, the pigs are handled on an individual owner basis. As each group comes off the scale, a ticket showing weight and ownership is made. Then, the small groups are combined according to size and quality to make large, uniform lots.

Before each lot of pigs enters the sale ring, it gets a good soaking from the spray crew. This eliminates any possibility of lice or mange.

The final bid on each lot of pigs is a big moment for the junior producers. The price received tells whether they made the right decisions in selecting breeding stock, management, and feeding.

This cooperative marketing operation involves 4-H'ers and FFA boys from several counties. Sales are held in fall and spring to fit a two litters-a-year system.

How It's Organized

All sale operations, arrangements, and regulations are handled by 4-H leaders and members. A sale committee, made up of one leader and one older 4-H'er from each participating county, provides the leadership. The committee arranges for the sale barn and pens, sets consignment dates and rates, and enforces health and quality regulations.

Educational work related to producing and marketing feeder pigs is done by county agents and livestock specialists. They hold special leader training meetings, encourage the youths to obtain improved breeding stock, and supervise grading, weighing and grouping at the sales.

The sale gives junior producers practical experience in marketing and an effective means of evaluating their project. They get pointers on grading and what to look for in quality. Watching the sale, they see what kind of pigs the buyers want.

These youngsters also learn that producers' cooperative marketing is a selling technique that fits today's big Corn Belt hog-feeding operations. Cooperative marketing provides big operators with large numbers of pigs of uniform quality and size as well as a central collecting point to minimize transportation costs.

These semi-annual sales are providing a new approach to organizing 4-H Clubs in South Central Missouri. County staffs find it easy to organize new clubs on this one-project basis.

All youngsters take the 4-H sow and litter project the first year. As the new clubs grow in 4-H experience and desire to expand, they add new projects and other special interest features to their programs.

4-H'er urges a bunch of graded pigs toward scales. After weighing, pigs are combined with others of similar size and quality.

MORE ECONOMICS

(Continued from page 155)

Now let's turn to the second question and identify five categories of possible projects for economic emphasis. These would include individual projects in which a member analyzes his project results, projects in which a member or group analyzes a given situation, projects which feature the conduct and management of a money-handling activity, projects which are concerned with acquiring capital over a period of years, and projects which feature group action for individual benefit.

Analyze Record Book

For projects in which a 4-H member analyzes his own project results, the already established record book system can be used. It can be judged almost entirely on the economic basis. In addition to the usual considerations, such as neatness and preciseness, major consideration would be given to the business aspects of the project.

Many of our record books would need to be redesigned in order to make the analysis by the 4-H'er meaningful to himself and to the project judge. Illustrative of the way a 4-H member would analyze his situation would be consideration of such points as:

Determining the availability of markets for his project as a producer, deciding what to produce to satisfy a particular market, deciding what size project to start, deciding whether to have the 4-H project, and making choices to reflect management of the project.

State 4-H leaders, working closely with their agricultural economics colleagues, could scale these ideas to a size comprehensible to the 4-H'er. For example, a 14-year-old could discourse on trends and cycles. It would not be too complicated to show a diagram of a hog production cycle and point out the reasons why it is so, and then relate the existing situation to the cycle.

For projects in which a member or group analyzes a given situation, we have many types of activities available to carry out an economic approach. Essays, debates, public speaking contests, forums, or balance sheets would provide excellent means of measuring proficiency in analyzing a given situation.

Types of projects in this category include: visiting different types of markets—auction, wholesale, roadside; explaining market margins and the spread between the farm price and consumption price; explaining the various services involved in marketing; and demonstrating comparative advantages of different producing areas.

An example of a project in which the 4-H'er conducts and manages money-handling activities is the roadside stand. The project should demonstrate to the 4-H'er the value of such information as costs of each unit, dates of marketing, costs and description of roadside facilities. It should also illustrate the value of records and description of preparation for market, physical inputs and outputs, and a summary of costs and returns, as well as the consideration given to alternative choices and their possible effect on profits.

A project in capital acquisition would record the progress made in accumulating capital over a number of years. Financing would become important to show the proper use of credit. A year-to-year net worth statement with a complete balance sheet would be necessary.

A project featuring group action for individual benefit would be an activity in which members of one or more clubs affiliate to carry out a specific objective. Examples are a buying cooperative, a selling cooperative, or a community development project.

Logical Approach

It should be clear at this point that there is a logical and not too difficult way in which economics can be introduced into the 4-H program. This is necessary for the future development of a program that hopes to expand and grow within a framework acceptable by society. We will flounder in this effort if we attempt to apply a rigorous economic interpretation to a completely uninformed clientele who do not understand complex situations. On the other hand, we can succeed if we identify the ideas of economics and select them according to size and complexity to meet the different phases of development that youth experiences in maturing.

Let economics begin for a 10-year-old when he turns in his first record book. The ideas would have to be simple at this age, but they would initiate a development which would help keep the boy or girl in our youth program until he reaches adulthood. Then we would see experienced young men and women who are qualified to discuss economic problems on even terms with the best of analysts.

BIG DIVIDENDS

(Continued from page 163)

camp was still another step in leadership training for these young people.

In 1957, the third year of special training, history had become an accepted part of camp.

"Why not invite the Salish Indians to visit our camp?" some suggested. The invitation was issued and six of the tribe came to the camp. The entire schedule of camp activities was built around the Indian theme. The Salish sat around our campfire and told Indian legends about the area. They related instances of Indian history, explained the laws and government of their tribal council, and told how treaties with the white man had affected the lives of their people. Attitudes toward another race were built around that campfire, as well as a knowledge of history.

Benefits of Training

After three years of junior leader training, we can see many dividends to the county 4-H program. We also recognize the need for improvements and hope to carry them out.

Junior leadership now has real meaning to our older members. The training has attached prestige to the project that is holding them in 4-H.

Junior leaders have gained in skills and confidence and are assuming more responsibilities in county activities. They have developed a feeling of real worth and accomplishment.

And the camp programs have been enriched by the creative thinking of junior leaders. They have woven historical heritage into camp life in such a living, dramatic manner that it has become a tradition in Ravalli County.

the TOTAL approach gets RESULTS

All means of communication were pulled together in the "total approach". Above are Opal Roberson (left), clothing specialist, and Candace Hurley, assistant extension editor, with some news articles.

by ARDIS W. McMECHAN,
Assistant Extension Editor, Iowa

Mass media versus direct teaching? There is no versus about it in Iowa as home economics specialists take a close look at people's needs in each subject matter field and how they can best meet these needs.

Through the "total approach," specialists are using each communication medium for optimum teaching potential. The best features of television, radio, press, publications, leader training, and personal contact are combined to help more people than ever before. Real analysis of each medium's effectiveness has shown tremendous results in terms of reaching people with important information.

Coordinated Approach

Behind a single important educational program there is total coordinated use of all communications methods—direct and indirect. The State leader, home economics supervisors, and the editorial staff back up this total approach by specialists and county workers.

A case in point is one phase of the clothing program. Home economists recognized the impact of today's rising costs on family living. One way the clothing specialists saw to meet this need was through makeovers for children.

The big questions facing the specialists were, "In what ways can we spend our time and energy to get the greatest results with a State-wide program on makeovers? How do we organize through the counties? How do we reach all people who are interested in conserving their family resources?"

Responsibilities Shared

Here's how responsibilities for the program were divided:

The State leader encouraged planning, helped specialists with scheduling, kept county staffs informed, and encouraged their participation.

Supervisors worked with county home economists as they considered how to integrate televised teaching series with ongoing programs.

County home economists discussed the program with family living committees, selected ways to utilize the program, held workshops for specific construction problems, worked out special displays, encouraged enrollment and viewing of televised series, and distributed materials through schools, factories, and welfare organizations.

Specialists trained county staffs, did direct teaching via TV and worked with home economics editors in development of literature, promotional kits for county staffs, and exhibits.

Home economics editors developed specialized promotion materials and worked with commercial stations in the initiation of the series and follow-up evaluation.

Almost 6,000 women enrolled for the New Ways With Castaways series when it was presented on WOI-TV in the winter of 1957. Since then thousands more have followed the series on four other commercial stations.

Evaluation by the county home economists shows that the series reached people never contacted by Extension before. Many more urban women are now taking part in extension activities.

The series helped many women recognize the values of management of family resources. One news article brought 300 phone calls to the county office for literature and more information.

This was an opportunity to do a real public relations job through supplying educational material to commercial stations. Program directors are aware of the cooperation they can obtain from the college in presenting educational programs.

Future Plans

Clothing specialists will continue to train county workers who have New Ways With Castaways in their county programs. Specialists in landscape architecture, home furnishings, and family life are also using this coordinated approach.

Based on the expressed needs of the people, this total approach is being made to problem situations. Across the board cooperation between extension specialists, administration, county workers, and editorial staff is putting subject matter programs across effectively and efficiently.

Kinescoped television series performed a major role in the New Ways With Castaways State program. Clothing Specialist Shirley Smith is shown giving demonstration.

GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON 25, D. C.

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, $300
(GPO)

Raising Race Horses— A Novel 4-H Project

by SHIRL E. BISHOP, *Riverside County Farm Advisor, California*

Editor's Note: Horse projects, relatively new in 4-H, continue to grow in popularity. They offer youth an opportunity to acquire healthful living habits, to participate in group activities, and to obtain direction in the use of leisure time. The following article describes an unusual race horse project, not completely adaptable in other counties. This project introduces some of the economic factors recommended in the article on page 155.

BUYERS and sellers of race horses have stiff competition at one California sale. They have to bid against 4-H'ers who raise these thoroughbreds for their projects.

Unusual? Yes, but not for the Loping Lads and Lassies 4-H Club. These Riverside County boys and girls have raised race horses since 1953 and have consistently made a profit on this unique enterprise.

The members buy and sell their animals at the California Thoroughbred Breeders winter sale each January. Competing with professional breeders and trainers, they have met with great success. The fine animals they display and their skill in handling them have gained the respect of everyone.

The 4-H'ers raise the thoroughbred foals or weanlings until they are two years old, then sell them. Their horses bring excellent prices, too. One colt sold for $3200 and several have been sold for $1700 to $2000. Five club members made a net profit of $2600 on this project last year.

This business isn't too expensive either. Several members started with brood mares or weanlings that cost from $100 to $200. Expenses run from $200 to $400 per year, including feed, veterinary services, medicines, and insurance. Some members finance their projects through loans from the local banks, where they are preferred customers.

Selection of good blood lines is important, but the key to the success of these projects is in the way the animal is grown out. The calcium and protein balances in the ration are critical and must be watched very closely.

Hoofs must be trimmed every two or three months in order to develop properly and corrective trimming is sometimes needed. Control of internal parasites is a big problem, so regular laboratory tests are a part of the program. All members, of course, have to keep up on the latest developments in feeds, diseases, and management procedures.

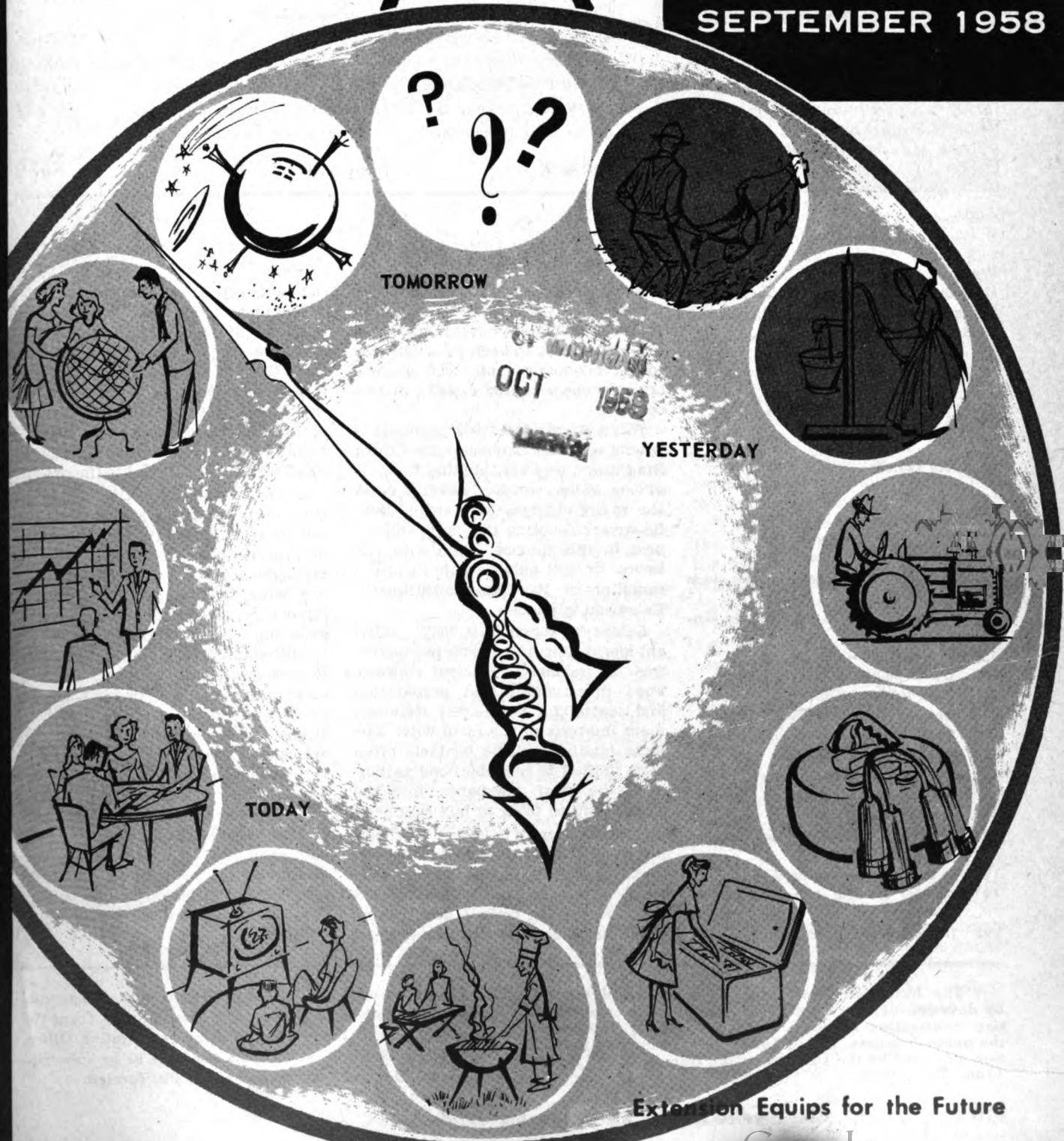
Under the expert guidance of Mrs. Dorothy McElhinney, club leader, the boys and girls carry out an ambitious training program for their colts. Young colts are put into the halter, gentled, and soon begin their training on a lunge line. Later they are exposed to bits, cinching, and sometimes ground driving. During the last few months the larger animals may be ridden. By the time of the sale, they are ready for their track training.

Not all of the Loping Lads and Lassies are interested in the race horse project; some carry on traditional type horse projects. All of them, however, are developing valuable skills and attitudes, as well as deriving pleasure and satisfaction from this experience.

Loping Lads and Lassies 4-H Club members look over the thoroughbred being raised in race horse project.

EXTENSION SERVICE Review

SEPTEMBER 1958



Extension Equips for the Future

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.

Vol. 29 September 1958 No. 9

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

Tremendous changes have been taking place in Extension in recent years. Adjustments have been and are being made to keep pace with the social, economic, and technological changes occurring so rapidly in this country.

When we first started planning a special issue on Extension Equips for the Future, we were thinking in terms of one issue. But we couldn't cover the many changes in a single issue. So we are devoting this issue and the next to this subject. Even with two issues, we will only be able to give a sampling of the many adjustments Extension is making.

Extension began in a vastly different world. Increased crop production was the farmer's principal concern. Food preservation and preparation and sewing for the family were the main interests of the farm wife. The farm family's outside contacts often were limited to neighborhood gatherings, the local newspaper, and the weekly trip to town to buy supplies.

Now isolation of families, neighborhoods, and communities is becoming history. With extensive use of electricity and electronics, mechanized equipment, rapid transit, and instant communications, the family's horizon is now practically unlimited.

The first three articles in this issue tell some of these broad trends that influence the changing character of rural life and, consequently, the role of extension work. The remainder of this issue and the next give examples of how Extension is making adjustments in its operations and studying ways to make future adjustments.

Basic changes are being made in the content of the knowledge Extension is teaching. New and more appropriate educational approaches and methods are being devised. Studies are being used to point the way to further improvements in methods and programs. Higher standards and different qualifications are needed for extension workers. Taken as a whole, these adjustments indicate that Extension is widening its base of operations and expanding its objectives ations and expanding its objectives.

Next month we'll have more of the same. Director Paul Miller of Michigan gives some personal reflections on the Scope Report—one of the best examples of how Extension is equipping for the future. And we'll have other articles on how extension is meeting the challenge of change. —EHR

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 (June 26, 1958).

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.

by WILLIAM E. MORGAN, *President, Colorado State University*

IT is difficult to realize that transition from the first flight in a heavier-than-air machine to a jet age transport system has been accomplished in just a half century. Reference to inter-planetary travel had already found its way into respectable scientific journals before "sputnik" found its way into the English language. (Incidentally, the revised edition of the dictionary I use will insert "sputnik" between the words "spurt" and "sputter.")

Through time, man learns more of the nature of our universe and is able to exert greater control over it. Technological advancements occur at a compound rate with contributions of learned men who draw heavily on the works of predecessors.

Absorption of each major technological innovation into our daily life requires adjustment in our social organization. For example, doubling of world population during the last 40 years, due largely to medical science's reduction in the death rate, confronts us with a world-wide problem of supplying enough food and clothing.

The Agricultural Revolution

An integral part of the whole changing world has been the change in basic techniques by which human food and fiber needs are met. The magnitude of these changes in the United States during the 16 years preceding and following 1940 is reflected in the table below.

The ability of fewer and fewer American farmers to feed an increasing population at higher nutritional levels can be accounted for largely by intensified production and transfer of many functions off the farm.

Farming is more productive. Land use for crops has increased by less than 2 percent since 1940, yet total farm output increased by 36 percent. This increase in output was made possible through scientific and technological innovations developed, to a large extent, off the farms and later adopted by American farmers.

Item	1924	1940	1956	Percent Change 1924-40	Percent Change 1940-56
Index of total farm output (1910-14=100)	110	134	182	+22	+36
Persons supported by production of one farm worker	9	11	21	+25	+95
Index of output per man-hour of farm work (1947-49=100)	50	70	136	+40	+94
Index of man-hours of farm work (1947-49=100)	136	119	83	—14	—43

Rapid strides have been made in increasing efficiency. New crop varieties, new cultural methods, improved breeds of livestock, and more efficient livestock rations have been developed by scientists and applied by farmers.

New and improved machines have been developed and widely used. For example, there are now in the United States twice as many tractors, 4 times as many corn pickers, and 12 times as many pick-up balers as there were in 1945.

Farmers are becoming more dependent on suppliers of productive factors for agriculture. Substitution of tractors for horses has transferred the job of producing power for American agriculture to the factory and refinery. Farmers are purchasing more hybrid seeds, processed feeds, and chemical fertilizers.

Likewise, relations with processors are multiplying. Many off-farm firms now are purchasing agriculture's raw products. Contracts specifying quantity, quality, and a wide variety of other production practices and conditions are increasingly common. These changes add features of time, place and form utility as products move into consumption.

In the process of adapting to these changes American farms are becoming fewer but larger, more highly capitalized and, many of them, more specialized. The unmistakable trend is away from a subsistence-type agriculture to an industry of commercial, business-type farms growing larger.

Changes in Employment

All of these changes suggest closer attention to the complex of activities called agribusiness. If we consider only those functions performed on the farm, farm employment has decreased from 10.4 million in 1947 to 7.6 million in 1957. However, if we consider both farm and farm-related workers who supply productive factors to agriculture, those who are engaged in farming, and still others who are occupied in processing and distributing agricultural products, agriculture-related employment has remained relatively constant at about 24 million workers since 1940.

(See What's Happening, page 188)

The Challenge of Change

by C. M. FERGUSON,
Federal Extension Service

A SHORT time ago one of our economists placed on my desk the chart that accompanies this article. As I studied this one line with its volcanic rise since 1940, it took on a new meaning. Was this what is meant by the explosion in agricultural technology about which we are hearing so much?

I was further intrigued by the economists' estimate that if all our farmers were following as good practices as those in the upper economic echelons, this line which has already reached a phenomenal level of 21 would go up to 45. This would mean that one man with modern power, today's chemistry, applied genetics, and other scientific discoveries blended into a sound program of management and marketing could provide 6 times as many people with food, fiber, and tobacco as was the case when the Smith-Lever Act was passed in 1914.

I recently heard a speaker say that agriculture was a dying industry. He pointed to the declining number of people needed to produce the Nation's food and fiber. This point of view is about as consistent as saying that the airplane industry is dying because one pilot can haul 100 people today in contrast to 12 or 15 a few years ago. As long as our farmers produce 3 meals a day for a population estimated to grow to 210 million by 1975, agriculture can hardly be classified as a dying industry.

Then, too, the concept that the terms farming and ranching are synonymous with agriculture is equally indefensible. The business of putting 180 million breakfasts on the Nation's tables starts with seedbed preparation and ends only when breakfast is over and Mother puts the dishes in the dishwasher.

The Whole Team

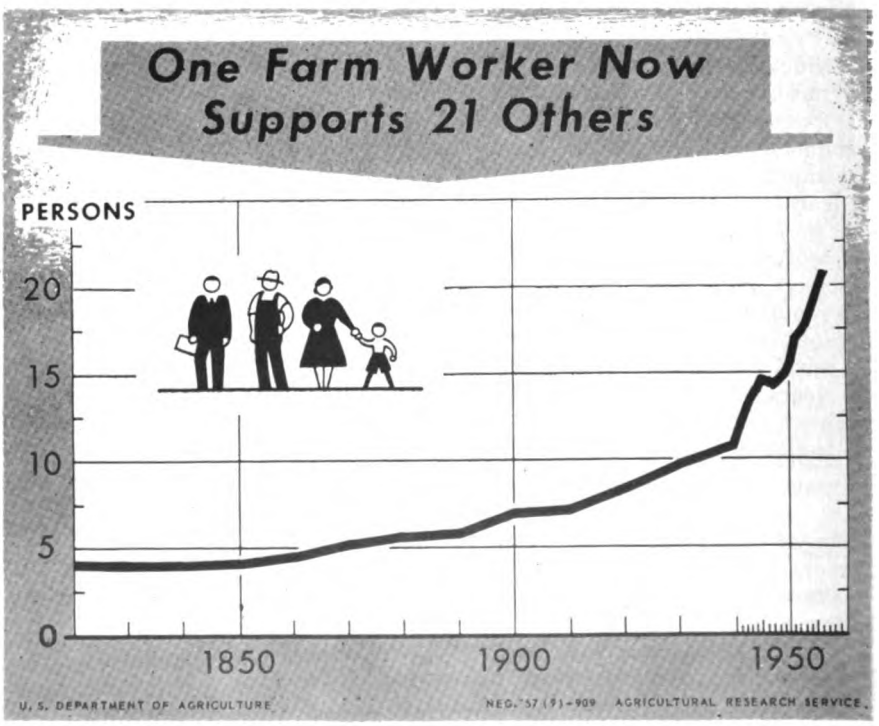
Agriculture's primary production team consists of a total of 8 million workers on 2.1 million farms. And there is a secondary production team of about 3 million workers producing food and fiber on a part-time basis on 2.6 million farms. In today's modern agriculture, for every producer who turns a furrow in the spring, there are 1.3 workers employed in transporting, processing, and merchandising farm products. Another .8 of a worker provides each farmer with supplies he uses in production.

Each of us as a consumer has a real stake in the business of agriculture, too. If you and I are going to live and live well, we will do it with a growing dynamic agriculture—not one which could be described as dying.

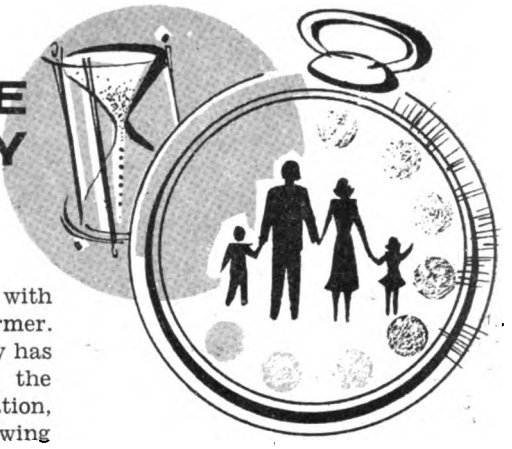
Our attention is frequently called to the increasing spread between farm and consumer prices. This is largely a result of extending and expanding the processes and services of distribution. We have come a far piece from the day when we traded eggs and butter on Saturday night for flour, sugar, and salt, to today's complicated marketing system.

The housewife who works for wages, and approximately one-third do, wants her potatoes washed and packaged, or perhaps even prefried and frozen. Time takes on new values in her modern world. She buys her fruit and vegetables in packages which fit her home refrigerator. Few indeed are those who will drive out to the farm, buy a 100-pound sack of field-run potatoes or a barrel of apples, store them in the basement, sort and resort them, eating first those showing signs of deterioration before they are lost completely. Some of us can well remember doing that.

(See The Challenge, page 189)



THE IMPACT OF CHANGE ON THE FARM FAMILY



by **PAUL C. JOHNSON**, *Editor, Prairie Farmer*

EXTENSION workers are keenly aware of the revolution taking place in American rural life. This revolution is much more comprehensive than the startling technological changes that get the headlines.

It is not just that farms are getting bigger and farm businesses more complicated. The revolution is reaching deep into family and community life, affecting work habits, educational goals, and civic institutions.

The change has come gradually. We who have been busy in the day-to-day service of farm people may not realize its full significance.

Significant Changes

The farmer has become a different man. He is now a brain worker. Muscle power commands a poor return because the electric motor and the internal-combustion engine can furnish this at a fraction of the cost of human labor.

Farming has emerged as a profession. The farmer's technological knowledge must compare favorably with that of a county agent. He must be a businessman, too, because his total operation compares to a hardware store or a lumber yard in town.

His duties as a citizen have also changed. Now he must share both viewpoint and responsibility with many nonfarmers living in the country. The traditional responsibilities of country schools and township roads have broadened. To them have been added problems of rural zoning, sanitation, water supply, law enforcement, and many others.

Farming may no longer be the sole means of livelihood of the family. Father, mother, and children may work part-time in town or may have demanding business sidelines.

As every home demonstration worker knows, the life of the homemaker has changed right along with the responsibilities of the farmer. The increasingly fluid community has brought nonfarm women into the church, parent-teacher association, and home study group. A growing proportion of all women in the rural community are gainfully employed and looking for the short cuts of homemaking that go with the dual responsibility of job and family.

The need for steady income in sizable amounts is felt keenly by the woman of the household. If her husband is farming, financial worries are probably multiplying as the couple wrestles with the growing complexity of the farm business.

In this climate of growing economic competition and quickening activity, the homemaker finds her most important job is to stabilize family life and increase its spiritual content. She needs to know how to ease the tension under which her husband works, to counteract the divisive forces that shatter the family, and temper the materialism of the time with cultural and spiritual warmth.

Effects on Children

Children are much on the move. They go to school in town and engage in athletics and music after school hours, thereby reducing their time in the home and on the farm.

Early in its history, Extension accepted responsibility for the education and development of rural youth. The 4-H movement, and later the older youth programs, grew and prospered. The project approach was broadened to embrace citizenship activities.

Even while extension workers worked diligently for a better rural life and better equipped young farmers, they were aware that more than half of their charges would not be farmers. If youth was an "export" farm crop two generations ago, this is even more true today.

Broad education and wise vocational guidance are now as necessary as good nutrition. The proportion of farm-reared boys and girls who will continue in farming has declined steadily. How can we back away from the "how can you keep them down on the farm" point of view and enter into a period of full vocational choice without appearing to sabotage rural ideals and family tradition?

This is one of the knottiest problems facing those who serve rural people. It must be done by first making clear the new skills required of a present-day commercial farmer, then by setting forth with vision the many professions that have emerged in relation to modern agriculture, and lastly by a full presentation of the challenge of other vocations and professions.

In this last connection, we have a special opportunity to point out that the traditions and ideals of rural life are no longer the monopoly of the full-time farmer. Many of the advantages of rural living can be attained by persons in other kinds of work.

New Needs

The rural families we serve have new needs. If we are to continue to be of service, we must weigh these needs and decide which are uppermost. As the rural community changes, Extension must change with it.

Technology and business management cannot be abandoned. The

(See Farm Family, page 190)

Extension's Look to the Future in Marketing

by R. C. SCOTT, *Federal Extenson Service*

MARKETING educational work has been conducted by the Cooperative Extension Service for many years. But marked changes have occurred in this area during the past 10 years. These changes came about following passage of the Agricultural Marketing Act.

This Act provided funds for marketing research, educational, and service work. It provided for work with clientele new to Extension in many cases. And it required reorientation of the point of view from which we had carried on marketing programs in the past.

Prior to the passage of the Agricultural Marketing Act, most educational work in marketing had been conducted with farmers and first handlers on "farm centered" problems.

Change in Emphasis

The Agricultural Marketing Act helped to develop a philosophy that much of the emphasis in our marketing work must be beyond the farm. We must work with those who process, distribute, and consume agricultural products if a significant contribution is to be made in increasing marketing efficiency.

This concept was expressed in the intent or purpose of the Act as follows: "It is further declared to be the policy of the Congress to promote through research, study, experimentation, and through cooperation among Federal and State agencies, farm organizations, and private industry, a scientific approach to the problems of marketing, transportation, and distribution of agricultural products similar to the scientific methods which have been utilized so successfully during the past 84 years in connection with the production of agricultural products, so that such products capable of being produced in abundance may be marketed in an orderly manner and efficiently distributed."

This authorization and the appropriation of funds provided a real challenge to Extension. Much progress already has been made in meeting this challenge and, as we look to the future, there is little question but that we can fully meet it.

We have broadened our audience to include assemblers, transporters, processors, wholesalers, retailers, and consumers. We are finding that individuals with a wide range of backgrounds of training and experience have a real contribution to make in increasing the efficiency of processing and distributing agricultural products. We are also finding that many extension methods which have worked successfully with rural groups also work well with processors and distributors. For example, result demonstrations are being used successfully with retailing organizations.

A great deal of pioneering work has been done in marketing educational work during the past 10 years. The results of these efforts in one State have frequently spread rapidly to others. The following areas are some in which greater emphasis has been placed in recent years.

Marketing information programs for consumers expanded rapidly in the 1950's. These are now in operation in areas where about 60 percent of the Nation's population live.

Programs aimed at increasing the efficiency of retailing have received considerable emphasis in recent years. About one-third of the States now have full-fledged programs with this important segment of the distribution chain.

Work has been and is being developed on commodity marketing problems with assemblers, processors, wholesalers, and others in the distribution system. Many of these problems require action by all segments of the system if significant changes are to be made.

While work with transportation agencies has been limited, some excellent examples of educational programs exist. Representatives of various types of transportation agencies have been brought together to consider research findings which could be brought to bear on their problems.

Programs with processors are receiving more attention, particularly as they apply to new uses and improved processing methods. Much work has been carried on for many years with dairy plants. Educational programs have also been developed or expanded in recent years with processors of fruits, vegetables, meats, grain and grain by-products, and cotton.

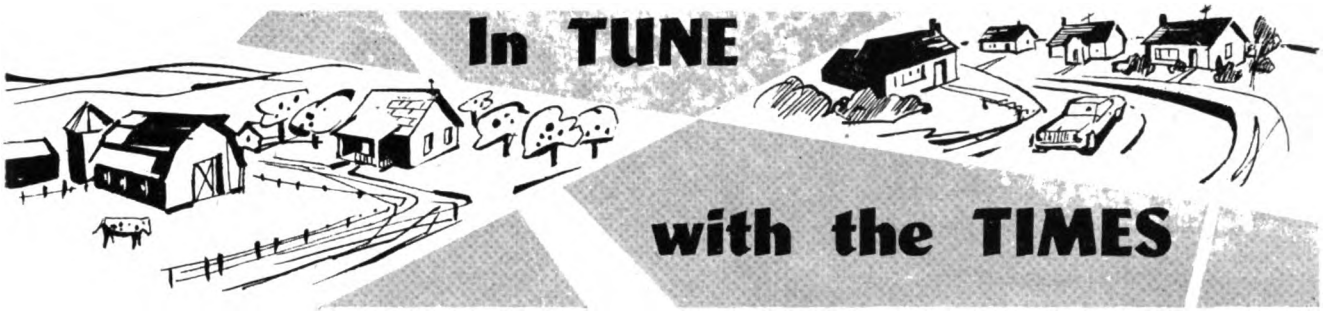
Reflect in Future

Changes are being made in the nature and operation of educational programs today which may reflect on the complexion of these programs a few years from now. The demands for marketing educational assistance are increasing and are being reflected in more work with processing and distributing firms and consumers.

While much of the marketing work with farmers and first handlers has been carried on by county agents, a great deal of this work with other groups is being carried on by specialists or specialized agents. Specialized agents work in a market area or district in some States. The marketing information program for consumers is being conducted largely by specialized agents.

Much of the marketing educational work is being carried on by economists. This is particularly true in areas other than the technology of processing. Many extension administrators recognize, however, that individuals with a wide variety of disciplinary backgrounds such as chemistry, bacteriology, economics, and engineering have a contribution to make to a marketing educational program. We can expect more teamwork from

(See Future in Marketing, page 184)



by WALTER C. HAYNES, *Madison County Agent, Ind.*

EXTENSION'S big job today is to harmonize its programs and methods with the ever-changing needs of the people it serves. People, communities, farming, homemaking, and industry all change. As an educational team, Extension has to be in tune with the times.

A brief look back about 20 years in Madison County, Ind., reveals some changes in the county extension program. The 3,300 farms of 20 years ago averaged less than 70 acres each as compared to the present 2,200 farms with an average size of 110 acres. The county population was about 88,000, with 12,000 living on farms. Today there are nearly 110,000 people, with 9,000 listed as rural farm. The county seat, Anderson, has increased from 39,000 to more than 50,000 population.

Each year the county extension committee and the extension agents review and suggest changes in the extension program. Other committees and groups in charge of special events endeavor to keep up to date.

Urban Influence

Twenty years ago the agent spent two days each week on farm visits in this effective, individual, personal-help method. Today, while slightly fewer farm visits are made (386 in 1957 compared to 590 in 1937), they are mainly hurried calls to committeemen, demonstrators, and cooperators. More time is now required in the office, handling administration and increased calls concerning urban problems on lawns, shrubs, gardens, flowers, and household insects.

4-H Club work has been changed to meet the urban growth. In 1937 there were 859 members enrolled, with about 50 percent on farms. In 1957 the enrollment was 1,206 members, with only 26 percent on farms. Such projects as forestry, wildlife, entomology, handicraft, electric, rabbits, pheasants and quail-raising are all rather new 4-H Club projects in this county and appeal to urban members.

The home demonstration program listed 35 clubs with 914 members in 1937, 80 percent of whom were farm women. Today there are 73 clubs with 1,548 members, 34 percent of whom live on farms.

Subject matter has changed from making feed-sack aprons to such modern lessons as weight control, outdoor cookery, family recreation, and how to be a gracious hostess. A foods project was organized a year ago with the local labor unions. Food buying, meal planning, and time management were given as special lessons for the wives of the labor union members, as well as employed women.

Extension has also adjusted by adding activities that did not exist 20 years ago. An annual farmer-businessmen's banquet, involving about 200 farmers and 200 businessmen, helps to create better understanding between these two groups. An annual tour is arranged for about 100 businessmen to visit three farms and talk with farmers about their problems. The local chamber of commerce and the county farm bureau cooperate in these two events.

The extension agent serves as a member of the county planning commission. Much of its work has been the zoning of subdivisions around cities. The latest venture is the zoning of 7 tracts involving about 700 acres for future factory sites.

Projecting Programs

While our county extension program has made adjustments to meet the needs of the urban people, the farm folks continue to receive the latest scientific information through field demonstrations, meetings, news, letters, and other methods. There is a tendency toward more specialized meetings with smaller attendance. Our county extension committee is starting a long-time program of analyzing and outlining methods for Extension to do a better job for both the rural and urban families.

One last comparison will explain how Extension can broaden the program and still get the job done. In 1937 we had 133 men, 161 women, 34 boys, and 43 girls listed as local leaders and committee members. In 1957 we listed 370 men, 1,464 women, 70 boys and 157 girls as local leaders. Much time and effort is spent on leader training with these local leaders.

Extension can almost say that the size and effectiveness of the county program depends upon the number and quality of trained leaders. With proper guidance, they will usually point out the problem, suggest a solution, and work out the answer.

A couple of new terms seem to describe our changing county. They are The Urban Sprawl and Rurban. Extension must adjust to meet the problems which are associated with these kinds of changes.

Our County Looked in the Mirror

by ROBERT JOSSERAND, *Sedgwick County Agricultural Agent, Colorado*

Problems of the Great Plains, and their possible solutions, were the No. 1 topic over the countryside. Here, Al Smith (left) and Lloyd Kontny pursue the discussion while Smith tends to his chores.

THE Great Plains in Transition probably will rank as the all-time best selling book in Sedgwick County, Colo. Its teachings were a mirror in which the people of Sedgwick County could see their mistakes and their problems. Even more important, they could see possible solutions to those problems.

This book touched off a wave of interest in agricultural adjustment problems in the county. The result is a public well-informed in public affairs and policies and more capable of coping with adjustments.

Sedgwick is a small, predominantly rural county. Folks around here are intelligent, but they never were considered "bookish."

As in every rural area, by 1956 everyone in the county was deeply concerned about the adjustments in agriculture. Businessmen as well as farmers and ranchers were interested —and more than a little apprehensive—about the changes that were occurring. They could see a trend to bigger, more efficient farming units. With the trend came a multitude of problems—higher operating investments, farm consolidation, school reorganization, declining population.

Moving Into Action

Drouth, too, was becoming a factor and accelerating the changes. It began to be evident that a sturdy fight for survival was underway.

So the interest in agriculture and its troubles was already there. The book merely "jelled" an uneasy concern into action.

Author of The Great Plains in Transition is Carl Frederick Kraenzel, a University of Montana sociologist. In the book, he deals with conditions and problems peculiar to the Great Plains region and hammers out three overriding requirements for successful living—reserves, flexibility, and mobility.

"Discovery" of the book was made by a wheat grower. He discussed it with Carl Hoffman, then the county agent, and together they encouraged a small group of county leaders to read Kraenzel's book. Would it be possible, one asked, to organize discussion groups to take up the book in detail? It would.

A group of 24 community leaders—farmers, business and professional men—met weekly to study the book in detail. They decided the book had popular appeal and asked that a meeting of the County Crops and Livestock Improvement Association be devoted to The Great Plains in Transition.

11-Point Plan

Before a crowd of 225 people, Extension Economist Avery Bice gave an overall review of the book. Then a panel of six discussion group participants attacked the problems of the Great Plains. They drafted an 11-point program of recommendations as follows:

A well-informed, well-educated public. Suggestions included informing elementary and secondary teachers of Plains problems, a regional university, and an adult education program built around discussion groups.

Creating reserves. Why not average incomes over a 5-year period in calculating income tax? Changes also might be made to permit accumulation of reserve funds in good times by local governmental units which could be drawn upon during lean years.

End outside financial exploitation. Particular reference was made to freight rate inequities.

Weather research. Emphasize long-range forecasting and weather modification.

Seek strength through unity. A regional advisory council was suggested to work toward adequate inventory of resources and better communication.

Land classification and regulation. Regulation of use was suggested for lands unsuited for cropping. Government purchase of marginal lands for rehabilitation and regulatory control was suggested as a method of protecting land resources and providing for economic units.

Correlation of efforts by Federal and State agencies. The possibility of establishing regional units was proposed. To achieve adaptation of programs, a regional approach must be made to regional problems.

Research on alternatives for wheat. Hazards of dependence on one crop were emphasized.

Underground water study. Importance of surveying underground water potential and limitations was stressed, as well as the need for a study of ways to conserve the supply where recharge rates are low.

Study industrial possibilities. Industrial development was discussed as an aid for general economic stability for the area.

Develop political potency. It was

(See In the Mirror, page 188)

HOME IS WHERE THEY FIND IT

by EDITH BANGHAM, *Assistant State Home Economics Leader, Wisconsin*

MIGRANT workers play an important role in agricultural production. But, as they travel from one temporary home to another, they don't have many opportunities for improving their living.

Through a demonstration project in Marquette County, Wis., we attempted to broaden these opportunities for migrants. The county is the center of a rapidly developing area of vegetable production. More than 2,000 acres of muck land is under cultivation for lettuce, beets, spinach, mint, onions, carrots, sweet corn, and tomatoes, with 10,000 acres of muck soil available in the area.

Living Conditions

Migrant labor is used to produce and harvest the crops. They are housed in comparatively small camps, ranging from 20 to 80 persons.

Some workers come to the county for 5 months; others come only for the harvest period of about 6 weeks. Spanish-American families from Texas predominate, with some Mexican men also brought in on contracts. At the peak of the season some 1,000 men, women, and children are in the county.

In the spring of 1957, the National Consumers Committee for Research and Education was asked to sponsor a research experiment in Wisconsin, utilizing extension resources in working with families of migrant workers. A successful project, it was believed, would demonstrate the desirability and possibility of similar programs in other States.

No community projects had been in operation among the migrants in the area, so the county presented a good opportunity for experimentation. The county extension staff of four full-time workers assumed the responsibility for the project.

The project's purpose was: To provide educational and recreational opportunities for migrant families, and to increase understanding between families, farmers, and people of the community.

Mrs. Ruth Braun, a former Wisconsin home agent, was hired for this experimental project in the summer of 1957. Betty Dixon, a teacher who spoke Spanish, was named her assistant. The program was organized with the help of an advisory committee, made up of farmers, school representatives, a newspaper editor, a county nurse, and agricultural committee members.

The first step was to get acquainted with the migrant workers and the families. All camps were visited and contacts made with the families. Camp leaders were interviewed to learn the needs and interests of workers. People were concerned about the health, housing, recreational, and educational opportunities.

The need for better food care and management was apparent. Foods and nutrition were a real problem with small stoves, no ovens, and little refrigeration. The mothers were resourceful and interested in getting practical help.

Improvements in housing were needed, many of which could be made by the families. Interest in clothing appeared in each camp.

Mexican Nationals were interested in more opportunity for recreation because they were there without their families.

Weekly Programs

Individual weekly programs were planned for each camp. Children were interested in craft work and games. They were taught to make foot stools, stuffed dolls, paper place mats, bean bags, and scrapbooks.

Sewing was popular with the women. Machines were provided in the camps and tables were made from vegetable crates piled together and covered with a blanket.

Women and older girls learned to use patterns. They made skirts, dresses, and shirts. Some learned knitting, crocheting, and embroidery.

A food demonstration was the highlight of the season. Held in a country school building, it was attended by both migrant workers and wives of farmers. Demonstrations included the Spanish way, shown by migrant women, and the foods served in Marquette County homes. One group made enchiladas, one tacos, another tamales, another fried chicken—Spanish style.

One woman said, "You know, Mrs. Braun, this was the first time I had

(See Migrant Workers, page 184)

Georgia Reorganizes for the Future

by W. A. SUTTON, *State Extension Director, Georgia*

A MORE abundant life in all its aspects for all the people of Georgia is the overall goal of our extension program. Efficiency in production and marketing of agricultural products, in the management of the farm and home—is the watchword of this program. Proven extension methods are helping Georgia families to reach desired goals toward better living.

To better practice this efficiency which we advocate, we recently adopted a comprehensive plan of reorganization.

As our program and staff developed into its present scope and strength, several factors became apparent which indicated the need for a thorough examination and reorganization of our extension structure. This was imperative if our staff was to effectively render the full impact of its combined talent, knowledge, and desire to serve.

Need for Adjustments

Over the years, the Georgia Extension Service had grown tremendously in both personnel and funds. But this growth had been spasmodic, in answer to specific needs as occasion demanded and opportunity allowed. No total, comprehensive extension program, together with an overall estimate of staff and budgetary requirements necessary for its fulfillment, had ever been formulated. Rather, the total extension program and budget was only the sum total of its many and varied parts.

Expansion of the Extension Service in recent years had given it a relatively new and untried staff, the largest and youngest in history. Training and experience of individual staff members was well documented in our personnel files, but the strength and ability of these individuals as a team was an unknown quantity.

Since World War II, Georgia had been caught up in a vast social and economic revolution. The impacts of industrialization, urbanization, and farm mechanization were being felt. Old established patterns of rural life were breaking up.

Agriculture had been changing from the mule-plow cultivation of field crops to the feeding-out of beef cattle, swine, and poultry. Large initial investments and managerial skills had become prerequisites for successful farming. It was obvious that Extension must have a new and revitalized structure for service.

Beginning Reorganization

As the first step toward reorganization, we asked the Federal Extension Service to cooperate in a thorough study of our strengths, weaknesses, and needs for the future. Administrator Ferguson agreed to cooperate fully and, because such a complete study had never been made before, suggested that the study be a joint effort.

He appointed a committee to work with a committee of Georgia extension workers. As a unit, they were asked to make a complete management study, the findings of which would be the basis for recommendations for changes in our organization.

Members of the Federal committee were: Gerald H. Huffman, Chairman, Assistant Administrator; Luke M. Schruben, Assistant Administrator; Joseph P. Flannery, Director, Division of Management Operations; John Speidel, Chief, Personnel Management Branch; Mary Louise Collings, Chief, Extension Training Branch; and Richard E. Ballard, Internal Audit Staff.

The Georgia committee was composed of: L. W. Eberhardt, Jr., Chairman, Associate Director; Charles R. O'Kelley, State Agricultural Leader; Eddye Ross, State Home Demonstration Leader; Tommy Walton, State 4-H Club Leader; S. G. Chandler, Chairman, Extension Training; J. Pledger Carmichael, State Extension Editor; and Charlie Bryant, Extension Training.

Changes Planned

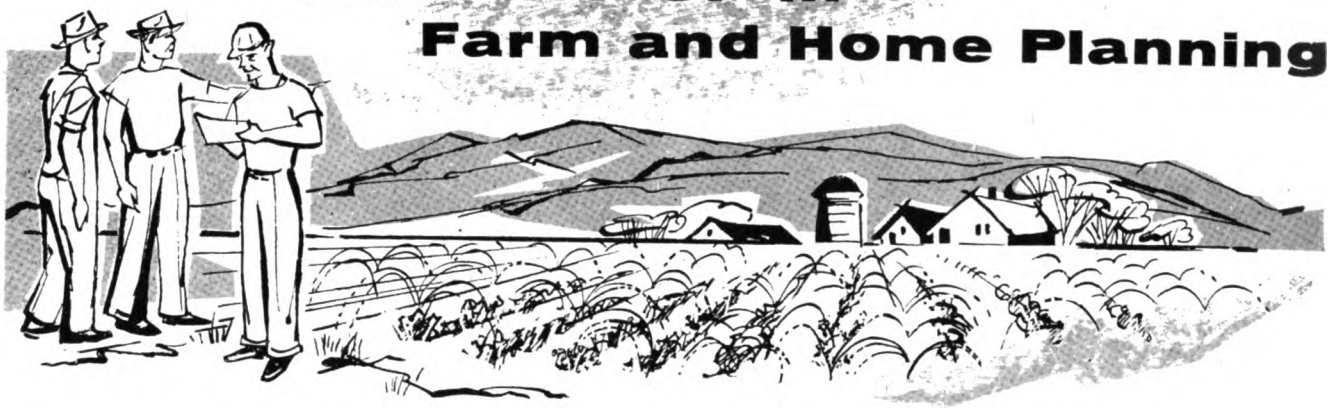
These committee members worked diligently for many months. Their criticisms were candid and their recommendations sound and practical. The committee's report has been explained to all county and State personnel and the recommendations are being adopted as rapidly as possible.

No drastic overhaul or restyling of the Extension structure was recommended. Basically, our organization was found to be sound and not a single position was eliminated. Instead, further expansion was recommended. Recommendations of the joint committee already or soon to be put into effect, include:

- Greater responsibility for the planning, coordination, and implementation of the programs of our 18 subject-matter projects has been given to the State Program Leaders for Home Economics, 4-H Club Work, and Agriculture.
- Immediate supervision of State staff members in such matters as approval of travel requests, purchase orders, leave, etc., has been given to the State Program Leader.
- Our system for the administration and supervision of county work by a joint team of a man and a woman district agent has been strengthened by appointment of a district chairman. Authority for dis-

(See Georgia Reorganizes, page 184)

TEAMING UP in Farm and Home Planning



by M. C. HOUGAN and M. F. BUNNELL,
Yakima County Agricultural Agents, Wash.

CLOSE cooperation between Soil Conservation Service and Extension is an integral part of Farm and Home Planning in Yakima County, Wash. This has been true since Yakima was selected as a pilot county for Farm and Home Planning in 1953.

One of the basic concepts both services worked under was that the farm and family were to be treated as a unit. SCS recognized that decisions affecting the farm also affected the family. Extension recognized that wise use of soil and water resources were dependent upon well-informed decisions by the family unit.

The decisions which SCS and Extension counseled on varied widely. Perhaps the type of irrigation to be used was a question on one farm. How fast could financial arrangements be made for necessary drainage work may have been another question.

Results Apparent

Results of early cooperative planning with farm families are now apparent throughout the county. Nearly all farms in the county are irrigated. Conservation of water, as well as soil, is important on these farms.

The Chester Miller family, with the encouragement of the District Conservationist, was one of the first to take part in Farm and Home Planning. One of their problems was distribution of irrigation water. The topography of the farm is rough and washing of the soil due to steep slopes was common. Runs for rill irrigation generally were short.

A sprinkler irrigation system was indicated and SCS personnel planned the installation. Financing was worked out with Farmers Home Administration by the family, with Extension cooperating.

Field usage has been changed on the Miller farm. Production has doubled by increased pasture and hay output and enlargement of the dairy herd. Pride of ownership, lacking before the planning was done, is now clearly visible on the place.

Often associated with irrigation is the need for drainage, with resultant alkali accumulation. The Norman Crosier farm was characteristic of this condition.

His farm was surveyed by SCS which recommended drainage work. But, to be effective, the drainage work could not be confined to one farm. Cooperation of four other farm owners was necessary.

Under the leadership of Mr. Crosier, cooperation of the neighbors was obtained. SCS planned the neighborhood drainage system and the work was carried out over a period of two years.

Now the results are apparent. Where formerly the ground on many parts of the Crosier farm was white with accumulated salts, good cover crops are now growing. Where fruit trees died from excess alkali, replacements are growing. Alkali is still present, but drainage has helped correct it and Extension's recommendations for resistant types of trees and crops have minimized its effects.

Production per acre is not yet as high as it might be. As time goes on, however, the excess salts will be removed. New trees replacing the killed and stunted trees will increase production.

Without the far-sighted cooperative planning by SCS and Extension and the farmer's willingness to improve operations, the farm would have continued to decrease in productivity. Now it is progressing more rapidly than the average in the community.

How It's Done

One of the first steps in Farm and Home Planning is an inventory of the resources available to the farm family. If an SCS map has not been prepared prior to the inventory, it is recommended that this be obtained as soon as possible.

Usually SCS develops a complete farm plan with the cooperators. This is used by extension workers in developing plans with the farm family, particularly in relation to land use.

The combination of the farm map and land use recommendations is often indispensable. The map alone may lead to poor management decisions.

For example, Mr. and Mrs. Robert Assink purchased their farm in 1957. The farm map showed that approximately half of the farm was cut into

(See Teaming Up, page 188)

Probing To Determine Needs

by **FERN SHIPLEY**, *Federal Extension Service*

Arizona first-year 4-H girls learn fundamentals of sewing through the guidance of trained adults.

WHY don't more leaders attend training meetings? How important are meetings in a total training program? What can we do for the new leader? These are typical questions that Western States' 4-H Club and other supervisors faced up to in a series of three meetings last March.

Their discussions were sparked by data from the fifth phase of the Western 4-H Club study, a regionwide analysis that has been in action since 1949 under the able chairmanship of Associate Director Carroll Youngstrom, of Idaho. Since the beginning, Mrs. Laurel Sabrosky, Federal Extension Service, has guided the technical procedures, consulted with participating States and worked with the committee on analysis and planning.

Progressively, the study has probed deeper and deeper into the problem of how to keep beginning members in 4-H Club work for a longer period. Each of the five phases has been an outgrowth of the previous step and the resulting analysis and discussion.

Analyzed Reenrollment

The first step was to survey and describe the first-year 4-H Club members. Reenrollment for the second year was correlated with age, size of club, project, and other factors.

Results showed that more than two-fifths of the first-year members were 12 years of age or over. And it was found that the older the boys and girls were when they joined 4-H Clubs, the less likely they were to reenroll.

Fewer first-year 4-H members were reenrolling in large clubs than in smaller ones. Also, members reenrolled to a greater degree from reorganized clubs than from those that failed to reorganize.

First-year 4-H Club boys and girls who enrolled in certain projects had a greater tendency to reenroll than those in other projects. This raised questions about factors within the project, as well as about types of literature supplied, activities conducted, and help given.

Because reenrollment varied between States and among counties within a State, the committee then decided to study some counties having what seemed to be good 4-H programs. Detailed case studies were made in four counties, one each in Utah, Wyoming, Montana, and Idaho. The results, showing 15 factors related to high reenrollment, were summarized in a training leaflet called Going Up. Later it was reissued under the title Boosting 4-H Reenrollment.

In Phase III came real involvement of county staff members. This phase was undertaken because even the "good" counties lost first-year 4-H members. Case studies were made of 203 boys and girls who had remained in club work only one year. Agents making the studies reported that this was a meaningful training experience for them.

These studies revealed that when a member dropped out, it was usually because help and encouragement were not available to them when they needed it. Generally the local leaders had not been equipped to help the member in that particular situation.

Progress towards better 4-H programs was marked when agents realized that the program, not the member, had been inadequate. Out of this third phase came the training bulletin, Meeting the Basic Needs of First-Year 4-H Club Members.

This bulletin, and other Western Study findings are generally applicable to club work across the country. The West has all types of 4-H organizational patterns—project clubs, school clubs, community clubs, and combinations of all three. Many ideas and experiences from other localities are intermingled.

Studying Attitudes

It was evident to the study committee, however, that the findings were not boosting reenrollment to the degree expected. Deeper probing was necessary to accelerate progress. So, Phase IV was undertaken, this time a study of extension workers to try to find out if their attitudes toward 4-H work were affecting use of the study findings. Attitudes were found among some workers that indicated a lack of interest in improving 4-H work. These findings were distributed to the State administrative staff for use as they saw fit.

The findings pointed up the need of a fifth phase focused on the op-

(See Determine Needs, page 182)

TOWNSHIP EXTENSION PROGRAM

an experiment in education

by L. H. BROWN, *Extension Specialist in Agricultural Economics, Michigan*

AGRICULTURAL leaders have long been concerned with the time lag between the development of new technology and its general adoption by farmers. In 1953 Michigan extension administrators decided to do something about it. The result was the Township Extension Program.

The program was financed jointly with funds provided by the Kellogg Foundation, the State, farmers, and in some cases by local business firms. An extension agent was placed in each of five townships representing different types of farming in Michigan's lower peninsula. The selected townships were located as far as possible from county extension offices.

The broad objective of the Township Program has been, "helping farm people to achieve a more prosperous, productive and otherwise satisfying farm life." This has been carried out through personalized "on-the-farm" educational work.

The five agents were experienced extension workers and had demonstrated ability to work with farm families on an intensive basis. In this new program they were administratively a part of the county extension staffs. But in planning they worked directly with the State leader of special programs. A farm management specialist helped coordinate plans.

In order to evaluate the program, a research project was set up under the guidance of Dr. James Nielson, agricultural economist. He made benchmark surveys in both experimental and control areas, followup surveys at the halfway mark, and will make a final survey early in 1959.

The township agent and his family became 24-hour-a-day members of the community and participated in all community activities. This produced some new situations for the extension workers.

First, the extensionist became a neighbor with most of his clientele. And most folks feel free to call on neighbors for anything, any time.

Secondly, he is a 24-hour representative of an educational institution which is a source of up-to-date information. This presents some problems at times. For example, the man tends to become a symbol of the institution. When personnel changes must be made, people find it difficult to accept the idea that someone else can do the job.

Of course, there are many advantages of living in the community in which one works. As the agent becomes established as a source of technical and economic information and a demonstrator of how to use this information, he tends to be used intensively. Whether he is in church, shopping, or in his office, he must be prepared for questions.

Growing Pains

The Township Program experienced some growing pains common to any program designed to work closely with people. One was the problem of getting acquainted and establishing confidence.

People must be sure that the agent "knows his stuff." And they must have confidence that personal matters will not be revealed to neighbors. Most agents say it took one to two years before real headway was made.

In dealing with this problem, the advice of the late Michigan Extension Director, C. V. Ballard, proved to be invaluable. He said that if, in your early contacts with a man, you can tell him something he knows to be true, he will always consider you to be an expert. And, if you ask for a man's advice or counsel on something he knows, he will always regard you highly. The township agents proved this to be sound psychology to apply in getting established in the community.

Get-Acquainted Calls

Another means of getting established was through get-acquainted calls, without invitation. The agent picked up information about size of operation, kinds of enterprises, and size of family. Any ideas for recommended changes gained from such a first visit were inventoried for future reference as a basis for motivating the family. Frequently such a visit resulted in a request for information or future help.

Early in the program the agents established several farm planning groups, usually of younger families. Five to eight families were led through a planning procedure—recording facts about the present situation, establishing goals, and developing plans for attaining these goals. The agent visited individual

(See Township Program, page 191)

DETERMINE NEEDS

(Continued from page 180)

portunities that local leaders have had for training. Training is a broad field, so the committee decided to concentrate on a study of county leader training meetings. The committee considered that county staffs, with their heavy work loads, must rely upon meetings.

They also realized that many things can be more effectively presented in a group training opportunity where leaders can share with each other.

All training meetings for 33 counties—304 meetings with 3,307 volunteer leaders attending—were observed and tabulated over a 12-months period. The quality of the training job was not appraised—only the opportunity the leaders had for training. The hypothesis was that if there were not enough leaders attending training meetings, if there were not enough meetings, if the information obtained from 4-H studies was not included in the meetings, then something extra would have to be done to get study findings into use.

Again the participating counties had the richest opportunity and the survey became a training experience. When "our" county's data was included, "we" were most eager to know the findings and were alerted to causes and effects.

Arizona adult shows sympathetic interest while a 4-H'er learns skills of how to do.

The 10 areas included in the survey blank were the result of discussion and correspondence by the State Club Leaders of the entire Western Region.

More than 30 States are using these 10 areas as a basis for a sharing effort in leadership training. Each State has selected one area and is developing materials and conducting a training program. The methods and materials that prove effective will be shared with other States.

Mrs. Sabrosky, as consultant to the Study Committee, has pointed out other pertinent research about help that leaders need. At the recent Western meetings, serious consideration was given to these first-priority needs of new leaders: Explanation of their duties, information about help available for doing the job, training to understand young people better and how to work with them, ideas about how to develop a recreation program, personal consultation with the professional leader, and moral support from the trained personnel.

Experienced leaders want, as first priority: Training in subject matter, opportunity to share experiences with other leaders, help with recreation activities, and ideas on how to obtain better parent cooperation.

This information was helpful in analyzing the results from Phase V. When it was found, for example, that only 56 percent of the leaders attended any training meetings, immediately the questions were, Why didn't they attend? Can our meetings be better planned and conducted? How can we reach those leaders who do not attend?

Lack of attendance was most acute among beginning leaders who apparently had greatest need of the help. Timing of meetings, content, methods used, who did the teaching, and size of the group are all part of the significant information. The job now is one of application.

It was interesting to note that results varied more between counties within a State than between States. That apparently brings need for further analysis of tenure and training of agents, planning processes used for program determination, 4-H events conducted, and program emphasis.

The Western Regional Study Committee plans an October meeting when they will consider the next steps in regionwide effort. Directors have given full support to every phase of the study, realizing that we must take a searching look at our program in operation if we are to make meaningful program changes.

Value of Thesis

I read with much interest the January issue, Doors of Opportunity to Professional Improvement. I was a Pfizer award recipient in 1955 and share with Mrs. Middlemast deep appreciation for this assistance.

One phase of my graduate experience which was especially valuable was writing a thesis. My thesis was based on a survey of 50 farm families and dealt with decision-making.

In addition to all the specifics I found out about the 50 farm families, conducting this survey and writing my thesis was a worthwhile personal experience. First of all, it gave me a fine opportunity to talk with farm folks in their homes. More than this, it showed me what can be found out and observed through a planned home visit.

It helped me develop a new frame of reference for reading and analyzing publicatons which come to my desk. It made me realize that it is not enough just to get ideas from people, either through personal contact or in meetings, but it is also necssary for the county worker to interpret what he is told.

Louise C. Dix, *Franklin County Home Economist, Pa.*

(Mrs. Dix became State Home Demonstration Leader in New Hampshire on June 17.)

Today's Changing Agriculture

The Supervisor's Role

by VINCENT M. ANDERSON, *District Supervisor, Iowa*

HAS the role of the extension supervisor changed? Are the qualifications of a supervisor different today? How can a supervisor keep up with the changes that are taking place?

Problems are arising from the growing complexity of farming. Challenging social, economic, and technological changes, innovations in marketing and consumer interests, and growing interrelationship of agriculture, industry, business, and government must be met.

The significance of these changes is well expressed in the Scope Report: "Extension must be ever alert . . . . to adjust its programs, focus and methods to insure that its resources are used most efficiently and in keeping with the ever-changing problems of the people demanding services of it . . . . There is constantly the necessity of continuous focusing on essential—though shifting—areas of need."

This means that Extension must focus on the expanding demands of a changing situation. It calls for strong emphasis on program development, administrative decision on priorities, and techniques for action.

Liaison Job

In the middle of all these changes are the extension supervisors—the men and women who are the liaison between administration and county staffs.

Today, the supervisor functions as a liaison for extension, county staffs, specialists, county governing bodies, and other groups. His activities deal with programs, personnel, budgets, salary ratings, reporting, and evaluation. He plays an important role in the recruitment, placement, and training of county staff members.

In the past, a supervisor was expected to have such characteristics as initiative, tact, intelligence, integrity, knowledge of Extension, good judgment, loyalty, and cooperativeness. Today he needs additional characteristics: The supervisor must be a good planner and a good judge of men; he must have the ability to lead, inspire, and teach; he must have broad knowledge and interests and a background similar to those who are supervised.

One of the most important roles of today's supervisor is that of a program leader. If he is easily satisfied with going programs, he may be a liability. He must coordinate the activities of county staffs and specialists, keeping in mind the problems of the local as well as the State-wide program.

New Requirements

Dr. J. Paul Leagans, in the publication Developing Professional Leadership in Extension Education, says:

"This new chapter (in extension work) will require analytical and creative thinking and produce opportunity for extension people to become not just competent technicians but educators. Programs will need to be developed that are centered on the important problems of the people and their community . . . , unimportant ones will (have to) be excluded."

The extension supervisor has a major responsibility in continuing to seek new knowledge in order to maintain his competence for his job. He

(See Supervisor's Role, page 185)

The Specialist's Role

by A. H. WALKER,
State Agricultural Leader, Texas

TRAINING and experience in a specific subject matter field of agriculture are not enough to become an effective specialist today.

Formerly, the big job of the specialist was to make people aware of their problems, then show them how to do something for improvement. Specialists asked, "Will it work and will it pay?"

This situation exists only to a limited extent today. With active program building committees and subcommittees in the counties, the people are aware of their own problems and are planning what to do about them.

Growing Demands

In today's changing agriculture, a specialist must continually study and observe to keep pace with the people whom he is trying to serve. He must be a human dynamo, a showman, a thinker, planner, and coordinator. He must be aware of his relationships with agribusiness groups. At the same time he must keep in mind his relations with specific publics.

Yes, the specialist today needs training in subject matter, but the field is much broader. He must show the why as well as the how.

Basically, a specialist of today needs training in a specific field, with at least a Bachelor's degree. A Master's degree is desirable, although this need not necessarily be in the same subject matter field.

Courses in psychology, communications, public relations, management, and training are essential. He needs experience working with people, encouraging them to think, motivating

(See Specialist's Role, page 185)

MIGRANT WORKERS

(Continued from page 177)

ever gotten up in public and said anything. I worried all afternoon and prayed, too, but when I got up to make my chicken, something happened and I enjoyed it and didn't mind a bit." One of the greatest accomplishments of the meetings was getting the women out of their camps and mixing with community people.

Family nights were held to provide recreation for the Spanish-American families and the Mexican contract workers, or Nationals as they were called. Spanish movies and color slides of Mexico were shown. Their appreciation was evident from the rapt attention of the audience.

4-H demonstrations were held in the camps. One migrant boy was president of his club in Texas and many young people were interested in the 4-H program.

Health needs came to light in visits to the camps. Through the assistance of the county health nurse, medical care was arranged in several cases. These included a child subject to epileptic seizures, a tubercular father, a man who needed to have a diet for high blood pressure translated into Spanish, and a deaf child needing institutional care.

Benefits of Program

Obvious benefits were the increase in understanding on the part of farmers, migrant families, and members of the community. Feelings of mutual sharing and understanding attitudes developed as the project got underway.

The influence of the regular visits to the worker camps was shown by improvements in housing, new skills in sewing and handicrafts, and more orderly camps.

Migrants were deeply appreciative. Although considered shy, they seemed to overcome that in a short time because of the friendly treatment given them.

Farmers who had been hesitant about the value of the program at the beginning were enthusiastic about results at the end of the summer. Such improvements in facilities as refrigeration and provision of a laundry room were noted. One farmer plans to provide a playground for the children. Whole hearted support was given for continuation of the project for the coming year.

Relations between the local people and the migrants have been reasonably good. But the local citizens asked, "How can we get along better?"

One answer was to learn to speak the language of the field workers, so a course in Spanish was set up. Emphasis was on words and expressions that people need for contacts with Spanish-speaking people at the stores, the bank, the post office, and on the farm. The course was completed by 56 local residents, including farmers, merchants, bank tellers, and extension agents.

Homemakers and 4-H leaders in Marquette County are carrying on the work started last summer. County agents have held training meetings for leaders in sewing, foods, 4-H demonstrations, and recreational activities. Farmers and Spanish-American leaders served on a planning committee for the 1958 work of homemaker and 4-H leaders in the camps.

Marquette County Agent Tom Brady predicts that Marquette County will continue to grow as a vegetable producing area and that farmers will continue to need migrant help. So foundations being laid now will be even more important in years to come.

FUTURE IN MARKETING

(Continued from page 174)

individuals with different disciplinary backgrounds in the future.

There is much interest in marketing educational programs on the part of agents, specialists, and administrators in the Cooperative Extension Service today. The Extension Committee on Organization and Policy has a subcommittee on marketing which is devoting its attention to future development of the program. The climate will likely be very favorable for further development of marketing educational programs in the next few years.

GEORGIA REORGANIZES

(Continued from page 178)

trict leadership, including administration, supervision, and programs, now rests in this position.

In the near future, the chairmanship plan will be extended with the appointment of county chairmen. County chairmen will be recommended by district chairmen and appointed by the Director, with any person on a county team eligible to serve in this position.

- The budget has been consolidated into six permanent financial projects — administration, information, agriculture, home economics, youth, and county extension work. This not only allows greater flexibility of the budget as a tool but reduces the number of plans of work and annual reports.
- Work in county offices is being made more efficient by adoption of a master file for all subject-matter and program materials. This will improve communications between State and county staffs and will greatly facilitate orientation of new personnel.
- Plans are underway to set standards of performance and job descriptions for each staff position. New positions must await the securing of additional funds.

Eventually we expect to have a district agent chairman, district home demonstration agent, district agricultural agent, and a man and woman district 4-H Club agent. With the changes indicated above, we already are becoming a more efficient team.

The establishment of intricate and rigid lines of procedure was not the intent and purpose of this study. Lines of organizations are only boundaries of channels to facilitate clearer communication and quicker action. We asked the Federal-State Study Committee that administrative and supervisory lines be made no higher than the ink on the paper.

We in administration intend to remain just as accessible to everyone as circumstances permit. We want the Georgia Extension Service to remain our "Extension family," composed of

members who share mutual admiration and respect. Any structural changes which tend to lessen our present spirit of unity would lessen the effectiveness of our service.

SUPERVISOR'S ROLE

(Continued from page 183)

must constantly strive to take advantage of the many opportunities available.

One of the best opportunities for self improvement is through contact with coworkers. By maintaining a cooperative and willing attitude with workers in all areas of extension, the supervisor can reap the benefits of their ideas and knowledge.

New materials, available from a multitude of sources, are another means of keeping up to date. Publications from Federal and State offices and other areas provide much helpful information.

In recent years many opportunities have developed for supervisors to keep posted: Workshops have been established and active participation and follow-through will help keep supervisors current on many major issues.

Extension summer schools are still another means in which supervisors can gain materially, not only in relation to subject matter covered but in association with others who have similar problems.

The National Agricultural Extension Center for Advanced Study provides supervisors with an opportunity to improve their competence and proficiency.

These and many more are not just opportunities—they are musts for the supervisor who wants to keep up to date on his job.

In a Nutshell

Dr. Robert C. Clark, director of the National Center, has summarized the role of the supervisor in a modern extension service. In the foreword of the report on Supervision in Cooperative Extension Service, by Rogers and Olmstead, Clark says:

"The role of the supervisor in the Cooperative Extension Service is being recognized as increasingly difficult and important in developing an effective extension program. In a 'middle management' capacity the supervisor is looked to by the administration, the specialists, and the county staffs as an interpreter of policy, a trainer, a planner, a stimulator, a coordinator, and an evaluator. The responsibilities of a supervisor continue to increase in scope and complexity with the expansion in services rendered and staff employed. Competency in the performance of such varied and complex functions requires continuous training for this important job."

SPECIALIST'S ROLE

(Continued from page 183)

them to learn, accept, and use new knowledge. A specialist must be well read in related fields such as history, philosophy, objectives, problems, and methods of extension work.

Self-study, attendance at short courses, lectures, and extension education courses are helpful. He needs a comprehensive knowledge of the principles of adult and youth education and educational methods employed in conducting successful extension programs.

Extension programs have broadened so the specialist needs to supplement his information with a working knowledge of allied fields. Since the farm family is concerned with all activities of the farm, teamwork among specialists is essential.

As demands on the specialist's time increase, he becomes a teacher of teachers—training agents in district and sub-district meetings. Individual county contacts are made to keep up with overall developments, but the specialist concentrates in training leaders and working with groups.

He must hold the broader views of modern extension work which concern rural development, community improvement, and urbanization. This creates even more demands on the specialist and requires the use of all types of educational facilities to do the best job.

The specialist today is required to serve on committees on county, State and national levels for solution of mutual problems. He must be ready and willing to accept these duties even beyond the regular line of duty.

Extension is a mixing and blending of research, demonstrations, practical experience, and common sense. Specialists are not born; they are made and developed through practical experience, study, and observation. It is both a challenge and an opportunity to be a specialist in today's changing agriculture.

Cotton demonstrations in the Lower Rio Grande Valley of Texas will show which varieties are best adapted to machine harvesting. George G. McBee, specialist in agronomy, (right) and County Agent James D. Selman, Jr., of Willacy County, planned the demonstrations.

Training To Meet Changing Times

by JOHN T. STONE, *Training Officer, Michigan*

How are we going to acquire the professional competence to give effective leadership to the extension program in the years ahead? Is the answer to be found in more training meetings, workshops, tours, and conferences?

A look at the rapidly growing list of these 1, 2, and 3-day training activities indicates an affirmative answer. Short training sessions, often covering a wide range of topics, are generally accepted as helpful and are popular with agents and specialists alike. They provide the specialists with an opportunity to train large groups of agents who find this way to keep up-to-date.

Some people, however, say this method is producing agents who know a little about many things, but not enough about anything to be effective. They point out that, because the people we work with are becoming better educated and more specialized, agents must possess a higher degree of specialized competence. Otherwise, they say, people will by-pass the extension agent in the quest for knowledge to solve their problems.

Supporting this point of view is the fact that most agents have a general agricultural or home economics background. To conduct effective programs in new areas of extension responsibility, they need to become familiar with entirely new bodies of knowledge which, it is argued, cannot be done in a 1 or 2-day workshop.

Concept of the Job

As we struggle with this question of what might be called horizontal vs. vertical training, it became evident that everyone's concept of the county agent's job was not the same. After extended discussions and a study of the Scope Report, we realized that each one was thinking of the county agent in terms of a stereotype.

We were not seeing the individual agent's learning problems and the many different kinds of jobs to be done. Unquestionably, the Extension Service needs agents with widely different skills who can give professional leadership in each of the nine broad areas of program emphasis.

This report also helped us to distinguish between National, State, and county program levels. A nationwide organization must have a broad program to permit adaptation to specific situations. And a large organization with many staff members can do more different things effectively than a small one or a single agent in a county. Therefore, a county program must be more specific.

Through the program planning process, a few areas should be selected for emphasis at one time. These should be unique to the local situation within the broad framework of the State and National program.

Based on this accepted extension philosophy, no two counties will have the same program nor will the agents have the same teaching responsibilities. The latter is especially true in multiple agent counties where the trend is to assign agents to specialized program responsibilities.

This concept, recognizing many different county agent jobs with changing educational responsibilities, logically supports the importance of individualized training directly related to specific program needs. At the same time, all agents have some common training requirements and there is a place for the horizontal-type of training.

We must also find a way to bring about greater depth in the training program so that individual agents can conduct totally new kinds of educational programs. Because of this conviction, we evaluated our in-service training efforts of the past in terms of the changes in the ability of agents to carry out new and experimental programs.

Four programs were singled out as being particularly effective: graduate training, both on and off campus; township agent training; consumer marketing agent training; and resource development agent training.

Three common characteristics were noted in each of these. First, the training was planned and adopted to the individual agent's background and future program responsibilities. Second, a series of learning experiences were spread over a relatively long period of time. This involved the interaction of a small group concerned with a specific topic. Finally, there was a concentration of study on one subject at a time which involved considerable individual effort on the part of the agent and instructor.

With the help of the professional improvement committees of the agents' associations, we have incorporated these features into a long-range training experiment. It was planned to complement other forms of in-service training.

The Experimental Plan

Every agent, with his supervisor, determines his major training needs at least one year in advance. Then agents with similar learning interests and problems in each district organize into study and work groups of 5 to 10 agents. For periods of 6 weeks or more, these groups meet periodically with a specialist to intensively improve their competence in the selected area.

Specialists develop professional training courses or organized learning experiences on specific county problems or subjects to meet the needs of these study groups. These include plans for individual work with each agent on his educational program in the related area of emphasis.

No fees are charged for these courses nor is University credit given. However, if an agent qualifies himself through additional personal study, it might be possible to enroll in a related University course and earn credit by passing the examination. A record of participation in each pro-

(See Training Experiment, page 191)

Training Extension Workers for the Future

by F. E. ROGERS, *State Extension Agent, Missouri*

WHAT are the training needs of extension workers in an agriculture that is described by such terms as mechanized, specialized, and integrated, and that is characterized by a rapidly declining population?

Farming has changed tremendously since the Extension Service was born in 1914. At that time, farmers lived in a world largely self sufficient. A lack of transportation and communication facilities limited their opportunities to get new information and provided the new extension worker with a definite job.

The record of help we have given people in reaching many of their goals of increased efficiency, higher incomes, improved homes, and better family living is one of which we can be proud. However, a good past can be dangerous if it makes us complacent about the future.

New Look at Training

This changing role in agriculture suggests that a new look should be taken at training for future extension workers. The starting point is the pre-service training offered at land-grant colleges. It's the responsibility of extension administrators and training leaders to suggest and encourage colleges to teach courses needed. Then they should encourage prospective agents to take these courses that will further qualify them for extension work.

This year more than 300 county personnel in our State were asked to indicate the courses that were of most value to extension workers. The majority indicated that basic subject matter courses were most important.

At the same time, many stated that the advanced courses in subject matter were of little value because much of the technical information taught was soon outdated. A large percentage of agents said courses in public speaking, newswriting, sociology, psychology, economics, and farm management were most important.

Certainly extension can't expect the resident faculty to supply all the training needed for its staff. In-service training is highly important if we are to have efficient and effective extension workers.

And the first year is the most strategic period. It's then that new employees must get satisfaction from their work, experience a feeling of "belongingness," and feel secure in their work.

Gear to the Individual

A well organized in-service training program should start with helping new workers to become adjusted. And this training, to be most effective, must be geared to the individual because each person is different. When we find out about his knowledge, interests, skills, habits, past experiences, attitudes, prejudices, goals, and family, we are ready to fit our training to the needs of the newly employed agent.

And when we gear the training to the individual's needs, most of it will be done in a job situation similar to that in which he will work. Here he can observe the work as it is supposed to be done, have an opportunity to try out what he has learned, and have an analysis and evaluation by a coworker who serves as a friendly trainer.

A job description should be the basis for determining training needs. Unless the trainer has a clear understanding of what the trainee is expected to do and how it can best be done, the training is likely to go astray.

Present needs should serve as the starting point for in-service training of experienced agents. All Missouri agents were asked this year to indicate their main training needs. They said they needed the most training in how to: develop, train, and motivate leaders; help farm families to analyze their situation, develop goals, and set up procedures to reach these goals; use the best teaching methods; carry out a plan for self-improvement; and promote and publicize the extension program. These areas will make up the main core of our State training efforts for the year ahead.

If we are to meet the challenges outlined by the Scope Report and furnish the leadership in a dynamic program, extension workers of the future must be better trained than many are today. We need to give more consideration to specialized training in order to meet the needs of specialized farming.

What We Need

We must learn how to use counseling techniques or otherwise teach individuals how to make decisions in farm and home management, community life, and public affairs. We need to know better how to lead groups to make decisions as a means of motivating them to take action. This technique is particularly important in developing extension programs and in public affairs education.

And most of us need training in how to motivate people. This means we need training in the whole field of human relations and the diffusion process. Extension's future will depend on the kind of workers we have and how well they are trained to meet the needs of our changing times.

WHAT'S HAPPENING

(Continued from page 171)

Although the land-grant college system was established to serve all the people, its obligation to agriculture has been stressed from the beginning. To cope with the problems spawned by a society living in technological revolution, these land-grant institutions have broadened their programs greatly.

It would have been the height of folly for these institutions to have fixed inflexible programs based on conditions of agriculture that existed when the Hatch Act of 1887 created the Agricultural Experiment Stations or the Smith-Lever Act of 1914 created the Cooperative Extension Service. Literally, the wellsprings of progress have been fed by changes in concepts of what constitute worthy agricultural research, Extension, and college teaching. But, have we kept fully abreast of adjustments required by the bewildering revolution with which we are dealing?

Factors To Recognize

We must recognize the nature of job opportunities open to farm-reared college graduates. Increasingly, successful operation of a farm or ranch requires upgrading of technical and management skills. But we must also recognize that opportunities for entering this field have been and will continue to be relatively limited. This suggests the need for emphasis on practical management assistance for those already in the competitive business of farming, and for recognition of the limits of newcomers.

Let's explore fully the potential suggested by the fact that agriculture-related employment opportunities are numerous. Knowledge and skill requirements in these positions are equally exacting. Our 4-H programs and student counseling must also recognize that many farm-reared youngsters will find their greatest opportunities for gainful employment outside of the agricultural industry.

More broadly, we must remember that the efficient operation of a democratic society presupposes an enlightened citizenry. There is a responsibility to aid all students and our adult constituents in understanding the nature of the highly interdependent society in which we live. Groups active in shaping public policy have a right to turn to the land-grant colleges for leadership. We must remain in a position to provide this leadership.

Finally, there is the problem of helping people gain full benefits from the fruits of their labors. We are living in a period of material abundance. A large part of our population finds this abundance accompanied by an increase in leisure. There is a great role to fill in helping assure constructive and satisfying use of leisure time.

The major challenge confronting us who deal with the educational needs of agriculture in a dynamic society is the challenge to recognize the nature, direction, and implications of forces operating for change in agriculture. Having done this, we must make timely and constructive adjustments in our programs of teaching, research, and Extension. We can give no less if we hope to continue to deserve and receive support as public institutions contributing in a positive manner to the general welfare.

TEAMING UP

(Continued from page 179)

long, narrow fields with irregular boundaries. From a management standpoint, it would have seemed desirable to consolidate the fields and straighten the boundaries.

However, a study of the land use recommendations and closer observation of the soil indicated the need for long, narrow fields. The soil on the field boundaries is shallow and rocky, of little agricultural value. However, it is valuable in draining excess irrigation water. Wise land use indicated that the fields remain as they are.

Cooperative planning between the farm family, Extension, and SCS has resulted in better land and water use, more productive farms, and more satisfied farm families. Extension and farm families will continue to rely on SCS for guidance on wise land and water use. SCS will continue to rely on Extension for work with families on farm and family management problems. Farm families, SCS, and Extension will continue to team up in Farm and Home Planning.

IN THE MIRROR

(Continued from page 176)

suggested that Plains States' congressmen work together on legislation aimed at economic stability for the area.

These 11 points were not designed as an "action program." They were advanced to stimulate thinking and arouse interest in the problems of the Great Plains.

Shortly after the meeting County Agent Hoffman proposed a follow-up publication, based on the lessons of Kraenzel's book. The 28-page booklet outlined steps necessary to unify and strengthen Sedgwick County agriculture, business activity, and family and community living.

Community leaders contributed their experience and knowledge in drafting sections of A Plan for the Plains. Because of its plainswide application, the publication was

Businessmen and professionals were drawn into the problems of agricultural adjustment. Men like Lawyer R. D. Dittemore (left), shown with County Agent Bob Josserand, were deeply concerned with changes in the economic and social structure of the community.

underwritten by the Colorado Extension Service.

The booklet has been used widely by the State Agricultural Planning subcommittee in discussion groups in many counties. Virtually all Plains States have used it in discussion groups and, in one case, for formal workshop sessions.

Based on first-year success, the 1958 county program included another successful series of discussion meetings, following the same general pattern. For a discussion book, leaders chose Lauren Soth's Farm Trouble, then invited the author to discuss his views at a general meeting.

Carl Meline, local rancher and county commissioner, sums up what this look in the mirror has done for Sedgwick County. "We now have a built-in interest in our problems," he reports. "This influence is paving the way towards their solution."

THE CHALLENGE

(Continued from page 172)

These are a few indications of what is happening and will continue to happen in our agriculture. You can see them from your own kitchen door, your super market, your milk plant, or any one of 100 vantage points.

These dramatic changes are coming about because of our desire to seek and find new methods through research and to develop an educational system which not only trains the researchers and the teachers but also increases the economic and technical literacy of the producer, the homemaker, the handler, the processor, and the merchandiser.

Extension during this process of growth and change has gone through three rather distinct eras.

a. The era of the skeptic—book learning. "It was good enough for father—it's good enough for me," was a common attitude.

b. The era of confidence—demonstrations showed the way. "If it works for Joe, it will work for me," became common thinking.

c. The era of dependence. "Let's check with the county agent before we change," has become an everyday thought.

Along with the era of dependence has come the problem of communications. The audience has outgrown the venturesome few of a few decades ago. While demonstrations are as effective as ever, even they must be adapted to today's needs.

Today's Approaches

Overcoming skepticism is no longer the big job. Today's big job is how to reach more people in such a way that they can understand and apply this whole complex of modern science under a system of up-to-date management in their own homes and on their own farms.

The unit approach, or Farm and Home Development, is being used widely with those who need this kind of help and to the extent that there are enough hours in the week to do it. One director said recently, "Our people are now demanding that more of our energy be expended in this direction."

As another example of a shift to more intensive teaching, Michigan has been experimenting with township agents to provide this more intimate kind of extension work.

The current effort to better understand principles of communication and apply them through modern means is a well-directed effort designed to streamline the flow of information to our many diverse audiences. The realization that we are dealing with people, many of whom expect tomorrow's ideas today, is causing us to carefully examine every known device from the over-the-farm-fence interview to the demonstration on TV.

The day has passed when "the professor knows best" what the "extension curriculum" for any county should be. Program projection is putting new emphasis on the importance of providing local committees with all the information available concerning resources that will help them to help Extension pattern a dynamic program designed to solve their own problems.

These resources are not only natural resources but those in the economic realm such as capital and credit and markets—in the technological field from modern chemistry and genetics to power units. They also include our schools and land-grant colleges and farm, social, and church organizations, to say nothing of our greatest resource—our people. With the rising level of formal education, aided by the informal programs such as Extension, local people have never been as competent to make sound judgments as they are today.

People are showing an ever-increasing concern for more objective information on the many off-farm influences which govern their daily lives and level of living. This tests not only our objectivity but our ability to assemble facts and present them in a way that they can be intelligently discussed and understood. In this category may fall subject matter ranging from a discussion of a local ditch problem to international trade.

Recent pilot efforts in Rural Development covering 63 counties and 9 trade areas in 30 States and Puerto Rico, made possible by special Federal appropriations, point up a new area of emphasis for Extension. While this effort focuses particular attention on these people and communities which have been pushed to one side by the on-rush of modern technology, it brings us into a new relationship with other agencies—local, State, and National. It has opened up a new vista of teamwork to help do a job that would be difficult indeed for any one agency to undertake alone.

Focus on Challenge

I have mentioned only a few items and commented on only a few ideas which may help focus our attention on the "challenge of change."

There are myriads of questions we must ask ourselves as we examine the task ahead. Are we keeping abreast with an adequate in-service training program? Are our opportunities for professional improvement in tune with the times? Do we make the best use of opportunities which we are afforded? Is our organization in the county—at the college—in the Department a 1958 model? Are we set for the next phase of the technological explosion? What does the "space age" hold for Extension?

This is the Challenge of Change.

THE COMMITTEE APPROACH

To Determine Training Needs

by HARRY D. COSGRIFFE, *State Training Leader, Montana*

WHAT to include in extension training programs and how to provide this training are among the difficult decisions facing extension administration in this increasingly complex society.

Training events used to be scheduled on short notice, sometimes when someone had a particularly bright idea or perhaps the loudest voice. However, the complexities faced by all personnel now make it necessary to plan training on a long-range basis. But, how can this be done?

We think that our committee approach has been a first step in improving our decisions on training. This might be called the integrated approach since four groups actually assist in deciding training. These are the administrative staff, the State professional improvement committee, and the professional improvement committees of the home demonstration agent and agricultural agent associations.

How do we decide on our training program? Our State professional improvement committee recommended this procedure which was adopted:

Specialists and supervisors, through observation, personal interviews, and group meetings, submit training proposals to the training leader by midsummer for the next year. The training leader summarizes these proposals and the summary is sent to State staff members and the professional improvement committees of the agents associations. Summaries are forwarded to county personnel by their committees.

The proposals are reviewed and suggestions from agents are returned to their committees. During the 4-H Congress in late August, time is provided for the agent associations to review the proposals and make their final recommendations. Following these sessions, the agents' representatives meet with administrative staff members and the State professional improvement committee to review and clarify their recommendations.

Original proposals and additional recommendations are then considered in administrative staff conference and final decisions made on training for the entire year ahead. The State professional improvement committee also reviews the proposals.

We are now deciding our training calendar for 1959. All staff members will receive this calendar before writing Plans of Work in December.

This process helps to uncover significant training needs but it must be closely geared if the training program is to be representative of staff thinking. Supervisors, specialists, and the professional improvement committee all play an invaluable part in keeping the process moving.

Training events this year include the 4-H Leaders' and Agents' School, 8-day Communications Schools, Livestock Marketing Schools, Crops and Soils Clinics, Irrigation School, Newer Extension Workers' Conference, Program Development Workshop for Home Demonstration Agents, and Farm Management Workshops. In addition, a special training session was held for agents working with Indians.

Yes, there are problems. Supervisors are searching for better approaches to getting the thinking of agents on training. Specialists say there is more need for coordinating subject matter training so that agents can better relate specialized subject matter to farm and home planning.

The professional improvement committee has helped to identify competencies needed by extension personnel. Committee members say that we need to get the assistance of all staff members in helping our workers become competent in these areas.

Decisions made on what to include in the training program will affect considerably the progress of Extension in the years ahead. The committee approach has been helpful in providing guidance both for the immediate future and the long pull ahead.

FARM FAMILY

(Continued from page 173)

technology we teach must be of a higher order than ever before, even though it may decline in importance in the total extension teaching job. Much of the farmer's technical information will come from other sources, while Extension must consider the total need.

We who serve farm people will have to give more thought to ministering to the life of rural people than to their business. We have a great stake in the family as an economic and social unit.

From the first, Extension cast its lot with the family. The family is still the most stable institution in our society. This venerable institution can reach its highest fruition in the rural community.

Of course, the rural family must recognize technological change and reconcile itself to current patterns of economic productivity and development. As agriculture ceases to become a way of life and becomes more and more a business, the greatest need is to nourish the appetites and abilities that make for a good life.

Home and youth agents have been working toward this goal from the beginning. Agricultural agents, too, have worked at improvement of the farm business with an eye to the real goal of better living.

Our nearness to the family and our understanding of the rural setting equip us well to assume this broader duty.

TRAINING EXPERIMENT

(Continued from page 187)

fessional improvement course will be kept in the agent's personnel file and official recognition will be given.

Groups are now being organized around different problems. For example, one is personnel administration, of special interest to newly named county extension directors.

Success of this experiment can only be measured in the effectiveness of the Michigan Extension program in the future. Some of us are convinced that this is a design for training that can help extension workers acquire the competence needed to meet the changing times.

TOWNSHIP PROGRAM

(Continued from page 181)

families between group meetings to discuss personal problems. Once a family completed the series of meetings, the process of getting acquainted and establishing confidence was usually complete.

It was realized early that the more important farm problems involved major adjustments in business organization, use of credit, family operating agreements, and inheritance problems. To help with these, agents needed a sound knowledge in fields which were somewhat new to them. Getting needed facts before the farm family required that the agent become acquainted with personal business and household financial records, including net worth statements that listed assets and liabilities.

Different Methods

With more time to spend per family than the conventional county worker, township agents alter the methods used. For example, they spend less time in the office, hold and attend fewer meetings, and put less effort in disseminating generalized information by mass media.

On the other hand, they make more farm calls, spend more time teaching families to analyze their own situation and make decisions which will move them toward their goals. Monthly meetings with the Township Extension Association boards of directors give the agents "grassroots" guidance in program development.

Generating Interest

Three agents produce an annual farm business report based on records kept by families in the township. Individual records are not identified but reports are organized so that each family can compare business results on 50 different factors. These are invaluable in pinpointing needed improvements and motivating action.

Enterprise-oriented farm tours for groups of 10 to 25 farmers are organized to visit farms both in and out of the township. Several tours have been made to adjoining States, including a hog farm tour to Indiana and a tour of dairy farms in Wisconsin.

All agents use the one-subject postcard or letter to remind their farmers of timely topics and give how-to-do-it information. Louis Webb's Newton Nuggets are postcard reminders "short enough to be read while a person is walking from the mail box to the house."

Inspirational Touch

Albert Hall uses a weekly newspaper column called On the Farm which presents information with an inspirational, philosophical touch. Many farmers testify that this is first priority reading in their household. Quentin Ostrander and Orville Walker get out current newsletters.

Each agent works with business people to bring about a mutual appreciation of the problems of farmers and small businesses in the community. Agent Don Eppelheimer of Odessa Township, for example, was able to involve the banker, food processor, elevator operators, machinery dealers, and retail store operators in his program.

What It's About

The job of the "on the farm" extension worker is to provide a program which will help farm families in making everyday management decisions. Nobody can make management decisions for another unless they are hired and given complete responsibility for management. Extension agents cannot accept such responsibility. They can, however, help farm and home managers in at least three ways.

1. They can disseminate information from State and Federal experiment stations. They also pick up good ideas from farmers to pass along.

2. They can help farmers become acquainted with methods for observing and for using information in arriving at management decisions. This includes teaching techniques for business analysis, farm planning, and budgeting.

3. As experienced extension workers, agents can help farm families see how goals may be set and attained at higher levels than they might otherwise have thought possible. Through inspiration, people are motivated to act.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. **Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.**

F 2107 Defense Against Radioactive Fallout on the Farm—*Rev. May 1958*

F 2115 Culture and Varieties of Spring-Sown Red Oats—*Replaces F 1583*

F 2116 Conservation Methods for the Upper Mississippi Valley (Fayette Soil Area)

G 46 Insects and Diseases of Vegetables in the Home Garden—*Rev. June 1957*

L 136 Production of Parsley—*Reprint*

L 431 The Sweetpotato Weevil. . .How to Control It—*Replaces L 121*

L 434 Frostproofing Water Systems in Poultry Houses

L 435 Interseeding Legumes in Corn

M 708 Marketing Costs for Food—*Rev. March 1958*

The Spread of an IDEA from county to county

by COY G. McNABB,
Extension Economist, Missouri

THE idea behind the Rural Development program is that local people can solve most of their problems with the help of existing agencies. If real progress is made in the program, it will be due to the efforts of local people.

A rural county or area may get a large proportion of income from agriculture, tourists, manufacturing, mining, or other sources. It may have an economic advantage for one business but little for the others. An important part of Rural Development is to determine where the best opportunity lies.

Extension can make a vital contribution by referring local groups to resource people who are able to help them study a phase of community improvement. One of the big jobs in Rural Development is to know what organization can help and how.

Extension workers can help in another way. By serving as a catalyst as they work with local groups, they can help motivate the people into action.

The Rural Development pilot program in Missouri was started in the Ozark counties. Other counties with greater agricultural resources are also finding that their needed adjustment is a big one.

Lafayette County in west central Missouri is one of these. Last October the Cooperative Extension Council suggested that agriculture and industry needed to work together to improve the county.

A meeting was scheduled and representatives from each town in the county were invited to attend. Over 60 leaders attended the first meeting. An extension economist told why some of the adjustments are taking place. A representative of the Missouri Resources and Development Commission suggested what communities might do to attract new industry or expand existing ones. A member of the University Community Development Project presented information on how people could work together.

The group decided to organize on a county-wide basis and is planning special activities and programs to help develop all phases of the economy, with special emphasis on agriculture and industry.

Ed Schwitzky, Lafayette County agent, feels that the results have been excellent. This organization has caused town and rural leaders to think what might be done as a unit to improve the county, rather than going their separate ways.

The idea behind Rural Development has spread to Northwest Missouri, too. Charles Belshe, Harrison County agent, reports that both rural and town leaders are concerned about the changes taking place in their community. They are interested in knowing what adjustments will have to be made in view of these changes.

Meetings sponsored by both farm and urban organizations have been held in the county seat. Again an extension economist and representative of the State Resources and Development Commission met with the 100 people who attended, helped isolate the problems, and pointed out what might be done to help solve them.

As a result, the people have increased their efforts to improve agriculture and develop industry through local resources. For example, they are investigating the possibility of using a nearby volcanic ash deposit in the manufacture of some product.

In Oregon County, the extension council is conducting a survey to not only get more information about the county, but create an awareness and develop more interest on the part of the local leaders. Their program of work will be based on problems as they are brought out by the survey.

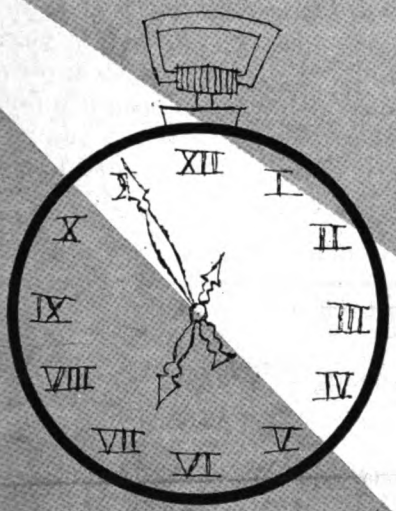
More and more people are beginning to see that the problems of the small underemployed farmer cannot be solved by agriculture alone or any other single approach. It's necessary that the community understand the changes that are taking place and why they are occurring before adjustments can be made.

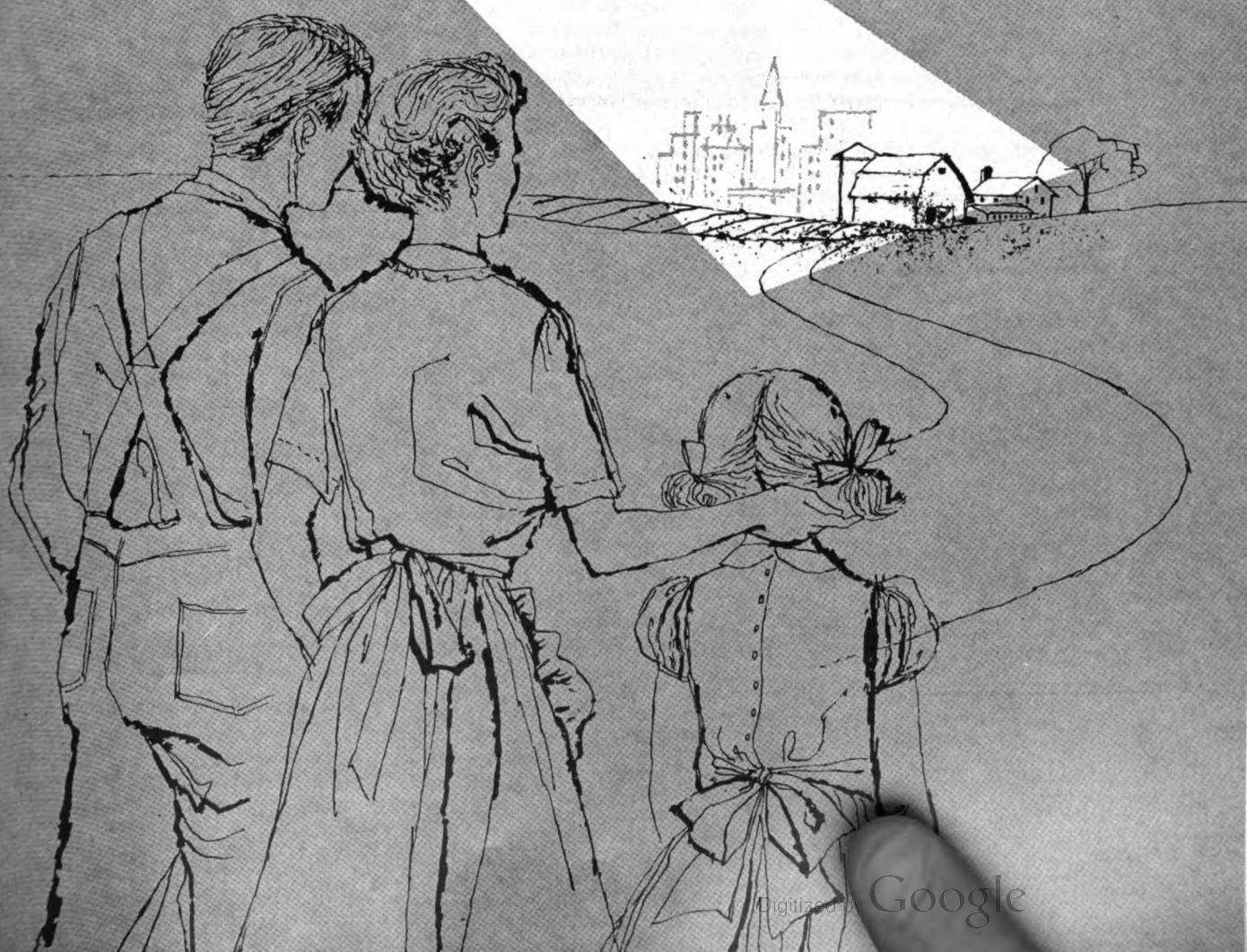
Extension workers must adjust their thinking along these broader lines. They can help the Rural Development idea spread into every county.

Another Special Issue on Equipping for the Future

EXTENSION SERVICE Review

OCTOBER 1958





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.

Vol. 29 October 1958 No. 10

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Acting Director: *Ralph M. Fulghum*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

"If you're going to talk about change, give it a new twist. Everybody's tired of hearing the same old stuff." That's a comment I heard the other day at an extension meeting.

We've been trying to give a new twist to change in these last two issues of the Review. We looked for articles showing how extension workers are meeting change and getting ready for more changes to come.

The theme for these issues was suggested by Les Schlup, director of the information programs division of FES. Les, who retired last month after more than 41 years in Extension, had seen first-hand some of the vast changes taking place. He wanted us to bring together some examples that: "Extension is a dynamic organization, moving forward with the times and, as a matter of fact, ahead of the times."

This is the first issue of the Review since May 1934 that doesn't have Les' name on the masthead. He served as Review editor for 10 years before taking over as chief of information.

Les gave us this parting message for Review readers:

With this issue my name comes off of the masthead of the Review where it has been for many years. I am, you see, now going through the turnstile which leads to a life without incoming boxes, jangling phones, and the demanding alarm clock. My professional life here has been an eventful adventure, thrilling fun. Surely, I wouldn't want to live one life all over again; but if I had to, knowing you, I'd still choose the same career.

For years, you folks have been most helpful and graciously kind. This is my way of expressing my deep appreciation for everything you have done for the Review and in other ways to make easier the fulfillment of our aspiration. Part of the year we shall spend at our cottage in St. Mary's County, Md. We have an excellent county extension staff there. So, you see, we'll be on the receiving end of this great Extension organization in which for two generations I have been a minor cog.—Les Schlup.

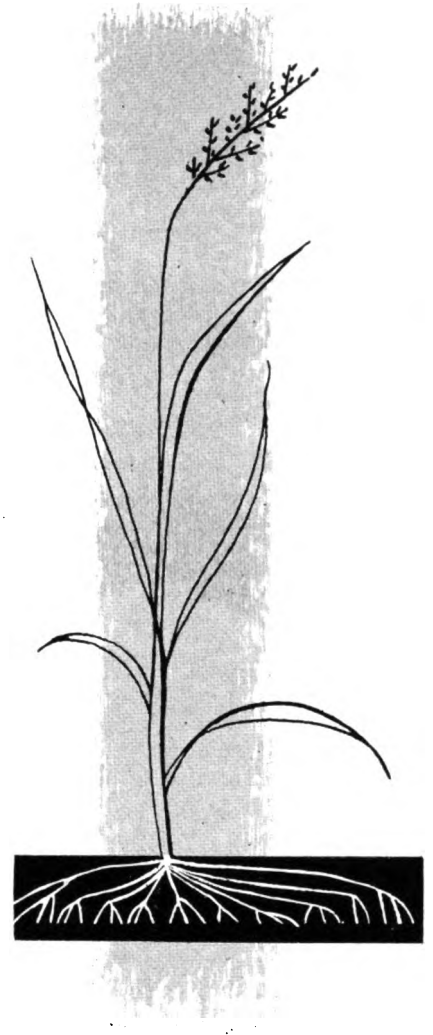
Next Month: Pinpointing Your Audience is the theme of the November issue. The lead article will tell how to define your audience so you'll know which communication channel to select. Then we'll show some of the ways that extension workers are aiming their messages at specific, rather than mass, audiences—**EHR**

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 (June 26, 1958).

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 $2.25, foreign.

REFLECTIONS ON THE SCOPE REPORT

by **PAUL A. MILLER,**
Director of Extension, Michigan



In May, the Report on the Scope and Responsibility of the Cooperative Extension Service was added to the literature of the extension system. This Report was not the first such analysis. It will, hopefully, not be the last. Public institutions must periodically subject themselves to self-examination—the alternative is obsolescence.

During the past few months every extension worker has hopefully been introduced to the Scope Report and, even more hopefully, has read if not studied it. Those who have will remember the format—the black and yellow colors, the plant theme which symbolizes the rooting of extension work in the lives of people, and the nine areas of program emphasis which the Report recommends.

What's Behind It

Many extension workers may not find the reason or time to search out the fundamentals which the Scope Report suggests. For them I offer a few reflections.

The fundamentals are threefold. The first is that which produces the Report: the intensity of the seven extension leaders who formed an exemplary team in organizing and producing the Report; the hundreds of county program projection reports from which sprung the general outline; the loyal merger of county, State, and Federal levels of the Extension enterprise; and the uncounted many who gave facts, review, and timely suggestions.

The institution of extension work rests in a vast and intricate commitment of organization, legislation, and administration. This commitment is Extension's strength even though the complexity and rigidity may sometimes be a weakness. The Scope Report is a product of the extension commitment at its best.

The second fundamental is the four basic ideas around which the Scope Report builds. The first idea is management orientation. This is neither farm management, nor home management, nor any other particular arrangement in which management is a central feature. Neither is there exclusion of subject matter fields which are commonly thought to fall outside the management concern.

The Scope Report suggests management as a point of view, whether of individual workers or of entire extension staffs. It suggests that management orientation enriches our educational capacity toward skill and versatility in choice-making — from farm to neighborhood land use, from family living to community organization to regional development, and from national issues to international policies.

The second idea is that of interdependence. The Scope Report emphasizes the inseparable interplay between the agricultural and industrial sectors and between city and country. We know this interplay is usually political, increasingly social, and continuously economic. Insistence on the notion of interdependence is the real explanation why the Report recommends that Extension focus on important problems rather than on what clientele to be served.

Need for Flexibility

The third idea is focus and flexibility. The Scope Report suggests that modern extension education must distinguish important and relevant matters from those that are not. It implies rejection of the immediate and most pressing as necessarily the most important.

Throughout, the Report suggests that desirable educational outcomes depend upon educators and the people they serve making such decisions. From this comes design of extension effort and commitment to fulfillment. To these ingredients the Scope Report is devoted, for they are primary to educational leadership.

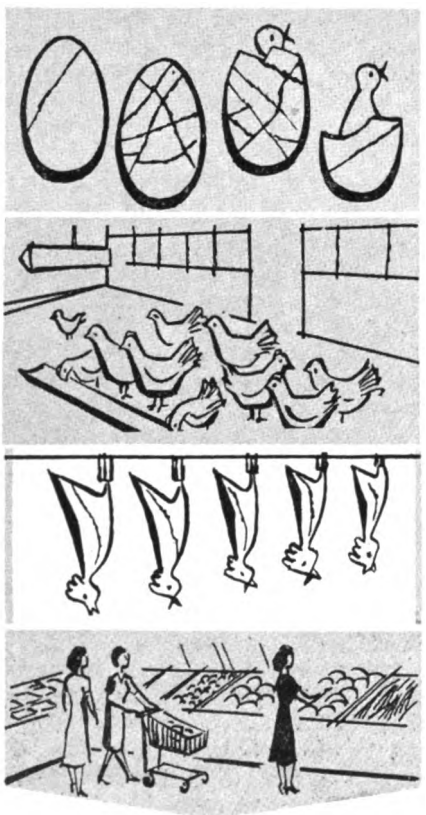
The fourth idea is services and education. The Scope Report implies that the informal education of extension work must be responsive to everyday needs. People who are rearing families and earning livings are scarcely captive to classrooms, curricula, or even sustained interest. Where extension education begins may, and usually will, be humble and elementary.

But where extension education ends in aspiration for the people is equally important. And so the Scope Report suggests to all extension workers that, while rendering service may be the starting point, the ultimate aim is always a continuously broader and deeper experience of people who are learning.

The third fundamental of the Scope Report is its implication for a national effort in extension work. In no way does the Report reduce the

(See Reflections, page 213)

The Agent's Role in VERTICAL INTEGRATION



by H. B. SCOGGINS,
Whitfield County Agricultural Agent, Georgia

TEN years of broiler and commercial egg production have completely revolutionized farming in the northwest Georgia county of Whitfield. Just a decade ago poultry and poultry products provided approximately 50 percent of the gross farm income in the county. It is estimated that 85 percent of gross farm receipts were from poultry and poultry products in 1957.

Approximately 14 million broilers were produced during the past year in the county, providing a weekly income of about $100,000 to farm families. Production of hatching and market eggs provides additional farm income. Poultry industries, such as hatcheries, processing plants, and feed mills have a weekly payroll of about $40,000.

The major change in Whitfield's agricultural program can be attributed to a number of agricultural, economic, industrial, and other factors. Vertical integration of the poultry industries may well be one of the most significant.

Different Approach

The county agent's role in the process of integration calls for many changes in extension education techniques, agricultural program planning, and public relations.

All poultry companies have from 3 to 10 servicemen to supervise and assist poultry producers with production and management problems. This is the group of poultry leaders with which the county agent and State poultry specialist can put across an effective, coordinated, county-wide extension education program. By working through the servicemen and contractors, the county agent and specialist can reach more farm people.

Although the county agent is not responsible for supervision of individual poultry producers, he works with farmers in planning and carrying out the overall agricultural program. The extension method of education by personal visits with producers is impossible to use when there are over 500 broiler growers in the county. Before the number became so large, short courses for producers were held with the assistance of State poultry specialists. Usually, broiler producers attended the morning session and commercial egg producers attended in the afternoon.

In recent years the agents, with the assistance of extension poultry specialists, have held county short courses for the numerous field servicemen in Whitfield County. Field servicemen, poultry contractors, and other poultry leaders are also encouraged to attend all area and State poultry short courses, with the county agent usually accompanying them.

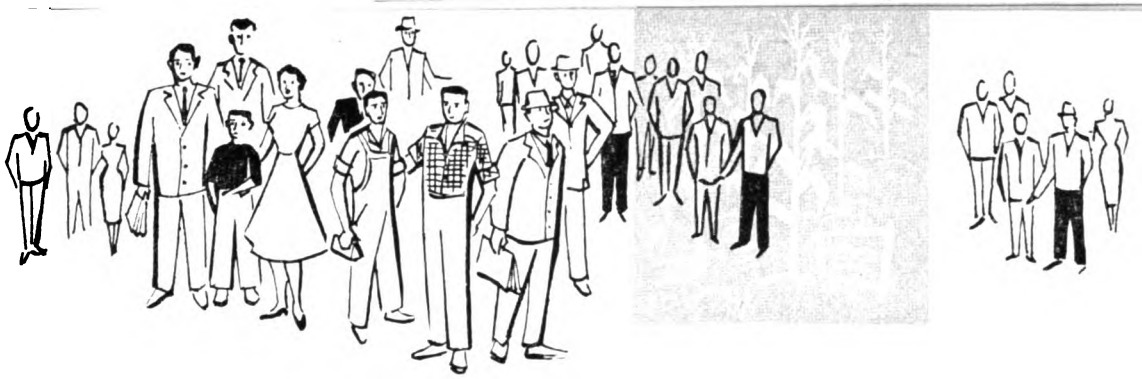
Poultry dealers and servicemen have been active on the County Agricultural Program Committees, County Fair Poultry Show, and other extension activities. Local poultry contractors and service personnel are organized into a County Poultry Dealers Association and the county agent is a member of this group. Extension poultry specialists also participate in some association meetings.

This association recently held a chicken barbecue and 40 4-H Club members helped serve the 3,000 persons attending. On another occasion, the county agent worked with the association in a survey to determine the economic importance of poultry and associated industries in the county.

Good public relations with the contractors and service personnel is important. Whitfield agents frequently visit with the contractors and occasionally accompany servicemen on farm visits to keep abreast of the poultry situation. Mutual concern and interest in the poultry enterprises of the county encourage a spirit of cooperation and progress.

Vertical integration of the poultry enterprises is a dynamic force. It appears likely to continue as the industry becomes more competitive and contractors find it necessary to integrate as a means of controlling production to meet market demands. The county agents and program planning committees will need to make adjustments in the agricultural program from time to time to enable producers to cope with the changing agricultural situation and economy.

Poultry dealers and servicemen put final touches on some of 3,000 chicken halves served at recent dedication of recreation center. County Agent Scoggins worked with dealers in planning the chick-n-que.



People Before Things

by GLADYS GALLUP and RALPH M. FULGHUM, *Federal Extension Service*

An estimated 60 million people in the United States saw or read about a Minnesota corn demonstration not long ago. The demonstration shows corn-growing today contrasted with 25 years ago. Look a little deeper and you see tremendous progress in the science and management side of growing corn. You also see tremendous progress in extension methods of getting the results to many people.

This was done through TV, a movie, slides, magazines, and newspapers, some of which went to national audiences. In that way we are taking advantage of progress in communication channels to spread the results of our demonstrations, our research, and other information to the people who need it.

The changes in our methods may not be as dramatic as an atomic submarine slipping under the North Pole or a man-made satellite sliding through space like a star. To the pioneer who set our extension educational pattern, however, they would be as astonishing.

Like our hard-to-fathom atomic and missile progress, tremendous changes in extension problems and methods are exploding suddenly before us. Actually, they are speeded up outgrowth of a long series of more orderly changes, experiences, and of our efforts to adjust to people's needs. By experimenting and making adjustments through the years, we continue to make progress in meeting the changes taking place in our audiences, their problems, and our channels for reaching them.

Once rural counties now have diversified populations. Extension agents are learning how to work with many different groups——farm families, families in the open country not farming, suburbia, fringe areas, families in town and urban centers, low-income farmers, part-time farmers, young married couples, homemakers who work away from home, farm youth not needed on the farm.

We have fewer commercial farmers but their output is just as vital as ever to the country. And their problems are more specialized, more complicated with high investment, high potential, and high risk.

We are working with an increasing number of people who serve farmers—people who process, distribute, and market farm products. Many of them are doing services farmers used to do.

All of these groups are our audiences and they have different problems, goals, values, needs, and interests.

Audience-Centered Teaching

We are aiming our efforts at specific targets or audiences as we did in the early days of Extension. The major extension job in early days was one of creating awareness, interest, and confidence in scientific farming.

As we became more established and farmers more eager for production research results, we became more specialized and started putting subject matter first and giving the research answer. We didn't have so many different audiences and the problems were largely physical science ones.

Today, with the emphasis on adjustment — economics, social, public affairs, marketing, farm-city relations —we give our first emphasis to the audience. As Wayne State University Prof. Earl Kelly says, "Science calls for a switch from the thing to be learned as central, to the human being who is to do the learning. This constitutes a revolution in teaching." Each individual, each group is unique and will learn what has meaning for them.

Lester Schlup, Federal Extension Service Information Director, puts it, "The switch from things to people is now the paramount moving force in Extension, bringing it closer to education than ever before."

Fitting Things Together

With individual farm families we have shifted to the total farm and home unit approach. We are helping thousands of families fit together the many factors, the many research results that apply in line with their goals. In program projection we are helping whole communities and areas get at all the facts, consider the alternatives, and develop their own programs.

In like manner we are developing our own coordinated teaching approach. Some of the factors are: How people learn, how they act in groups, appeals that will interest the particular audience, and how we can fit visits, leaders, demonstrations, meetings, press, radio, TV, visuals, and other channels and methods together to create awareness, interest, trial, action with the particular audience.

A group of starry-eyed extension editors asked for a national extension communications research and training program to help do that. Many joined them and the idea grew into the half million dollar National Project in Agricultural Communications

(See Change in Approach, page 210)

Meeting the Needs of Today's Homemakers

Schools for Young Couples

Managing for Family Satisfaction

Managing on a Limited Income

by WINIFRED EASTWOOD, *State Home Demonstration Leader, Massachusetts*

How-to-make and how-to-do projects were the center of attention in extension homemaking programs of the 1930's and 1940's. Today the homemaker's interests have broadened and our programs include money management and consumer education projects to match the new interests.

This changing picture is clearly visible, particularly in urban States. Indications of the gearing of programs to changing needs in Massachusetts are the Mr. and Mrs.-To-Be Schools, Finance Forums, and Managing for Family Satisfaction.

"We want to know if there is going to be a recession." This was a question from a young woman in the Norfolk County Mr. and Mrs.-To-Be School. Discussion brought out that the young couple was concerned about the wisdom of credit buying in view of a possible recession.

Credit is one of the many topics that young couples eagerly discuss with the specialists. Life insurance, auto insurance, house buying, furniture buying, equipment selection, and family relations are also covered in the Mr.-and-Mrs.-To-Be Schools, which originated in Hampden County in 1957.

Tackling Money Problems

In 1956, Essex County extension workers introduced another program idea that is spreading—Finance Forums. Cosponsored by a savings bank, the first forum had record attendance.

A bank official attending a Middlesex County Finance Forum with 350 homemakers said, "It is amazing that so many homemakers are interested in money management." His bank and four others were cosponsors with Extension on a series of four morning forums.

The interest of these homemakers is part of the general shift in interests and needs that seems to have only begun. The formal education of most homemakers includes little about money management. A survey carried out in one Massachusetts county in 1957 showed that 88 percent of the 150 homemakers interviewed needed some help or assistance on money affairs.

At the first Finance Forum, topics included: Women and Money; Social Security and Life Insurance; You and Your Community Bank; Wills, Estates and Joint Ownership; Investments; and Home Mortgages. But even the forum type of presentation hits only the high spots in the way of education. It introduces the subjects, awakens interest, and gives some facts.

Helping Whole Families

Another project called Managing for Family Satisfaction has been as popular as the forums and individual learning is perhaps higher. Here the topic is developed in an intensive series of workshop meetings with small groups of homemakers.

The specialist or agent meets with the group for a series of half-day or evening meetings. Using workbooks, the families are encouraged to think through their needs and wants—food, clothing, housing, health, recreation, education—and to work out ways to provide them.

Income brackets and age groups are broad among those interested in money management. Homemakers attending the workshops had incomes varying from $3,000 to $10,000 and were young to middle-age. Only one group drew both husbands and wives.

In a highly-urbanized and organized State, just reaching the homemaker is often a problem. The homemaker's time is frequently in shorter supply than even money or advice. Meetings take energy and valuable time. To help meet this problem, Worcester County has a daily recorded message on the telephone answering service.

From 400 to 800 calls are received each day, from early morning until midnight. Callers hear a 45-second message on the same subject as the regular telephone questions of the week. Best food buys, hints on home-

(See Today's Homemakers, page 215)

A Learning Package for Young Parents

by ELIZABETH GRADDY, *State Home Economics Leader, New Jersey*

THIS is the story of a project that grew out of a need—a need expressed in letters from anxious parents.

From their letters, it appeared that many parents were overconcerned about their children and needed help to know what to expect at various ages.

To give young parents a well-rounded picture of their jobs, our specialists in human relations, foods, clothing, and textiles cooperated to make Know Your Preschool Child a "package" learning experience.

Volunteer leaders take part in six 2-hour training sessions to prepare for conducting local discussion groups.

Lesson one is devoted to physical growth patterns. Parents learn what they can expect of their children at different ages. They learn that there are certain ages when they can expect new accomplishments, but that the child's pace cannot and should not be hurried.

How much should a child grow in 6 months or a year? Classes such as Know Your Preschool Child help parents understand that development rates vary.

Lesson two deals with emotional development and the influences of such feelings as love, hate, anger, fear, and jealousy. Recognizing that many childhood fears are the result of vivid imaginations, wise parents help their children through the period of being frightened by showing them the love and reassurance they need to outgrow their fears.

Lesson three, Food to Grow On, stresses the importance of food which meets individual needs along with the what, how much, how often, and why of food for the preschool child. Reassurance that children's appetites can vary considerably at different stages does much to make mealtimes happier occasions for all family members.

Lesson four is titled Building Good Food Habits. Parents are given recipes and menus and taught the effect of food on behavior of children. Mothers learn how to adapt family menus to suit a child's needs and to introduce new foods in small amounts. The realization that attitudes toward food are largely emotional helps to reduce the temptation to use food as a bribe, a reward, or a punishment.

Lessons 5 and 6 deal with clothing which provides comfort, freedom of movement, room for growth, and self-reliance. Mothers learn to consider these features as well as durability and ease of care when they select their youngsters' garments.

Visual aids and supplementary materials help keep the two-hour sessions lively. Often a point is illustrated by a film with a descriptive title, such as The Terrible Twos, The Trusting Threes, The Frustrating Fours, and the Fascinating Fives.

Mothers express interest in a chart on how to measure children for clothing sizes and another showing the approximate age at which a child learns to help dress and undress himself. Sample garments with desirable features and helpful labeling nearly always start an exchange of shopping and clothing care experiences.

Agents, and later the leaders, go to meetings armed with well-illustrated leaflets to supplement the lessons. For instance, the one titled, Food for Your Child, contains photographs of well nourished children to help parents know physical characteristics to look for.

Values of Project

Obviously, all this takes a great deal of effort. And what does it accomplish? For one thing, Know Your Preschool Child meetings have helped relieve hundreds of parents of unnecessary anxieties.

By this group study of general growth patterns in all areas, parents realize the individuality of each child. They understand that each will respond to his environment and learning experiences in his own way.

Parents sometimes underestimate the importance of providing experiences for which the child is ready. They sometimes get so much joy in doing things for their child that they hinder his growth or fail to recognize the signs that he is approaching another stage of development.

Through sharing observations and knowing the variation which can be expected in general development patterns, study group members gain confidence that they are helping their children to reach their full potential.

As a part of the overall home economics program, this project plays a vital role in helping individuals understand and appreciate growth and development and the needs of self and others. Realizing that the home is the major influence in the day-to-day status of physical and mental health, our aim is to coordinate and focus our teaching program in the several subject matter fields on the problems of families.

With young people marrying at an earlier age, and in most cases having larger families, the demands of bearing and rearing children often overlap the completion of physical and emotional development of the young parents themselves. They need and want to help in accomplishing the greatest of all tasks—building the foundations of human health and character.

National Home Demonstration Week

A Guide For Every Week

by Mrs. MINNIE M. BROWN, *Assistant State Negro Home Agent, North Carolina*

A record-breaking audience was reached by North Carolina Negro Home Demonstration Clubs during National Home Demonstration Club Week this year. Organizational leaders of the Home Demonstration County Councils planned and carried out a large number of special projects, programs, and activities to observe this special week.

Home agents, specialists, and district agents all provided educational assistance as these leaders planned activities to acquaint more people with the total extension program. They emphasized Extension's contribution to home and family living, the scope of home demonstration work, and how it helps families as they adjust to changing social and economic conditions.

All counties geared their observance with the National theme, To-day's Homes Build Tomorrow's World. In addition, each county made special efforts to reach new people and have them actively take part in the home demonstration program.

Participation of Others

One outstanding feature of this special week was the widespread participation of other agencies and professions. We feel this indicates how Extension is broadening its scope through other groups. For example, program participants included Congressmen, members of the State Board of Education, lawyers, school principals, vocational home economics teachers, doctors, county commissioners, heads of college home economics departments, supervisors of schools, newspaper publishers, librarians, ministers, officials of missionary societies, and retired home agents.

These people gave their views on the week's theme, and called for united, determined leadership and greater clarity of purpose in today's everchanging patterns of living.

Over the past three years there has been a constant rise in the number and variety of methods that leaders and agents are using to get the job done.

The methods used in reaching the people during this special week in a large measure paralleled those used by home agents and leaders in conducting the regular home demonstration program. Community meetings, county-wide meetings, and tours accounted for a total attendance of more than 25,000. Scores of news stories, radio and TV programs, exhibits, home visits, and circular letters were also featured.

Other activities included banquets, fashion revues, teas, clean-up campaigns, bake sales, home beautification projects, special church programs, the crowning of "Mrs. H. D. of the Year," district federation meetings, reviews of home demonstration accomplishments through use of slides, skits, and talks, awarding of 4-H scholarships sponsored by home demonstration county councils, and awarding of certificates to outstanding voluntary leaders.

Each activity had a definite purpose in the overall goals and objectives of the extension program. Many counties used the week to make additional attacks on homemaking problems already pointed up in program projection. The complete report shows that programs and projects incorporated lines of work in each of the major homemaking areas.

In Gates County one program was a dress revue emphasizing how home sewing contributes to better family living. Three generations of the J. M. Bond family participated. Mrs. Bond modeled an afternoon dress, her daughter modeled a Sunday dress and a cashmere coat, and her two granddaughters wore navy blue coats. These garments had a combined total value of $150 but the actual cost was less than $50.

To promote community pride through cleaner and more attractive surroundings, the Guilford County Clubs conducted a clean-up campaign. About 5,000 litter bags were distributed through rural churches and stores. Each bag carried the club insignia and the message: "Do You Throw Trash on the Highway? Join the Home Demonstration Women—Take a Bag in Your Car for Trash and Keep Guilford County Clean and Green—National Home Demonstration Week May 4–10."

Richmond County filled a two-page spread in the local newspaper with pictures and stories of home improvement projects by the local rural families.

Vance and Caswell Counties featured food conservation (canned and frozen) displays designed to show their relationship to health, economy, and better utilization of time and energy.

Mrs. Thetis Gerald, Robeson County Council president, spoke to a special church program audience of nearly 300 on the subject, "The Christian Family."

Program Effects

It is difficult to measure accurately the results of the programs and activities carried on during National Home Demonstration Club Week. However, we have reports that dividends are already appearing.

Basically a greater awareness of the Extension Program was brought not only to those already actively involved but to non-participants as well. Greater interest was generated among homemakers for improved personal, family, and community living.

As a result of the awareness and interest created, nearly 200 homemakers joined existing home demonstration clubs. Requests for organizing new clubs were made and other homemakers are seeking assistance through other media.

Volunteer leaders were given another opportunity to develop their talents and originality. Greater appreciation was developed for the extension program in general by rural farm, rural non-farm, and urban people. This was especially aided through the fraternization of other agencies and professions.

(See Every Week, page 202)

Stepping Up Health Education

by ELSIE CUNNINGHAM, *State Home Agent, New Mexico*

Technician draws blood sample for blood sugar determination, one of several tests for detecting chronic diseases.

How healthy are our homemakers? That's a question we asked in considering ways to step up our health education efforts.

We knew that the most pressing health problems today are the chronic diseases. Among these are heart disease, tuberculosis, anemia, diabetes, cancer, mental illness, arthritis, obesity, and certain defects of vision and hearing. If detected early many of these can be cured or minimized.

Multi-test screening programs have been developed recently to help detect two or more diseases at a time. One blood sample, for instance, can be tested for signs of diabetes and anemia, or a chest X-ray can be inspected for signs of tuberculosis, lung cancer, and heart defects.

With these facts in mind, we wondered if we were overlooking the importance of health education in our State extension program. We knew that many homemaking club members had physical examinations every year but we had no way of gathering data from individual doctors.

New Mexico women learned about program of National Foundation for Infantile Paralysis during 1958 Homemakers College.

Then the Department of Public Health expressed an interest in knowing the proportion of women in the State who suffered from chronic diseases. Could the Extension Service help gather such information?

Homemakers College, an annual 4-day program on the campus, offered a golden opportunity for a survey. It brings together a cross-section of homemakers from all parts of the State. So the public health department agreed to conduct a multi-test screening program.

Taking Action

The survey team from the chronic diseases division set up a temporary clinic on the campus and went to work. Participation was voluntary; the service was free.

Approximately 200 women, from teenagers to sexagenarians, participated in a series of tests. These included height and weight measurements, blood pressure and electrocardiogram readings, and blood sugar and urinalyses.

The tests indicated that 41 percent of the women had positive blood sugar reactions, showing the possibility of diabetes. In the urinalyses, 6 percent had varying degrees of positive albumin reaction, indicating possible malfunction of the urinary system. Electrocardiogram recordings showed that 26.6 had abnormalities of heart function.

This screening program was not intended to diagnose disease. Its purpose was to spotlight areas where further tests were needed.

Although the tests were not conducted under controlled conditions and cannot be considered conclusive, the survey provided challenging information for program planners as well as for those who participated in the survey. Furthermore, it increased health consciousness.

Individual reports of survey results were mailed to both the women who participated and their family doctors. Most of the women followed up by consulting their physicians for further diagnosis.

The health committee of the State Association of Home Extension Clubs also stepped up its program of physical examinations for club members. More emphasis is being placed on health in club programs.

Health Agencies Help

Attention was again focused on homemakers and their health at Homemakers College this year. An impressive exhibit showed results of last year's health screening survey. The American Cancer Society, Heart Association, National Foundation for Infantile Paralysis, and Tuberculosis Association brought timely information through exhibits, too. Representatives of these health agencies were on hand to talk with interested individuals. This year women between the ages of 18 and 44 also had an opportunity to participate in a dental research project conducted by the division of dental health.

Perhaps we will never have an answer to the question, "How healthy are our homemakers?" But one thing is evident; the job is just beginning. Much more remains to be done in health education.

Joining Forces for Better Breakfasts

by MRS. HELEN MEINZER,
Rio Grande County Home Demonstration Agent, Colorado

How can you get a message to every person in your county and be sure they receive it? One sure-fire way is to enlist the support of other groups with similar interests. That's what we did in our Better Breakfast campaign in Rio Grande County.

For some time the home demonstration club members and agents felt that our nutrition lessons were not meeting the needs of the people. To find out, we carried on a nutrition survey in each home demonstration club. The summary showed that county folk were not getting enough Vitamins C, A, or calcium.

Breakfast seemed to be the most neglected meal. One logical answer to this, of course, was a series of lessons on better breakfasts. This raised the question: How can we get these lessons to all people in the county?

The club members decided on a county-wide campaign to inform every man, woman, and child in the county. To do this, they organized a campaign committee composed of business and professional women, school teachers, radio and newspaper representatives, and home demonstration club members.

The major objective was to improve the health of county families through better breakfasts. To carry it out, the committee agreed on these steps: To project the home demonstration program on better breakfasts to other organizations and individuals, to get cooperation of others in answering the breakfast survey, to assist in distributing educational materials, and to suggest other means of creating interest among other groups.

Members of the committee carried the campaign to other people through individual contacts and mass media. School staff members, representing 12 schools, encouraged students and faculty to participate. Grade school children competed in a poster contest on good breakfasts.

Breakfast habits were determined in a survey of 2,500 school students, teachers, business and professional women, and home demonstration club members. Although most children ate big breakfasts during the summer and on weekends, school days were a different story. After breakfast facts were given to students and their parents, a followup survey showed marked improvement.

Improvement was obvious among teachers, too. One teacher said he had never before understood why a good breakfast was important.

Survey of breakfast habits in Rio Grande County is discussed by May Combs, associate home economist; Helen Meinzer, Rio Grande agent, and May Stanek, nutrition specialist.

We aimed for greater adult participation through home demonstration club members and business people on the committee. A limerick contest was one way of stirring up interest in the breakfast suggestions.

The importance of making up for the lacking vitamins and minerals led many homemakers to enrich their morning menus. One home demonstration club member said that her husband would not drink fruit juice. Now that she prepared fruit in other ways, he enjoyed it every morning.

Another club member told about her young son saying, "Gee, breakfast tastes good now. This is the best lesson Mama has ever had at her home demonstration club."

Business and professional women reported changes in their breakfast habits, too. Many said they had not realized before that this was so necessary.

Mass media played an important role in extending the campaign's range. One radio station reaches 5 surrounding counties and the county's 2 newspapers are read in other areas. Another contact was made through breakfast folders placed in restaurants.

For 3 months we emphasized better breakfasts in this all-out campaign. Each month we concentrated on a different food group—proteins, grain foods, and fruits.

We estimate that the information reached at least 30,000 people. There are 12,000 people of school age and over in the county. The others were reached through mass channels.

Many people from surrounding counties asked for copies of publications distributed during the campaign. Letters were received from three other States asking for the breakfast information they had heard or read about.

The end of the Better Breakfast campaign coincided with National Home Demonstration Club Week. The nutrition and club week committees decided to observe both events with a county breakfast for club members and others who aided in the campaign. More than 150 persons attended this event which officially closed the campaign to boost better breakfasts.

The campaign was both work and fun. By joining forces with other organizations, we were able to make the people aware of the need for good breakfast habits. We think the campaign will continue to pay dividends in better health for years to come.

EVERY WEEK

(Continued from page 200)

We realize that voluntary group work must be constantly attractive and that people must have solid reasons for taking part. So the principles and objectives underlying the observance of National Home Demonstration Club Week will be followed as guides throughout every week of the year. Evaluation will be continued as a basis for general program direction and improvement.

Challenges for Older Youth

by JOHN BANNING, *Federal Extension Service*

We have a problem of holding members long enough to make the experience most meaningful, E. W. Alton, 4-H division director, told State leaders at National 4-H Camp 5 years ago. He challenged State and county staffs to tackle this problem.

A swing around the country quickly shows that the States and counties took the challenge seriously. They have added many programs with special appeal to the teen-ager.

In Virginia, George Russell of the 4-H staff and George Bloom, sociology specialist, have teamed up to put special emphasis on career exploration. A 17-year old boy who attended a career exploration class at the State 4-H Club short course wrote, "I didn't know there were so many things to consider before deciding on a career." Another 4-H'er who took the class at Senior 4-H Camp made this remark, "I am interested in several occupations and before I didn't know how to go about choosing one of them."

A survey of those enrolled in a career exploration program revealed much about the interests of young people. Forty-eight percent thought it should have the same emphasis as other projects. Another 20 percent said it should be a project and all agreed that it needed great emphasis with the 14–18 age group.

Teenage Interests

New York State has been experimenting with a teenage talkover project since 1953. Joe McAuliffe, assistant State 4-H leader, said, "The project is planned by teenagers and adults jointly. It is built on the same foundation as all successful extension work—based on the needs of the group, learning by doing, backed by accurate information, presented in an interesting manner."

They have had as many as 80 14-year olds or older in a countywide club. They held eight meetings on such subjects as physical and mental development, boy-girl relationships, getting and keeping friends, exploring careers, etc. At present, the teenagers run the program almost entirely, making arrangements for meeting places, resource people, selecting topics, and other details with the guidance of the club agents.

"This project has resulted in a method of working with teenagers," Mr. McAuliffe says. "Working with a group of teenagers to help them develop a program is more satisfying than giving them a cut-and-dried program, even one that has been successful with other groups. The future looks bright if we can meet teenagers on their own ground and challenge them to grow as they develop their own projects and programs."

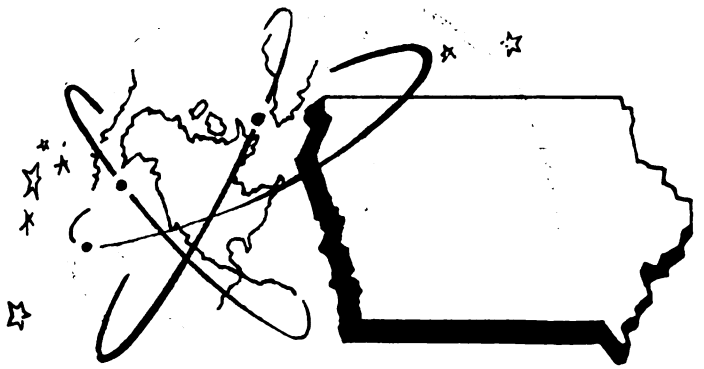
A. Mayoral Reinat, State 4-H Club leader in Puerto Rico, writes that the 4-H Citizenship Study has started them off on a program that will be helpful to extension workers and younger members, as well as the older 4-H boys and girls. He quoted an extension agent as saying, "The citizenship project helped me to organize my work better and equipped me with more knowledge and skill in conducting a more efficient program for 4-H members."

He says they look with satisfaction on the involvement in the program of the mayor, senators and representatives, the Authority of Water Resources, and the Department of Health. A 4-H'er in Puerto Rico said, "I believe the citizenship project offers club members splendid opportunities for developing our personalities into more useful and desirable citizens."

(See Challenges, page 215)

More than 1,000 Virginia 4-H Club members had opportunity to study career information at exhibit during 1958 4-H State short course.

Automobile dealers cooperate with 4-H automotive care and safety projects. Here a salesman discusses safe ways to jack up a car.



IOWA'S ANSWER T

by RICHARD K.

A big challenge is banging on Extension's door. You've heard it. It's the challenge to change with the times.

Iowa Extension recognized the challenge. And it made an effort to put the forceful drive of change to its own use in a Challenge to Iowa during the early months of 1958. The title was used to identify an educational broadside aimed at rural and urban Iowans. They were told the story of social and economic change through every communications medium.

Challenge to Iowa was spelled out in newspapers, on television and radio, in leaflets and letters, by word of mouth, and in a new tool for Iowa Extension — fact sheets. These were summaries of facts relating to specific subject areas and were used by self-organized discussion groups.

People Take Notice

The goal of the Challenge program was to make Iowans aware of change and of the need for meeting it constructively. Results are hard to measure in terms of statistics. But an observer can find ample surface evidence that Iowans are increasingly aware of these changes.

For example, a small-town Iowa banker told an extension worker, "Small towns are fighting for life. There's no standing still—we must go ahead or back."

The headline of a county seat newspaper proclaimed, Launch Community Planning Program. In the accompanying story, the editor is quoted as telling persons attending a community planning meeting, ". . . we must learn how to live with change instead of becoming its victims."

Iowa's largest newspaper has for several months been carrying a Sunday feature series reporting on community life, hopes, and outlook in Iowa towns and cities.

More and more communities have been calling on rural sociologists at Iowa State College. Apparently with a reawakened concern for the future, they want guidance and advice.

Reaching Them All

Challenge to Iowa was broader in scope than any educational program previously attempted by the Iowa staff. It employed more resources, both within and (significantly) outside Extension. And it engaged a vaster audience, reaching young people as well as adults, urban dwellers as well as country folks.

The Challenge program served as a training ground for extension workers at both State and county levels. It created new ties between workers and inspired their confidence in the ability of extension to grab hold of a tough problem and work out a solution.

Challenge to Iowa was designed for presentation over a period of six weeks. It was based on six topics—one for each week of the program period.

Topics were, 1858–1958 — A Century of Change, Growing with a Changing World, Facing Change in Iowa, Building Agriculture for Modern Needs, Building Iowa Communities for Tomorrow, and Families in Tomorrow's Iowa.

The program was designed for maximum saturation. Each topic was presented in four ways — through newspapers, television, radio, and fact sheets.

Fact sheets were the core materials for the program. They were the primer for press, television, and radio presentations; the guidebook for discussion groups. Each fact sheet condensed a great body of facts, figures, experience, and knowledge on a specific topic.

An opinion record sheet was enclosed with each fact sheet. This allowed the user to register his opinions on the subjects and to make them known to county and State extension leaders.

The idea of fact sheets was new to Iowa Extension, as was the discussion group approach to extension education. Groups were formed in both rural and urban areas. Volunteer leaders formed groups among their friends and neighbors. The leaders obtained fact sheets and other reference materials from county extension offices.

Mass Coverage

Members of discussion groups also could get basic information from Challenge articles in newspapers. And they could view the television programs and listen to the radio series.

Seven TV stations carried the six half-hour programs produced by Extension. Six stations were Iowa outlets, one was on the Iowa border at Omaha, Nebr. A series of six 15-minute radio programs was carried on 27 stations, blanketing the State. A total of 194 county newspapers carried the series of Challenge articles produced at the State level and distributed through county offices.

Television, radio, and other Statewide publicity were conducted by the central Extension staff. Out in the counties staff workers were busy stimulating interest in the program.

During the period of preparation for, or involvement with the program, 38,824 people attended 1,294 meetings conducted by county extension personnel. County staffs involved 1,500 county and city leaders in assisting with the development of the program. Hundreds of others helped in various

HE CHALLENGE OF CHANGE

ssistant Editor, Iowa

ways. Leader guides were adapted for local use and distributed to 2,662 leaders.

In publicizing the television and radio presentations, and in telling of the availability of fact sheets, 49,318 homes were reached by letters from county extension offices.

When the program was underway, fact sheet distribution climbed to a final total of 31,895 sets. Distribution was made to 922 discussion groups, 584 classes in 513 schools, and 7,846 additional families.

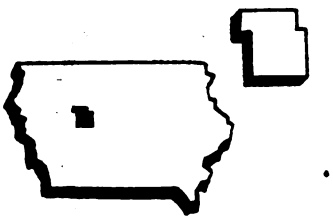
Challenge to Iowa was a program of depth and ambitious purpose. Yet it was created in minimum time, to meet an urgent need. The decision to undertake the program was reached late in November 1957. On January 27, 1958, Challenge was pushed into full swing in the kickoff area.

This meant that, in 2 months' time, a tremendous amount of planning, research, and production had to be accomplished. The pressure of time meant that everyone had to pitch in.

Production teams were formed by cutting across department lines and assignments to get the best people to do the job. The keys were teamwork and a willingness to try new things. Extension recognized that it was challenged to change its ways to cope with the times—and did.

But the Challenge in Iowa hasn't ended. In fact, it's only begun. Chapter two already is outlined and soon will be under way.

...And How One County Applied It



by ROGER W. LEINBACH,
Calhoun County Agricultural Agent, Iowa

EXTENSION has made a lot of changes since I started 22 years ago as county agricultural agent in western Iowa. Looking back, I recall the many farm trips in the Model A to assist with individual problems. Our extension programs at that time seemed to be geared to requests for assistance from either families or small neighborhood groups.

Now I am county extension director in a typical central Iowa rural county with no towns of more than 2,500 population. Our county is blessed with the highest per acre value of land and buildings in the State. But we face our share of adjustment problems.

Great as our natural resources are, the facts reveal that 14.3 percent of the farm people in our county moved off farms during the past decade. Our people ask, "What's happening?" They become increasingly concerned as they see young and older people leaving farms and homes. They sense the effects on many communities "rocking" from the economic and social impact of the times.

Thanks to the guidance and foresight of the Iowa Extension Service, the people were given a "handle to grab." A unique mass media and discussion program called Challenge to Iowa was outlined by the college with county and local participation invited.

The program provided two basic principles applicable to present extension techniques—get people to analyze their problems and situations based on true facts and information and coordinate educational programs using mass communications media.

Community Observations

In our county, 117 discussion groups were formed. They ranged from single families to community groups. These people sat around their own tables, met in a neighbor's home or in a community building and listened to special television and radio programs dealing with vital subjects. In addition, they were supplied with printed material for group discussion.

The impact of this program is unlimited. For example, one school group decided to analyze their situation. They discovered that there were 21 vacant farmsteads in their own school district, 17 of which were vacated during the last 5 years.

In less than a year, the public school had lost 35 high school students while adding only 6. Losses were due to dropouts or families moving away. And the town serving this community lost $81,600 in business due to the declining farm population.

This community, since discovering the true situation, has "rolled up its sleeves" and is adjusting to present-day conditions. It is one community that will not fold, because the people are planning now for the future.

Another community, as a result of the Challenge discussions, requested our county extension staff to help obtain the latest labor availability information. A survey was taken and this material made available to all the communities in the county. Community groups now can present up-to-the-minute information about skilled and unskilled labor to industrial firms seeking locations.

Summaries of individual and group thinking about Challenge subjects were tabulated by the county staff. These have been invaluable in shaping future educational programs. We

(See County Application, page 210)

Changing HOPE to REALITY

by LEON MICHAELSEN, *Farm Management Specialist, Utah*

BETTER Farming Agent Lloyd Clement, of Utah's Uintah County, faced a difficult problem. How could he get the P. family to adopt some changes they needed to make to save their home and farm. Twice he had worked with the family and devised what looked like a feasible farm plan. Each time it fell short, because the family didn't follow through.

The family had over-extended themselves financially in an effort to complete their new home. They had sold, borrowed, and charged all they could to buy lumber, a furnace, concrete, shingles, and other things going into the home.

Management Introduced

As a last resort, Clement and Home Agent Jessie Eller tried a new approach just proposed for use with Better Farming for Better Living cooperators by the State steering committee. They made an appointment with the family to spend an evening talking over their program. Present for the discussion were father, mother, two teenage daughters, and the 10-year-old son.

The agents introduced the discussion by asking family members to list their needs, wants, and hopes. What did they want to do, to be, to achieve as individuals and as a family.

Among the things listed were a set of false teeth, school clothes, livestock, be an eagle scout, and 27 other items involving individuals and the group. It was noteworthy that the most urgent need was suggested by one of the teenagers—larger income to pay bills and debts and to buy some of the things on their list.

Next the family was asked to go back over the list and classify each item as a need, a want, or a hope. How urgent and necessary was each item? They then ranked their needs in order of priority.

In all, they classified 10 items as needs, 8 as wants, and 9 as hopes. Next they added a date by which each should be achieved to meet family standards of progress. Top rating was given to more income and high priority was given to false teeth and school clothes.

The evening's discussion was concluded by talking about what could be done to bring more income—what were their alternatives? Their suggestions became their plan (and mostly the changes that had been previously proposed, but failed to achieve).

The family sold their riding horses and postponed indefinitely the purchase of a new car. The son took over the chores, enabling the father to do some custom work. One daughter took over the housework and the mother and the older daughter both took part-time jobs.

Emphasized Needs

A checkup 6 months later showed that the family had followed through very well. They had made substantial progress and achieved 11 of the 27 needs, wants, or hopes. Of still greater significance, they had concentrated their energies on the needs, not the wants as had been their custom.

Their faith in the power of this method is illustrated by the fact that the family, without leadership, suggestion, or help, went through the same process this year. They made a new list of needs, wants, and hopes, together with a farm and family plan. Now they're well on their way to a fuller, happier life.

Utah agents and specialists who have gone through this preplanning process with a family say it has a great potential. It sets the guidelines for budgeting family income, expenses, purchases, and payments. It helps the family unify their efforts. It helps them develop real, tangible goals.

Door to Future

This process opens the door for considering all alternatives — even leaving the farm if necessary to meet their goals. It introduces a consideration of alternatives which are considered in greater detail during the preparation of written plans.

Preplanning helps the family to move from the past to the present to 5 years hence when considering their plan. Preparation of written plans is implemented by the family having gone through this process.

This preplanning process, which is outlined in Utah Extension Circular 259, has been effective in several cases. One couple left the farm and went back to school after taking a better look at their goals and opportunities. Another couple bought additional acreage, a decision which they had debated for years. A third couple built a grade A dairy unit in preference to converting to a broiler enterprise—a change that had been pending for months.

This process unifies the family, elevates their goals, and adds to their determination to succeed. It gives them a step-by-step program for changing hope to reality.

Agents Retool for the Future

by W. J. KIMBALL, *Program Leader, Resource Development, Michigan*

LIKE the State's automotive industry, Michigan extension agents are having to retool for the future. Traditional agricultural training is no longer adequate for meeting the complex problem in one of the most rapidly changing areas of the county.

Look almost anywhere and you will see signs of change. In southern Michigan you will see great sprawling suburbs and new country homes scattered throughout the farming areas. Huge factories are going up away from the old population centers. Even in the rural communities you will find modern subsidiary and supply plants.

In these same southern Michigan counties you will see a changing agriculture. Farms are growing larger, more intensive, and fewer. On the small farms that remain are the busy twilight or weekend farmers, a part of the regular commuting factory force.

In much of northern Michigan and the Upper Peninsula another, quite different, change is taking place. Many farms now are idle but with the increased population, shorter workweeks, super highways, improved automobiles, and the "Big Mac Bridge," there is a new boom in the tourist and resort industry.

Change is not new to Michigan. From a State of farmers, woodsmen, millworkers, and miners, Michigan rapidly grew to one of the foremost manufacturing areas of the world. But the present change is coming even faster in an area which already has 7.8 million people.

Michigan extension agents' training and experience, coupled with help from specialists, has enabled them to meet the challenges of an improved and expanding agriculture. Agents also adapted programs to help answer urban lawn and garden problems, develop urban 4-H Club activities, and assist part-time farmers.

Such problems as land use planning, zoning, and community development have been more difficult. Few foresaw the great future needs and these areas were not given equal consideration with the traditional commodity approaches in the development of extension programs.

As early as 1945, land use courses were offered at Michigan State University but participation was limited. The big push in extension for advanced work of a broader nature had not yet begun. Extension leaders, however, were beginning to sense what the future might bring and made some bold steps which established a satisfactory basis for much retooling.

In the late 1940's a club agent of long standing was transplanted to a new role in a booming automotive manufacturing community. Sheldon LaTourette was named Genesee County associate agent to serve nonfarm families of Flint and surrounding communities.

There were apprehensions about this new assignment and LaTourette's "suburban forums" were skeptically surveyed by traditional agricultural workers as well as his new clientele. This pioneer, however, successfully assisted with general planning problems and other educational problems of that rapidly growing community.

Trying New Ways

A second major experiment began in a rural southern Michigan county about the same time when Charles Kaufman was appointed Livingston County agent. Kaufman saw the signs of future development and gradually won support for land use planning. In 1956 an associate agent took over the agricultural responsibilities, enabling Kaufman to devote his time to planning and zoning developments. Now his advice is sought throughout Michigan to help others bring about an orderly shift from a strictly rural economy.

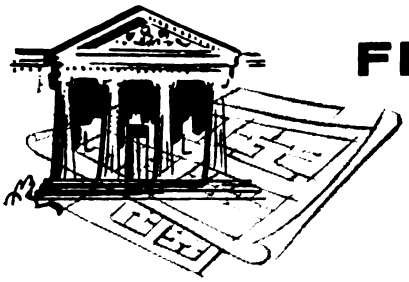
Several major changes in developing land use and community development programs were accomplished in 1956. At the completion of a graduate course in sociology, Ed Alchin was appointed Saginaw County Community Development Specialist. A carefully executed program, involving over 300 Saginaw citizens, resulted in an outstanding community survey. Alchin was recently brought to Michigan State University to help others develop similar projects.

Later that year two more extension workers who showed interest and aptitude in this resource development approach were given unique assignments in two northern "cut over" counties.

Oscoda County people wanted assistance in developing new employment opportunities. Warren Cook became the county's first full-time agent

(See Agents Retool, page 214)

Land use changes are discussed by Harry Lund, Midland County agent, at weekend field workshop for agents.



FROM IDEA TO NATIONAL CENTER

by D. B. VARNER, *Vice President, Michigan State University*

My grandmother used to say that you can count the seeds in an apple but you can't count the apples in a seed.

Ideas are like seeds. Once an idea has been planted, it may have effects on people and things forever after. This is the story of just such an idea.

This is the story of why and how the National Agricultural Extension Center for Advanced Study was developed. It is a story of problem identification—and the creation of a concept designed to solve the problem. It is a story of a concept on trial for a full 2 years.

This is a story of involvement of many people—every director of extension, every State leader of home demonstration work, and every president of a land-grant college or university in America—busy but intently interested people.

A Seed Is Planted

The story began at the annual meeting of the Association of Land-Grant Colleges and Universities in November 1952. Here the Extension Committee on Organization and Policy gave particular recognition to the need for a program which would result in an improved Extension Service. It was here that a representative from the W. K. Kellogg Foundation indicated an interest in such a program and encouraged further development.

The administrators at this meeting had taken a thorough look at the Cooperative Extension Service. They came face to face with the realization that, in our rapid growth over the past half century of service to American families, the service has proceeded largely on the basis of trial and error.

The State and territorial services have been guided by a common philosophy but they have developed in 51 varying environments and with 51 concepts of organization and procedure. Those closest to this organization appreciate that progress since 1903 has been tremendous. But they also recognize that we have only begun if we are to fulfill our educational responsibilities and potentialities in the fields of "agriculture, home economics, and subjects related thereto."

The Extension Committee on Organization and Policy formalized their concern by appointing a committee to develop an appropriate program for attacking this problem. While there was substantial change in the early membership of the committee, the group which was largely responsible for developing the program consisted of Director George Lord, Maine; Director G. G. Gibson, Texas; State Leader Helen Prout, Colorado (later Washington); Director D. B. Varner, Michigan, chairman; and C. M. Ferguson, FES Administrator.

The committee met frequently during late 1952 and throughout 1953. Each member was asked early to identify those areas where serious problems existed — problems which limited the effectiveness of Extension.

There was a striking unanimity among all members of the committee in the identification of these problem areas. They were so clearly defined that the whole range of problems could be condensed into four major groupings:

1. The entire field of personnel training and management.

2. The planning, development, execution, and evaluation of extension programs.

3. The matter of relationships within the Extension Service, between the Extension Services and the Schools of Agriculture and Land-Grant Colleges, and between the Extension Services and other agencies, organizations, and institutions.

4. The need for a continuing reassessment of the role and function of the Extension Service in modern society.

With these problem areas identified, the next task facing the committee was to develop an approach which might lead to problem solving. Many hours were spent discussing the most productive possible approach, including consultations with numerous resource persons. Out of these deliberations came the concept of establishing a National Extension Center where the best available resources could be mobilized and administrators and potential administrators could be brought together for the dual purpose of problem solving and training.

Concept Analyzed

This concept was then subjected to searching inquiry and careful scrutiny from many points of view. State leaders, directors, deans, and educational authorities were consulted, and their criticisms, comments, and suggestions were incorporated in a revised draft. From this process it emerged as a sound, productive, and positive approach to the major problems confronting Extension.

In November 1954, the Senate of the Association of Land-Grant Colleges and Universities, carried unanimously the following motion: "That the report of this committee be approved in principle; that the committee be authorized to proceed to negotiate with the W. K. Kellogg Foundation for the establishment of such a Center and submit a definite proposal to the Foundation for action. Further, that the committee be authorized to negotiate with interested Land-Grant institutions for the establishment of a home-site institution for the project. Further, that the members of the Senate, in voting to approve this project, by their actions indicate

(See National Center, page 210)

Training Needs of Today's County Agent

by EDWIN L. KIRBY, *Assistant Director of Extension, Ohio*

EXTENSION has always prided itself for the ability to conduct a flexible, dynamic, educational program based on the changing needs and interests of the people. The "county agent system" of bringing together the experiences, judgments and expressed needs of the people with up-to-date research from the colleges, experiment stations, and the U. S. Department of Agriculture has demonstrated a sound pattern of education which is being developed throughout the world.

The fundamental question today is, "Is the extension worker sufficiently prepared to meet the increasing number and varied demands of the people he serves in order to maintain the high degree of confidence which now exists?"

Conflicting Tasks

The county agent of today and tomorrow is faced with a complex and seemingly insolvable conflict. He is expected to provide specialized professional leadership to a highly specialized agricultural business. At the same time, he is expected to be proficient in dealing with the problems of a growing society with different values, needs, and interests.

Agents can no longer fulfill their professional obligations by giving attention to only the farm and farm family problems. Traditional farming is declining in favor of agribusiness which includes the complete cycle of production, processing, distribution, retailing, and consumption.

The differences between farm and nonfarm, rural and urban, farm and city are rapidly disappearing. As segments of society become more interdependent and as people with different vocational and social interests become more intermingled in their living patterns, the complexities of conducting an effective educational program become more challenging.

The extension worker's primary function is education—developing and providing teaching situations in which learning can take place. He must possess an adequate knowledge of the subject matter and the ability to work with people so the desired changes in behavior will take place. Through this type of process, the desired changes in social and economic conditions, determined jointly with the people, can be attained.

Educational Job

The county agent's job is to determine, with the people, the areas of need which are most important to large segments of his clientele and then decide on the most appropriate methods to meet these needs. This can be done effectively only if the agent can "tune in" to the masses of people through carefully selected leaders.

So a county extension agent must be trained in these areas:

He must be a disseminator of information, a teacher, and an educator. He must possess a knowledge of subject matter and skill in using various teaching methods. He must be a communicator with the ability to use effectively both oral and written means of communication.

He must be a planner and organizer, possessing the ability to cause people to think through their own situations in order to develop the kind of educational program most needed.

He must be a counselor, advisor, and a consultant in order to help people see the relation of individual problems to the total situation.

The Ohio extension staff was asked to indicate their needs for on-the-job training in both methods of work and in needed subject matter. County agents reflected a greater need for on-the-job training in the areas of planning and organization, methods, and in evaluation, than in the subject matter areas. In the subject matter areas, the apparent need is greater in the areas of public affairs, agricultural policy, marketing, consumer information, farm or home management, and family life, rather than in specific areas, such as agronomy, livestock, and nutrition.

An analysis of expressed off-the-job training needs shows a similar pattern of requests.

Another indicator of training needs is the professional performance evaluation of each staff member based on a predetermined set of criteria. The criteria for evaluation should be prepared from a job description of the specific areas of responsibility which is well understood by both the persons being evaluated and the evaluators. A performance rating is made of the person's ability to perform the responsibilities specified in the job description.

Ohio has used a written performance evaluation of each extension worker for several years. A composite summary and analysis of performance gives some guidance as to needs for training.

Each staff member is evaluated on specific items related to program development, working relations, and personal qualifications.

A study of the findings shows that, in general, the staff is evaluated lower in program development than in the other two areas. A comparison of the results of this study with that of the survey of on-the-job training needs indicates a close relationship to training needed. Both studies point out the need for training in program development, teaching methods, program evaluation and reporting results, ability to work with people, and leadership development.

These are only two methods of determining the in-service training needed by county agents in order to meet the challenges of the rapid changes taking place within society. Professional improvement committees of the agents' associations have contributed much to identifying training needs. Committees representing extension personnel at all levels help to develop effective in-service training programs. Participation in off-the-job

(See Today's Agent, page 214)

CHANGE IN APPROACH

(Continued from page 197)

at East Lansing, Mich., sponsored largely by the Extension Service and financed by the Kellogg Foundation.

An Extension Committee on Organization and Policy task force of agents, specialists, and supervisors, headed by Indiana Extension Director Roy Hoffman, guided NPAC in developing an extension-financed communications training program. Forty-two States have helped develop and finance communication training material and have trained a team of extension leaders to extend the training to all workers. It highlights how people learn, involvement, decision-making and goal-setting by the people, visualization, and an audience-message-channel approach.

Broadening—Yet Specific

We are having to broaden our programs to reach the many audiences needing and demanding our help. Yet the problems of the day are such that we are having to be more specific with each program and each audience.

In early extension work we depended heavily on individual contacts, result demonstrations, and local leaders. As more and more people and groups demanded help on more and more problems, we developed much heavier use of group and mass methods.

We tried to develop general recipes and formulae to guide us on when to use each method. As we become more communication conscious, more audience-centered, we are learning that the only formula is an audience-message-channel consideration for each job.

We are learning better counseling techniques in making farm and home visits and in working with a wide variety of local leaders. We are still using result demonstrations, but they are a broader type—involving whole farms, communities, and market areas. We have many more ways to rapidly and widely spread the demonstration results.

We are improving our meetings through better planning, use of better discussion techniques, and visual aids.

We are using old and new channels, using them differently in different combinations. We are using radio, spot announcements, taped telephone messages, television, press, and many other mass media. We are using them as a more integral and built-in part of our total teaching job. We are making greater use of circular letters; specialized and simplified leaflets; trade and farm magazines; business, labor union, and other house organs to get needed information to specialized audiences.

Extension leaders have highlighted need for change in our approach in a special report on the Scope and Responsibility of Extension Today. It accents nine major areas and working specifically with many audiences.

The base of our progress is communication with people—a balanced combination of channels that reaches, informs, and involves the people concerned in an audience-centered way. That is the kind of communication that puts people before things.

NATIONAL CENTER

(Continued from page 208)

their future support of it to the extent practicable."

The establishment of the National Agricultural Extension Center for Advanced Study at the University of Wisconsin in 1955 is now history. Dr. Robert C. Clark, who had been Wisconsin's State 4-H Club Leader, was named Director of the Center and proceeded to acquire a staff.

A total of 11 students have been awarded the Ph. D. degree and 26 have been awarded the M.S. degree through participation in the graduate training program of the Center. The Center has awarded fellowships for graduate training to students from all except 11 States.

Research conducted and completed by Fellows and Assistants at the Center during the past year involved such general areas as: Extension organization, policies, and finances; Extension programs and personnel training; State and county advisory groups; 4-H leadership participation in enrollment; and the functioning of extension specialists and supervisors.

In its conference program the Center has sponsored or been associated with workshops for supervisors in various parts of the country, administrative workshops for extension directors, and the national symposium on home demonstration work. The Center has also supported such efforts as the seminars which recently expanded the nine program areas of the Statement of Scope and Responsibility of the Cooperative Extension Service.

The seeds have been planted. More are yet to be sown. They are now being nurtured in the hearts and minds of career extension workers throughout the country. It is too early to count the apples. The future itself will complete this story of an idea and its germination.

COUNTY APPLICATION

(Continued from page 205)

in Extension have obtained many constructive suggestions from the people we serve. They include:

Greater emphasis should be placed on adult education to keep pace with changing conditions. School facilities might be used on weekends and during the summer for adult education classes. Hobby courses should be provided for older people.

This county should continue to place high priority on the education of its youth, fully realizing that many will not stay here. Several groups expressed themselves, "This is our contribution to society as a whole."

Our communities must maintain a closely knit farming-industry-business relationship.

Family ties need to be strengthened. All groups within the county should direct their efforts to this problem.

We must keep abreast of a changing world, understand other people, and encourage free trade with nations who believe in our democratic principles.

Perhaps the benefits of the Challenge program can best be summed up by this quote from one of the groups:

"We believe that cooperation with leadership such as the Challenge to Iowa discussion meetings is a definite asset to our community. We think that the city development association is a good thing—taking in both rural and urban thinking. Perhaps even further group planning would be wise in helping the community meet the changing world and the local situation."

Training County Chairmen for the Job Today

by JEAN W. SCHEEL, *Assistant Director, Oregon*

If we do a job well, we get more jobs to do.

A successful extension program causes people to want more extension work. Sooner or later this leads to more projects and more agents. And as Extension grows, its organization and procedures have to change, because the practices of the past don't fit the problems of the present.

One such change now apparent throughout the country is a movement toward decentralizing administration. As county staffs grow from one agent to four, five, or more, it becomes impractical to depend upon State supervision to accomplish the unity of effort that is necessary for efficiency. Some administrative functions must be delegated to a member of the county staff.

What He Does

Out of this need has arisen the job of the county extension administrator. The job goes by many different titles but the functions performed are surprisingly similar in most places. Special problems that the county administrator faces are also similar from county to county and State to State. They suggest that a particular kind of in-service training is needed for people in these positions.

Well-performed, the county administrator's position can perhaps contribute more to strengthening the extension program and increasing the efficiency of extension operations than any other.

The job of the county administrator is in nearly all cases a part-time responsibility. Normally, the person who fills the job has had no special training for it and administration involves problems that are new to many agents.

In most States the county administrator's major responsibilities include: personnel, office management, finances, program development and coordination, and public relations. In handling these, the administrator is expected to function as a democratic leader. The entire staff of agents participates in making major decisions. Then the program becomes one of teamwork by agreement based upon understanding.

It is no wonder that many people who occupy such positions say they have problems. The most common complaint seems to be, "How do I find time to do the job?" Other problems include how to get staff cooperation, how to determine whether an office is being efficiently managed, where to get ideas for improving office management, and how to develop a well-rounded public relations program.

Others on the staff also have problems relating to county administration. Supervisors are seeking ways to aid the county administrator in developing an understanding of the job and acquiring the skills for handling it. Other members of the county staff are concerned in cases where the administrator does not measure up to their expectations.

Planning Training

Several States have conducted training programs for county administrators that show practical results. Their experience shows that useful training for county administrators can be given on an in-service basis with only a modest time requirement.

Oregon's experience is an example. Staff chairmen were named in all counties beginning in 1950. A two-day conference of these agents was held at that time to develop an outline of their responsibilities. Then in 1956 it was decided to plan a training session that would give particular attention to ideas about how to be a good staff chairman.

The first step was to send a questionnaire to county staff chairmen asking what kind of administrative problems they would like to have covered in a workshop. Most answers could be classified under personal time management, office management, staff relationships, or public relations.

A three-day workshop was decided upon and a committee appointed to plan the agenda. The committee included three assistant directors, one man and one woman service team member, a county staff chairman, and a woman agent from a county.

Showing Them How

The first day's program focused on the job of the county staff chairman, with particular emphasis on public relations. The second day concentrated on office management and the third day dealt with staff teamwork. The first part of each day was spent in a general assembly session with speakers, and the balance of the day in small discussion groups.

A speaker from outside extension was asked to keynote the conference with a talk on the science and art of administration. On the second day's session, three office managers from Portland firms served as speakers and also acted as consultants for work groups.

The third morning program dealt with techniques that promote teamwork. It was handled by a panel including the assistant director in charge of county personnel matters, a member of a district service team, and the specialist in group development.

The entire program was enthusiastically received by the county chairmen and they asked that similar training be provided for all county staff members. Four area meetings were held in July 1958, with 35 to 45 agents attending each.

The objective of these meetings was "to develop staff understanding of the extension job and the roles of the county staff members." It was

(See County Chairmen, page 214)

Make Your Files Work for You

by W. E. LAVERY, *Federal Extension Service*

ADVANTAGES of a uniform classifying and filing system are being discovered and put to use by extension workers in many States.

With a uniform system in all county offices throughout a State, personnel can change from one county to another without the struggle of learning a new system. Material from the State office can be precoded and filed in the same manner in all offices. Precoding also saves time in classifying and filing in the county offices.

Whether we maintain a large or small volume of records, they should be kept so that we can readily obtain them. And the records of an office should remain usable regardless of personnel changes. With an organized plan for filing material, the arrangement will be understandable to all who have to use it.

Why is a classification and filing system necessary? We need some sort of system so that there will be a definite place in the files for materials, so that like materials will be treated the same, and so that the records will be arranged for greatest usefulness.

Essentially, a filing system should be simple, easy to install, operate, and understand. It should be adaptable to all types of records and permit the adjustment, addition, and deletion of subjects without difficulty.

The system should be logical, with sound grouping of related subjects. It should be comprehensive, covering all functions of the organization. And it should be effective to insure speed in locating records.

Filing Preparations

Classifying, the first step toward better filing, requires knowledge of agency programs, how records are asked for and used, and the classification and filing manual predeveloped for the agency or office. Analytical ability is an important prerequisite.

A paper may cover one subject or several. Subjects may be obvious or obscure. For these reasons, materials on related subjects can be logically and consistently filed together only when classifying techniques are sound.

A good procedure for classifying reference material is to first review the material to determine the subject by which it will most likely be requested. Then select the proper file designation and mark it on the material. This notation should be written or stamped in approximately the same position on all material.

Classify material immediately after it has been read. You are familiar with the content then and won't have to read it later to classify. Notice key phrases and ideas in the material to help classify it.

Filing Made Easy

The process of actually putting materials into the files should be accomplished without waste motion or time. A simple contribution to ease and speed of filing is the proper use of file drawers.

The most current records should be maintained in drawers which provide the most direct, natural access. Records of previous years (normally less active) will be in the less-accessible drawers.

The practice of setting aside a few minutes each day to do the filing is helpful in maintaining current and complete files. Then filing does not become a tedious job and adds to the efficiency of the office operations.

Orderly appearance and efficiency of a file depends to a large extent upon the careful preparation, use, and arrangement of folders and guides. Folders keep the material in order and guides serve as "sign posts" to help find materials.

A Working System

The Subject-Numeric System has the essential features of a classification and filing system. It is readily adaptable to all extension offices. This system brings related material together under a common heading and requires no memorization.

Kentucky and New Jersey have the Subject-Numeric System in operation and several other States are installing it. Reports from those States using the system are highly satisfactory.

As extension workers, it is our job to serve the public in the most efficient and effective manner possible. The ability to classify and file records so they can be readily located adds much to smooth office operation and reflects credit on the Extension Service.

We Solved Our Filing Problems

by JAMES I. STEPHENS, *Scott County Agricultural Agent, Kentucky*

HAVE you ever had a farmer, homemaker, club leader, or supervisor wait at your desk while you and your staff frantically searched the files for something which couldn't be found? We have gone through this embarrassing experience many times in our extension office. But, since we installed a standard filing and records management system, we have this problem licked.

This system was planned by the Federal Extension staff and tried in four pilot counties in Kentucky. The plan, with some revisions, has been adopted by Kentucky Extension Service and is being installed in all counties.

Our previous filing system in the county had several disadvantages. It consisted of three different systems scattered throughout the office, was difficult to understand, and did not provide for filing all material relating to one subject in the same place. And there was little relationship with the system used in the other 119 county offices. New personnel usually had to learn a different and rather complicated filing system in each county.

How It Works

In contrast, our new filing system is based on an adaptation of both the simple subject and numerical coding plans. All material to be filed is first classified into 29 functional, primary subject headings, arranged alphabetically. All material relating to a certain field, such as agronomy, is filed behind that heading.

Three secondary divisions under agronomy, labeled numerically, are: (1) field and forage crops, (2) soils, and (3) weeds. Each of the secondary divisions is then divided into numerical tertiary divisions. In the case of agronomy, forage crops, these tertiary divisions include: (1) disease, (2) marketing, and (3) storage.

A useful part of this system is the case file. Whenever there is enough related material on one specific subject to warrant it, this material is brought together in a case file and placed behind the appropriate primary, secondary, or tertiary heading. For example, under the headings, agronomy, field and forage crops, diseases, separate case files may be made for diseases of corn, alfalfa, or tobacco.

Correspondence is filed under A to Z guides or, if it contains special reference material, it may be filed in subject folders.

Another important feature is that all subjects fall within the scope of the 29 primary headings and of the secondary and tertiary headings, which are comparatively few in number. New subjects can be added without disrupting the system.

Uniform System

A file classification manual is supplied to all county extension offices. This insures consistency in setting up and using the system, and in training personnel.

Cross reference sheets are used where material may be filed under more than one heading. Charge-out slips are used for material taken from the files for any length of time.

With a good classifying and filing system, your files work for you.

We now have one filing system for all material on any subject, including subject matter information, reference material, records of organizations, reports, correspondence, etc. These files are housed in the office of the extension secretary, eliminating the need for individual or special files.

Our entire staff is enthusiastic about this new filing system. No longer do we have to tell a client that we have the information he wants but we can't find it. This system solved all our filing problems.

REFLECTIONS

(Continued from page 195)

historic emphasis on locally determined programs. But it exhibits a pride in extension as a national system and indicates that our work must reflect this fact. The nine areas of program emphasis are not recommended for anyone or any level. They are essentially a framework of ideas within which each can find his place.

The cumulative enterprise of extension work must increasingly reflect attention to the important questions of the nation, to which informal education may contribute. Accordingly, I look forward to the real importance of the Scope Report, which is the process which may carry it into extension discussion and debate, testing and revision, and application through adaptation. If such processes occur, a new and richer companionship will bind us all, no matter how diverse our workplaces, with a substantially deeper professional spirit.

Recently someone asked, "What one comment on the educational significance of the Scope Report would you care to make?" I replied, "The troubles of the agricultural community are the troubles of a society engaged in synchronizing the cadence of human affairs to the cadence of their own technology. There exists no greater challenge in education than an institution such as Extension addressing the problems of a people learning to live meaningfully with science. With all the rest of a rich extension literature, the Scope Report refines again the outlines through which such an accomplishment may be wrought."

COUNTY CHAIRMEN

(Continued from page 211)

agreed that an outside speaker should sound the keynote and the dean of the school of forestry was invited to do so. He was tremendously effective in arousing audience interest in self-improvement and developing a constructive atmosphere for the two-day session.

A panel of district service team members dramatized the subject of staff unity by role-playing two county staff meeting situations—one negative and the other positive. Audience discussion drew out a listing of the key factors involved in each.

Audience discussion also was used in developing the salient points in a junior-senior situation dealing with the logical relationship between an established agent and a new agent.

The audience was divided into groups of about 12 people for three workshop sessions. The first discussion topic was, "What is the chairman agent's job?" The second session covered five questions relating to self-evaluation and the third dealt with teamwork. Recorders reported each group's conclusions to the entire audience and arrangements are being made to distribute these reports to all agents.

Retrospect

County staff reaction to this series of meetings was highly favorable. Several agents volunteered that they had come with some reluctance but had found the two days stimulating and satisfying and appreciated the opportunity to take part.

Looking back over Oregon's experience in this field of training, it appears that the following points are pertinent.

County chairmen are interested in training which is aimed at helping them do a better job. County administration is a topic of interest to the entire staff and training conferences involving all agents are appropriate.

Talks which explain principles in administration and human relations are a necessary part of such training meetings. Audience discussion in small groups aids in understanding the practical application of principles developed by speakers. And use of speakers from outside Extension is good psychology and also good public relations.

Improvement in county administration is a step toward strengthening the extension program and increasing staff efficiency. Oregon's emphasis on staff teamwork grows out of recognition that the kind of program which meets today's needs can best be accomplished on a teamwork basis.

AGENTS RETOOL

(Continued from page 207)

and his success in helping to encourage new industry and employment opportunities in a less fortunate area set another example

House lot sales in Lake County brought many problems. Plans for straightening out a confused real estate development had top priority for Fred Dostal in his new appointment. With the use of projected land use maps, Dostal has had unusual success.

The first off-campus courses in land planning were set up in 1955 to give agents a chance to explore new resource development possibilities and to share ideas about approaches in individual counties and communities. During 1955 and 1956, 48 extension workers, 15 soil conservation workers, 14 teachers, and 7 others participated in these courses.

Course work has been built around individual resources development projects. Today one may see the fruits of these efforts throughout Michigan, particularly as a basis for Program Projection and Rural Development.

Another different approach may have a greater impact than all others in retooling agents for resource development. In January 1957, the Upper Peninsula Resource Development Program was established to develop cooperative programs, to avoid duplication and to broaden the services for Upper Peninsula residents. Under this arrangement, each local agent in the 15 counties is recognized as a representative of the entire University.

To make the experiment possible, the Michigan Cooperative Extension Service joined with the Continuing Education Service (which operates general University extension), the Labor and Industrial Relations Center, and the Highway Traffic Safety Center. The Colleges of Michigan State University also pledged their support.

Examples of the retooling efforts in the Upper Peninsula are the intensive tourist and resort training programs which are conducted for agents. This unique innovation is being viewed with great interest throughout the nation. It is too early to report on the Upper Peninsula resource efforts but there are many signs of progress.

The Michigan Extension Service made a bold declaration of efforts to retool in its 1958 State Program plan. Listed among top objectives were a more prosperous agri-business, a more satisfying family life, a more satisfactory development of youth, and more orderly, efficient, and satisfying use and development of natural and community resources.

Subobjectives under this new emphasis were listed as: coordinated local land use planning and zoning; development of improved employment opportunities; improved tourist and resort services and income; integrated system of parks and recreation areas; improved forest, game, and fish management; improved forest products, processing, and marketing; conservation of soil and water resources; and satisfactory development of communities and community services.

Though these are objectives for 1958, they are also an indication of the way the Michigan Extension Service is set to equip for future changes.

TODAY'S AGENT

(Continued from page 209)

training opportunities assists in making the extension worker aware of additional training needs.

Responsibilities of present and future county extension agents are numerous and complex. Expectations of present and potential clientele will continue to be greater and more varied as changes in living patterns continue. The degree to which the extension agent can meet these increasing challenges will be largely dependent on adequate preparation and the ability to involve people in deciding what is most important.

CHALLENGES

(Continued from page 203)

Verne Varney of Wisconsin quotes a 4-H Automotive Care & Safety Project member, "There's more to owning and driving a car than just stepping on the accelerator."

Mr. Varney points out that the project was born out of necessity because the motor vehicle is the principal cause of accidental deaths in this country. Over 2 million youth become of age to get drivers' licenses each year.

Boys and girls 15 years of age and older are permitted to enroll in the Care and Safety Project. Interest is high and the project is meeting a real need for both rural and urban teenagers.

Arkansas has launched a whole new senior 4-H program. One of the projects for this age group is community service. D. S. Lantrip, State leader, says agents expect a real boom in enrollment of the senior 4-H group.

Their community service project puts real emphasis on the youth doing things to get facts about their community, working with leaders, inventory of facilities, as well as actually painting mail boxes, cutting weeds, and stressing good health and safety practices. Mr. Lantrip feels these are the key to success in a community service project with this age group.

The Pennsylvania Extension Service has just contracted with Agricultural Marketing Service for a 2-year program to plan, study, and develop extension methods, procedures, and materials for conducting educational programs with 4-H boys and girls. They plan to cover functions, activities, and practices followed by agricultural marketing firms.

A National Advisory Committee has been named and a plan of work has been developed. It is expected that this will result in challenging projects for older 4-H members.

Illinois is among several States which are giving babysitting projects more emphasis. Anna Searl, assistant State home economics leader, says, "The spark that triggered the babysitting project in Illinois came from our new venture with 4-H work in metropolitan Chicago. We found that many older girls had to take care of younger brothers and sisters while parents were working.

With Mrs. Margueritte Lynch, family life specialist, they worked out the Be a Babysitter project. It is designed to provide those enrolled with: information on basic knowhow, tools to do a better job, encouragement to assist and strengthen family ties, incentives for personal growth, and skills which will enable them to make money.

In Georgia, Miss Aubrey Morgan, family life specialist, has prepared a new 4-H self-improvement project for older boys and girls. One section is on manners—table, home, telephone, street, driving and sports. Another section on personal grooming includes all aspects of cleanliness, clothing, hair, and cosmetics. Personality improvement tackles problems of speech, human relationships, habits, self-control, and character.

Youth and Money

The 4-H Money Magic Project in Maryland helps older 4-H members with budgets and how to get the most out of their money. The principle is to know how much money you have to use, plan what you want it to do for you, and see that it does it.

Some older boys buying cars are concerned about credit and interest rates, as well as how to budget to get the most good out of their car. Some are carrying the project while they go to college.

Joanne Reitz, home management specialist, says the project's objective is to establish good money habits early in life. These are as important as good work habits or health habits.

North Dakota has launched a complete series of Clover Challenge Projects for older club members. They have prepared manuals and record books in the ABC's of County Government, Safety and Courtesy in Driving, Your Future Is What You Make It—Choosing a Career, and Farming Is a Business.

Craig Montgomery, State 4-H Club leader, reports that they are getting good response to these projects from older club members.

These are a few examples of special programs for older youth. Several other States have similar special projects. These projects are a challenge to older youth and play an important role in their development.

TODAY'S HOMEMAKERS

(Continued from page 198)

making, food preservation techniques, and stain removal are popular topics.

Our home economics staff considers that a percent of each year's program is experimental—that all informal education is in a position to try new ideas.

Meeting New Needs

One such experiment during the last year was a project in Berkshire County called Managing on a Pinched Income. It was designed to help those who were suffering from industry layoffs. Helpful subject matter was offered through meetings and mass media. Food buying was emphasized and new material was developed on low-cost foods. Few unemployed families were represented at the meetings, so we plan to use a stronger mass media approach in the future.

Programs of regular county homemakers' groups also include many management and consumer education areas. Some of the titles are: Know the Beef You Buy, Consumer Facts and Frauds, Household Equipment, Social Security Benefits, Children and Money, How Not to Go Broke, and Today's Fibers and Fabrics.

Changes have made us brainstorm to answer the many new needs. Most ideas for new programs come from the counties. Then the State staff works out subject matter and some of the organization. That's how we are meeting the needs of today's homemakers.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. **Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.**

F 2117 **Dodder and Its Control**—*Replaces F 1161*

F 2118 **Soil Conserving Tillage Systems for Corn**—*New*

L 433 **Selecting an Economical Dairy Ration**—*New*

Summer Schools for Modern Extension Workers

by A. E. DURFEE, *Assistant Director of Extension, New York*

I only wish I had gone to summer school 10 years ago, writes an agent with 20 years of experience.

"I acquired many new ideas and gained considerable knowledge that should help me to be a more effective county extension worker," writes a 4-H Club agent with several years' experience.

"It was a rich experience getting to know and studying with this interesting group of coworkers from 26 States and 8 foreign countries," reports a typical summary statement.

These ideas are repeated, in various ways, in the reports of extension workers from all parts of the country every year. They are the best available proof that the programs offered at the regional summer schools are up-to-date and meet many of the needs of modern extension workers.

The concept of a regional summer school was a startlingly radical and useful innovation. It was developed and promoted by a subcommittee of the Extension Committee on Organization and Policy during the early 1940's in an attempt to provide the kind of training extension workers need.

In recent years attendance at the five regional schools has exceeded 600 annually. Many States liked the idea so much that they developed their own summer sessions. Many staff members have been stimulated to undertake further graduate work. And the exchange of ideas about improved extension work has been facilitated and encouraged across the country.

Beyond Undergraduate Work

From the beginning, there was general agreement that the regional schools should offer training to supplement and complement undergraduate training received by the majority of the extension staff. Thus, special attention has been given to the social sciences—psychology, sociology, economics—and to extension methods, organization, and procedures. Courses in traditional subject matter of agriculture or home economics have been included occasionally to give emphasis and support to special extension efforts such as marketing, farm and home development, and public affairs education.

You may ask, "What about the changing needs of extension workers?" Let's think for a minute about those needs. What are the needs you see and feel confronting you?

Regardless of your position in Extension, it is a safe guess that you are experiencing a pressure to be informed on an ever-increasing diversity of subjects and to know more about the subject in which you have already received training. You are being subjected to demands that are both broader and deeper than ever before.

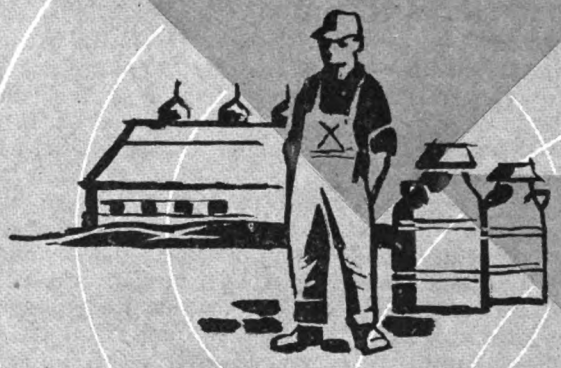
The in-service training program available in every State or territory has done much to help the extension worker with technical agricultural and home economics subject matter. But many States have lacked resources for training in the sciences which can help us understand people —their organization, their motivation, and ways of reaching them effectively. This has been a challenge to the regional summer schools. It is a challenge they have met by offering increased numbers of courses and by offering courses which go deeper into the subject than was possible a few years ago.

Thirty-nine courses, representing 17 subject matter topics or areas of extension concern, were offered at the 5 schools in 1958. Some of the newer ones were Family Financial Management, Farm and Home Development, Administration of County Extension Programs, Extension Education in Public Health, and the Changing Role of the Specialist in Extension Education.

Depth has come as courses have been changed to concentrate on principles and on the contributions from various disciplines. The "practical" is not being ignored but, as someone said, the most practical training for an extension worker is a sound understanding of the science and knowledge available to him.

EXTENSION SERVICE Review

NOVEMBER 1958



PINPOINTING YOUR AUDIENCE

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.

Vol. 29 **November 1958** **No. 11**

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Acting Director: ***Ralph M. Fulghum***

Editor: ***Edward H. Roche***

EAR TO THE GROUND

Pinpointing Your Audience is the theme of this month's issue. It shows examples of the growing trend among extension workers to use specific communications channels for reaching special audiences.

Messages today are audience-centered, rather than message-centered. This is one of the most significant changes that has taken place in Extension in recent years.

A few years ago, the content of the message determined the communication treatment. If it was time for spraying a crop, a news release was sent to the newspapers and radio stations. Perhaps a TV show would be planned to show proper spraying methods. But the time came when newspapers and radio stations weren't carrying the story about spraying. TV time wasn't available for how-to-do-it shows.

As you will see in reading this issue, many extension workers adapted to this situation by seeking other means of communicating with their audiences. They started using direct mail and newsletters, breaking down their mailing list according to farmers' major interests. They developed special radio and television programs to reach working wives, part-time and time-and-a-half farmers, and urban youth. In each case, they analyzed the audience's needs and interests and then sought the best means of reaching them.

And this is a logical development, too. You only have to look around, in practically any area, to see that a lot of changes have been taking place. The number of farms and farmers is decreasing, suburban communities are springing up in former rural areas. Of course, the percentage of farmers among newspaper, radio, and television audiences is declining. So mass media are no longer as interested in the kind of farm stories that they used a few years ago.

This doesn't mean, of course, that mass media are no longer important in extension communications. They want stories of general interest as well as information of interest to major groups of their audience, such as suburbanites. And these mass channels are still one of the best means of cementing good public relations for Extension and agriculture.

Next Month: We'll have articles on the nationwide campaign to encourage dairy recordkeeping, program projection, and marketing. You will also be interested in an interpretation by C. E. Bell, FES, of some challenges facing extension workers today.—EHR

In This Issue

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 (June 26, 1958).

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 $2.25, foreign.

HAVE YOU TESTED YOUR AUDIENCE?

by L. E. SARBAUGH,
Office of Information, USDA

For years, extension workers have urged farmers to test soil to get the most efficient crop production. Isn't it just as logical for extension communicators to analyze their audiences to get efficient communication?

A soil test may tell a farmer that the soil contains enough lime for his crop but it needs phosphorus and potassium to get the most profitable production. If the farmer didn't test the soil and put on lime but no phosphorus or potassium, he might seriously cut his production efficiency. If the soil was already neutral or slightly alkaline, the farmer not only wasted his effort and money but the additional lime might even reduce his yields.

Now let's suppose that you are planning a program to increase dairy recordkeeping. Your audience will be dairy farmers in your county or State. They represent the field in which you'll plant your message—keep dairy production records. You wonder what communications treatment will produce the highest yields most economically.

You might ask whether your audience needs knowledge, shock, encouragement or some other treatment. Is there prejudice that must be drained off before other treatments will work?

As part of your analysis, you'll need to determine what knowledge is required for a successful harvest from your message. What knowledge does the audience already have and what knowledge is lacking?

Do they know that three kinds of records are available? If they do and you repeat it several times in planting and cultivating your message, they may say, "Well, here comes the same old stuff." This reaction may seriously reduce or destroy their acceptance of your message. You've had a crop failure.

What appeals will entice your audience to accept your message? What prejudices do they have about dairy records? What physical limitations on their farms may prevent acceptance of your message? Have you carefully analyzed your audience to learn their feelings about your message?

What Test to Use

You have a choice of audience tests, just as you have a choice of soil tests. You can use the quick tests that give you an indication but not as accurate a measurement; or you can use the more stringent lab tests.

One quick test is to visit a few representative audience members—dairymen in our example. Representative, of course, doesn't mean a few of the top dairymen. Include some of the best, some of the poorest, and some of the middle ones.

During the visit you can learn what they already know about dairy records, what their reactions are to records, what their aspirations are, and some of their prejudices. These furnish clues for the treatment of your message.

A more thorough test would be to survey a random sample of dairy farmers and keep a careful record of their replies. You could find how much of the knowledge they have that's required for them to keep dairy production records. You could have some opinion questions about why dairymen do or do not keep records.

For an even more exacting test of attitudes and knowledge, psychologists or sociologists sometimes use a projective technique of testing. One form of this is to show a person a picture of a farmer keeping production records. Ask him to tell you who the people in the picture are, what they are doing, and how they feel about what they are doing. In this process, the person being interviewed gives a more accurate expression of his attitudes than he will by direct questioning.

Sources of Help

If audience testing seems a little bewildering at this stage, you can get technicians to help, just as farmers have technicians to help with soil tests. Many campuses have studies people on the extension staff. And there are usually persons on the education, psychology, or sociology staffs who can help.

In this age of speed and mass operations, farmers may use airplanes, tractor-drawn fertilizer drills, spreader trucks, or attachments on corn planters to apply the fertility elements their fields need.

In communications we have television, radio, newspapers, magazines, college and USDA publications, demonstrations, letters, meetings, exhibits, and individual contacts such as visits, telephone calls, and a few more.

Mass media may give high speed, even distribution of your message treatment. But some parts of the audience may need special attention, just as some parts of a field require different fertility treatment. You may provide the special communications treatment by special letters to selected parts of the audience. Or you might have volunteer leaders visit parts of the audience that need a unique kind of treatment.

(See Audience Testing, page 231)

by JAMES H. WHITE,
Federal Extension Service

Once upon a time there were two buggy makers. One day they saw a strange-looking contraption huffing and puffing down the road—scaring the dickens out of the livestock. It was an early "horseless carriage."

The two buggy makers had entirely different reactions to the incident. One scoffed at the idea that this "foolishness" would ever become popular with the public. He allowed that he would keep on doing what he knew best—making buggies for horses to pull.

The other man was more sensitive to change, though. He figured that this machine would soon be commonplace. Converting his buggy business into an automobile coach making concern, he made a fortune. The first man—who resisted change—saw his business dwindle steadily.

The purpose of this little analogy is to point out that communications methods also change. Perhaps they don't change as dramatically as the horse and buggy to the automobile but just as relentlessly.

Take a close look at your local newspaper. Is the editor still as eager for "straight" farm news as he used to be? And how about your local radio station manager? Will he give you choice time to air your messages? You're luckier than most agents if he does.

Communications media are becoming more and more discriminating about the farm news they'll use—especially that of a technical nature. Some county agents complain that, whereas they were once able to get front page space in their local newspapers at will, they're now lucky to get their stories in the paper at all.

What's responsible for these changes? Mainly it's an awareness by the media that farmers constitute only 12 percent of our population. That's a pretty small group of people compared to all the other folks who comprise the potential audience for a newspaper, radio, or television station. And it has been predicted that by 1970, the farm population will be down to 5 or 6 percent. So it isn't surprising that the media are becoming increasingly wary about using their air time or news columns to reach a steadily shrinking audience.

It's squarely up to us to face these facts of life and revise our communications efforts accordingly.

Making Adjustments

One alternative is to adjust our information to the changing demands of the media. Many newspapers are eager for news on homemaking, "how to" stories on gardening, and the like. In these areas we can slant our information to appeal to a larger audience.

Obviously, however we can't popularize all of our technical information. And since we can't force the media to carry information they don't want to carry and for which they have such a small audience, that leaves us with only one other choice—to change our channels of getting out this information.

Some extension workers think the answer is to direct communications to specific audiences.

The results of a recent study show that agents and specialists alike are turning to newsletters, direct mail, circular letters, commodity magazines, etc., to communicate with special interest groups. These direct communications methods enable the agent or specialist to reach the person who needs technical or specific information at the time he needs it—and just as important—in the way he needs it.

New Jersey's Associate Extension Editor Russell Stanton, who recently visited newspaper editors in a surburban county, verifies the growing reluctance of many suburban editors to use "information type" stories in their columns.

"My general impression of editors' views of extension news," Stanton says, "is that they care less and less about the 'how to' story, except perhaps for gardening and filler stuff about home economics. But the editors want to know more about what the farmers are doing. It isn't hard to visualize an information program in this (suburban) county made up principally of newsletters directed to home owners, garden supply dealers, feed dealers and so on."

This doesn't mean that Stanton is advocating that we forget all about newspapers, radio, and television. He says, "The agent must have active mass media contact so that he won't be a man forgotten by those not on his mailing list."

And, even though many newspapers and radio stations are less prone to let themselves be used as an educational medium for a rather limited audience, this doesn't mean they're going to ignore this audience. As Stanton points out, they're interested in what farmers are doing and what effect their activities will have upon the general population. That offers us many public relation opportunities.

Special Interests

The trend mentioned earlier toward more direct communications methods is reflected in Oregon. There, where some counties list 50 major agricultural crops, many agents feel that it's essential to deal with special interest groups through special mailing lists.

Few counties have a complete mailing list of all farmers, but there are lists of vegetable growers, processors, cattlemen, sheep growers, bulb growers, etc. As a consequence, information on sheep growing isn't "wasted" on a vegetable grower and vice-versa.

New York has gone even further in this direction than most States. Extension Editor Bill Ward estimates that 90 percent of New York agents' communications are directed at spe-

(See Every Shot, page 228)

At Your Command - A TOOL TO DO THE JOB

by **ROBERT J. AMES,**
Assistant Editor, New York

To reach your audience—a specific group—direct mail can do the job, says Bob Boehlecke, Chemung County agricultural agent.

Like most counties, Chemung has several types of farming. Recently the number of rural nonfarmers has increased.

With 20 years of experience to draw on, Agent Boehlecke prefers direct mail to reach his various groups. Like other New York agents, he uses circular letters, flash cards (oversize postal cards), frank cards, milk check stuffers, self mailers, college-supplied service letters, and the monthly county Farm and Home News.

In fact, he is so enthusiastic about the effectiveness of direct mail that some of his messages hitch-hike with direct mail sent out by other groups. These include letters and folders mailed by seed, feed, fertilizer, and machinery dealers, plus local farmer cooperatives.

Give It Individuality

Using the mails to reach his audience is not always easy, Boehlecke says, because of competition from other mail. So he spends considerable time thinking about the opening paragraph and a good tie-in illustration. He says it isn't necessary to use a line drawing but it adds "eye-ball" appeal.

Boehlecke has found that direct mail's effectiveness is increased by highlighting an incentive for carrying out the practices or encouraging attendance at meetings, tours, and demonstrations. This can be in the form of more dollars, security, needs and wants, new experiences, recognition, and pride.

In the Chemung County office, the address plates are tabbed for their special mailings. Boehlecke says, "This is a must in today's agriculture. Farmers get so much mail that they want to receive only material and notices that apply to their specific type of farming. Did you ever get a letter that didn't concern you? Of course. Where did you put it? Right in the waste paper basket. Farmers are no different in this respect."

Small colored tabs on the address plates indicate the person's interest. Where two groups have a common problem, mail is addressed to both. This may mean a little hand sorting before or afterwards so that no one will receive two copies of the same mailing.

Introduces New Varieties

Direct mail helped to carry the ball in getting New York farmers to adopt new higher producing legumes. In 1949, the State's dairymen had 52,000 acres of alfalfa and alfalfa mixtures. In 1957 the acreage had almost doubled—1,002,000. The 1949 yield was 1.85 tons per acre, the 1957 yield, 2.10 tons.

Through teamwork and by beaming useful information to specific audiences, the time has been shortened between the completion of research and farm adoption. For example, Extension has been recommending Narragansett alfalfa for only three years. A recent survey indicates that 8,942 farmers (reporting) have 56,288 acres. DuPuits, another alfalfa variety recommended only two years, is already growing on 20,754 acres.

Direct mail had an important role in these accomplishments. From specialists' letters and other material, agents prepared circular letters, flash

(See Direct Mail, page 228)

Items for circular letter are checked by Chemung County Agent Bob Boehlecke and his secretary, Mrs. Louise Thomas.

NEWSLETTERS GET RESULTS

by HAROLD D. GUITHER,
Assistant Editor, Illinois

NEWSLETTERS are performing special communicating jobs for some Illinois county farm advisers that no other method could do. Not all county newsletters go to the same kind of audience. Not all were started for the same reason. Some are monthly while others do not have definite regularity. The size of the mailing lists varies widely.

But in all cases we've been able to track down, people who receive newsletters like them. And the farm advisers who've used them plan to continue.

Probably the most seasoned user of a newsletter in the State is John Bicket, Greene County farm adviser. He started his letter in June 1956 and has continued it monthly ever since.

In Greene County, no single daily paper reaches all farmers. Four weekly papers are published, but due to space limitations, a regular column was all they would use.

Serving Cooperators

So Bicket, his assistant, and the county extension council decided to work up a newsletter. The State extension staff artist helped design an attractive letterhead and the county staff assembled a mailing list of all farmers who had made contact with the extension office.

How has the newsletter worked out? Bicket feels it is an effective way to pinpoint their farm audience. They surveyed their audience, found the newsletter was popular, and decided to continue it. Personal observations by the farm adviser and the extension council also were favorable.

Farmers seem to appreciate its value. One farmer told Bicket that he didn't have time to attend extension meetings. But he always read the monthly newsletter to get the facts covered in the meeting.

Subjects featured each month vary widely. A recent issue was headed, Change, Minimum Tillage, Soybean Varieties, Forage Sorghum Varieties. Another letter covered a complete insect control program on livestock.

For the convenience of farmers who want to keep them for future reference, letters are punched for a standard three-ring binder.

Total Coverage

Probably one of the best indications of real use of the newsletter is when the farmer brings the letter back to the adviser's office and refers to it while asking for further information. When this happens, Bicket feels that the newsletter is serving one of its most valuable purposes.

Another enthusiastic farm adviser using a newsletter is Curt Eisenmayer in Henderson County. This letter was started because newspapers couldn't give the coverage of special information that farmers need. Only one weekly paper serves the county and dailies from four outside cities circulate in parts of the county.

Eisenmayer's newsletter reaches every farmer in the county. The post office helped check the mailing list to see that it was complete and up-to-date.

Philip Farris, Mercer County farm adviser, sends a special newsletter to dairymen. Even though dairying is not the most important enterprise, Farris tried the newsletter because there was a "lot of interest." The newsletter is mailed monthly to 100 farmers milking from 5 to 50 cows. Items of special interest, including the Weigh-A-Day-A-Month program, are reported.

As a result of the newsletter, Farris believes dairymen have shown more interest in extension work and in attending cooperative Dairy Days.

Warren Myers, Macon County farm adviser, finds a newsletter an effective way to get detailed, vital information to his complete list of extension cooperators. The Decatur dailies are cooperative on news stories, Myers says, but they feel that detailed how-to-do-it information has a limited audience. So, when it's time to report on effective weed control methods, detailed insect control programs, or special farm meetings, Myers sends a newsletter.

Sparking Leaders

Earl Peterson, farm adviser in Montgomery County, has used a newsletter for his county extension council and other key leaders since 1956. His goal is to send the letter out every month to keep his council informed on current programs.

This letter has a circulation of only 50 but it serves a valuable purpose. It helps maintain the active

(See Newsletters, page 230)

Matching Information to Your Audience

by HAYES T. FARISH, *Tunica County Agricultural Agent, Mississippi*

You and I, as extension workers, are responsible for getting farm, home, and marketing information from the research centers into the hands of people so they will put it into practice. This means that each of us must study the people we are trying to help. We must know what information they need and how to present this information so that it can be best utilized.

Here are some facts I know about the people and agriculture of Tunica County and what I have done about it. Tunica is in the northern part of the Mississippi Delta and has some of the Delta's larger plantations. We also have a number of family-size operations. The 160,000 acres in cultivation are divided among 528 farms.

Widespread Interests

Many operators of larger farms have college degrees and are among the best informed about agriculture in the area. But other farmers have less education and need to receive detailed information through our extension program.

Our principal cash crop is cotton, occupying about 28 percent of the cultivatable acreage. Soybeans are next in value, utilizing 40,000 to 50,000 acres. We have 4,000 acres in rice, 15,000 in wheat and small grain, 12,000 in corn, with other land used for hay and pasture.

Livestock, primarily beef cattle, have grown in importance within the past 10 years. Commercial hog and poultry production have appeared during the past 3 or 4 years. Since the area is well adapted to small grain and corn, the production of all types of livestock should continue to increase during the next decade.

Due to the variation in the size of farms and in the technical know-how from farm to farm, getting the right kind of information to the right farmer at the right time is a complex problem.

The county has no local radio station, TV station or daily newspaper. However, we make good use of the outlets that we have. Principally they are the circular letter or newsletter, weekly newspaper, and tours.

Several years ago we broke down our mailing list by size of farm operation and enterprises. This enables us to send out specific information to different groups of farmers.

The mailing list breakdown shows crops (cotton, corn, soybeans), 528, or all farmers; rice, 14; small grains, 271; fully mechanized farmers, 125; cattle farmers, 125; hog growers, 42; and poultry producers, 8.

The regular newsletter to the entire mailing list is the best means of getting information into the hands of every farmer. This is the County Agent's Green Letter. Because of the great amount of mail that most farmers receive, we wanted to make this letter distinctive and selected green paper for easy recognition.

The green letter is usually limited to a single copy and covers 3 or 4 subjects. Generally, the subject-matter is more detailed than would be suitable for the newspaper. These letters are mailed about every 10 days or 2 weeks.

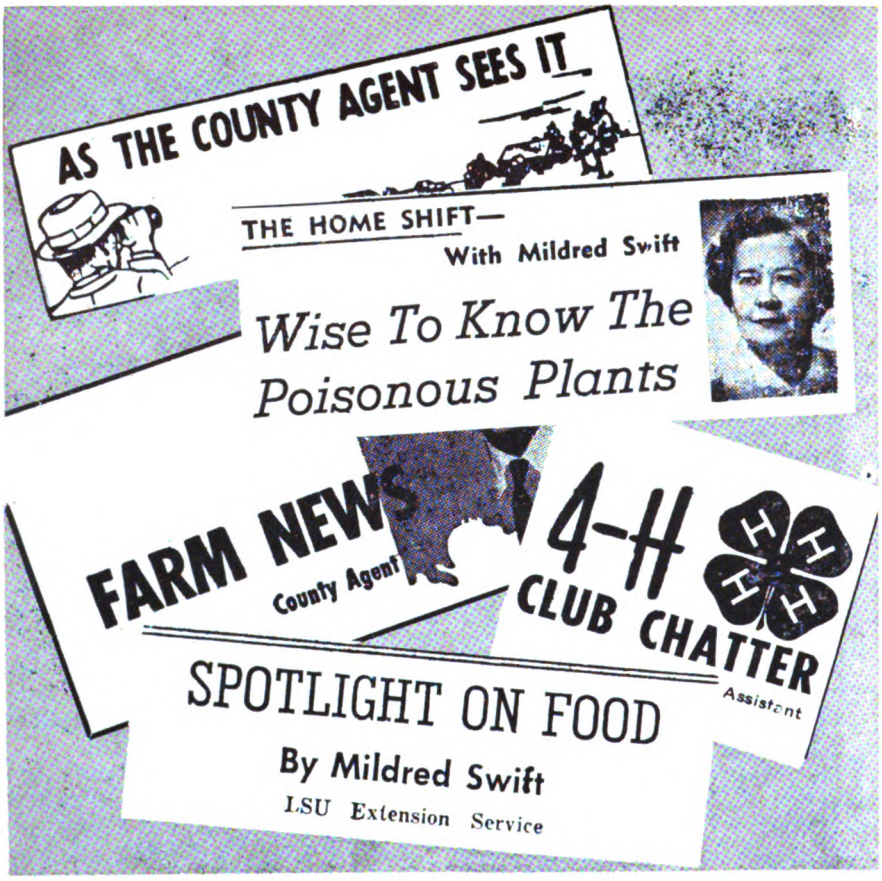
Try Being Specific

In late August one letter covered specific recommendations for poisoning cotton by airplane to control late weevil migration. It contained information about the materials recommended by the experiment station, rate of application per acre, mixing rates, and types of insects each material should control. During other seasons the letter is used to inform farmers about crop varieties, fertilizer rates, and planting rates.

A circular letter to a specific enterprise group is an excellent way to get research data into the hands of the better educated farmers who can study and apply it. For example, one gave research comparison of various

(See Matching Information, page 231)

Operator of highly mechanized cotton farm in Tunica County checks technical information from county agent's newsletter as he supervises spraying of crop by high-elevation ground equipment.



SPOTLIGHTING AUDIENCE INTERESTS

by Mrs. MILDRED SWIFT,
Ouachita Parish Associate Home Demonstration Agent, Louisiana

CAN you talk to groups? If so, you'll have no trouble in writing an informal newspaper column. This is an easy way to get close to your people and bring them closer to you

First talk to your editor about the mechanics of setting up a column. Learn what he wants and when he wants it, then abide by this.

A catchy heading catches readers. Get ideas from friends and fellow workers. A thumbnail picture will aid in identifying you to your readers.

Who Reads It?

Your audience will range from beginners to experts. You don't want to insult anybody's intelligence, neither do you want to start "up in the air." Gardeners range from those who have never planted a seed to the horticulture-show winner. Cooks vary from expert connoisseurs to those who are just beginning. Men, too!

Just talk to your readers. This is the easiest form of writing—the informal column. Keep the language simple and light. Imagine you're chatting with a club member and just write that chatter.

Be sure that information is local. What homemaker cares about a recipe for zucchini squash if there are none on the market? Keep the material timely, which is no problem as you gather ideas when you travel. Rose planting has little appeal in August. Needless to say, the material must be authentic. Quoting the source gives authority to the column.

A one-subject column would only pinpoint one group. An agent writes, talks, demonstrates many different subjects in a week. That's a good policy to follow in writing your column.

Many humorous incidents come up in your day's work. Write about them. For example, "It's time to transplant. Mrs. White says her husband wants all plants mounted on wheels. They'd be easier to move." Husbands will love that joke because they are usually the ones who do the moving.

Catch the Trend

Watch the trend in your area. If it's patios, camouflage the how-to-do-it information with names and pictures. For instance, "Mr. and Mrs. James Townes have completed a most attractive and comfortable patio. This was built as a family project. In the picture you'll see they used brick for the hard surfacing, laying it in a basket weave." Then give your directions for mixing cement, leveling, etc. "The family would like you to drop by 1704 Maple Drive. You can get some first-hand information from 'Pop' Townes."

Recently such an invitation was given in a Sunday column written by an extension agent. The interested visitors came in such crowds it was necessary to call an officer to control traffic. They read these columns!

Many a monotonous monologue of instructions can be "spiced" when linked with individuals who have tried out the techniques involved. For example, "It's time to prune the tree-type wisteria. This is the way the Rogers' vine looked after the work was done." Use a picture, then give your pruning instructions.

Use names throughout your column. This is always an interest getter.

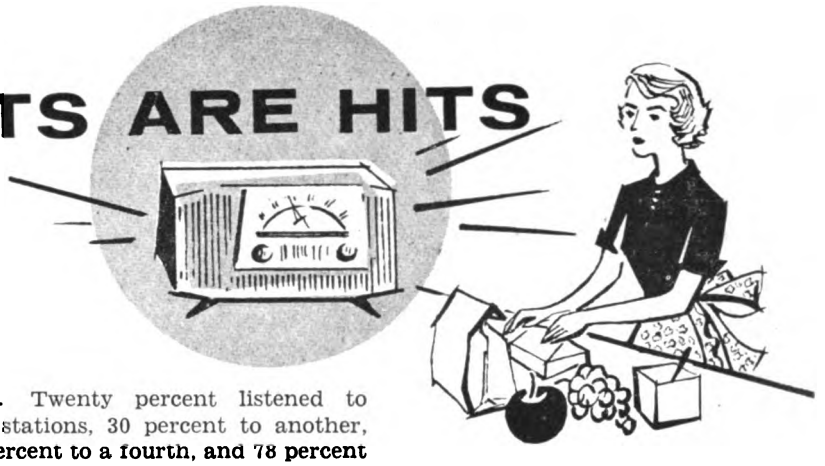
Move That Food

"Broilers and fryers are on the U. S. Department of Agriculture plentiful food list. They're also in local markets selling at budget prices." Will those statements pinpoint your audience and encourage women to buy the birds?

Is this better? "I just can't be happy unless I share Mary Youngblood's southern oven-fried chicken recipe with you. I caught this picture just as she poured the yummy onion gravy over the meat. Delicious, too, I sampled it." This is a good spot to follow with the recipe, then the

(See Spotlighting, page 228)

RADIO SPOTS ARE HITS



by MRS. BETTY PARKS STRUTIN,
Lackawanna County Home Economist, Pennsylvania

How can we reach working women? That's a growing problem for Extension as the number of women working outside the home increases.

Newspapers? Possibly, but most women have housework to do when they get home from the job and little time for reading. Television? Time usually isn't available for local educational programs during the evening.

How about radio? This appeared to be the most effective way to reach the women. To find out, we decided to experiment in reaching a specific public with 1-minute spot announcements.

Benchmark Study

Women in five Scranton textile plants were chosen for the experimental group. First we made a benchmark study to discover their radio listening patterns and homemaking interests. Some data also were obtained to measure changes brought about by the experimental program. Later we made a followup study to measure changes after the experimental radio program had run for about 3 months.

On the basis of data from the original survey, an educational radio program was developed. This survey helped us to determine the best listening time for working women, what radio stations they listened to, and the type of homemaking hints they wanted.

Union stewards collected data from the women during their lunch periods and rest breaks. Plant owners, of course, were informed of the experiment and supported our efforts.

When women were asked what radio stations they generally listened to, those who listened to any one station ranged from 20 to 78 percent. Twenty percent listened to two stations, 30 percent to another, 31 percent to a fourth, and 78 percent to a fifth.

Replies to what time of day they listened showed that the peak was 6:30 to 7 a.m., when 61 percent had their radios turned on. The evening peak came between 6 and 6:30 p.m. when 43 percent listened to the radio.

Scheduling Spots

Radio managers were happy to participate in the experiment and agreed to present our messages during the morning peak listening period. The program consisted of 1½ minute announcements, broadcast over four radio stations once a day between 6:30 and 7 a.m. One station repeated the announcement during the afternoon. The spots were carried 6 days a week.

The spot was highlighted according to the local announcer. Some used a music theme to introduce it; others just tied the name and Extension together. For all stations, the program started, "Hi homemakers, this is Betty Parks."

In order to determine how many of the women knew Betty Parks, the extension home economist, they were asked if they had ever heard of several people, one of whom was Betty Parks. Other names were local radio announcers and county agents.

Twenty-five percent said they had heard of Betty Parks. There appeared to be no relationship between age of the women and those who knew Betty Parks. Married women were more likely to know the name.

For three days just prior to the final survey, the subject of colds was emphasized on all the spots. Colds were attacked from different angles, such as the real relationship between colds and low humidity in home, how hot, dry air causes more colds, how to add moisture to the house, and women have more colds than men. A spell of bad weather also increased interest in the subject.

On our final survey several questions were asked about this topic. One question was, "Have you recently heard on the radio that more colds are caused by dry, hot air in the home?" Fifty-one percent said they had.

Names of local radio announcers and county agents were again used as a control factor, as well as to help camouflage the name of Betty Parks. In the final survey, 38 percent of the women said they had heard the name and identified the program.

The women were asked if they had heard the spot announcements and, if so, how often. When asked if they had discussed with or passed on to someone else the tips heard, 52 percent said they had. Twenty-five percent said they had made use of the tips given on the show.

Conclusions

Changes were difficult to measure because of the relatively few questions asked, lack of control over the data gathering situation, lack of a control group of similar type women, and labor turnover.

Several questions are raised by the findings of this study. How effective are educational-type spot announcements on radio? When should an educational radio program be on the air? Are women really receptive to an educational program early in the

(See Radio Spots, page 228)

ON THE GO - WITH RADIO

by **FOSTER MULLENAX**
Associate Editor, West Virginia

EAST and west across West Virginia from historic Harper's Ferry to the "Beautiful Ohio" and north and south from the productive apple orchards of the Northern Panhandle to the Nation's richest soft coal fields in the South, there are lots of busy people. Full-time farmers, part-time farmers, time-and-half farmers, and residential farmers—there are thousands of these industrious people in the Mountain State.

For years extension workers have been concerned about how to communicate with the farmer-miner and the farmer-factory worker. Because theirs is a time-and-half job, they are not available even to the radio for noontime farm and home programs. Early morning or late evening programs also failed to serve these busy people.

Calling All Commuters

One early attempt to reach farmers working off the farm was initiated at the suggestion of a radio station manager. C. Leslie Golliday, manager of WEPM, Martinsburg, started the wheels turning in a conference with the Berkeley County extension staff. He pointed out that over a thousand county men—a high percentage of them farmers—worked in a large industrial plant 20 miles away.

The traditional car pool was operating like clockwork in this area. Between 6 and 7 a.m. and 4 and 5 p.m. a steady stream of cars flowed to and from the plant. What's more, nearly all the cars had radios.

Realizing the potential, the Berkeley and Jefferson County extension staffs teamed up to begin a new approach toward these commuting farm people. This was not a farm and home radio program but a 3 to 5-minute timely feature each half-hour from 6 to 7 a.m. In all, 12 messages each week were slipped into the morning variety show of music, news, time and weather reports.

Things happened in the county extension offices when this idea went on the air. Strangers called for more details about what they heard on the radio. Mail response for publications mentioned on the broadcasts encouraged the agents and impressed station personnel. It must have been a good idea—it has been going steadily for 6 years.

Following on the heels of this hunch that paid off came Program Projection. Wood County was among the first to initiate this "take a look at ourselves" approach. The city of Parkersburg boasts three radio stations. County agents have been broadcasting over two of these each Saturday.

A program projection survey soon changed their way of doing things. Agents learned that the station which they were not using had many early rising listeners. Station officials were eager for the extension staff to prepare two daily 2-minute messages on timely home and garden ideas and food shopping tips.

We know that radio has different meanings to many people. To some it's an alarm clock, to others a friend away from home, and still others a working companion all day long. To the several hundred highly specialized commercial tree-fruit farmers in our Eastern Panhandle, radio is the lifeline to success.

Beaming in Others

Two key radio stations in the area team up to provide a daily fruit spray report with a complete weather picture as it relates to spraying. In the early spring for 3 weeks this service is provided by the extension fruit spray specialist stationed at the experiment station farm in the area.

Each morning the specialist calls the Weather Bureau in Washington, D.C. for an up-to-the-minute weather picture. Then he goes on the air live at WEPM, Martinsburg, and a direct line feed is made to WKYR in Keyser. Both stations tape record this feature and rebroadcast it one hour later. This is indeed a specialized service with emphasis on spray applications and weather conditions for each day during the crucial spraying period.

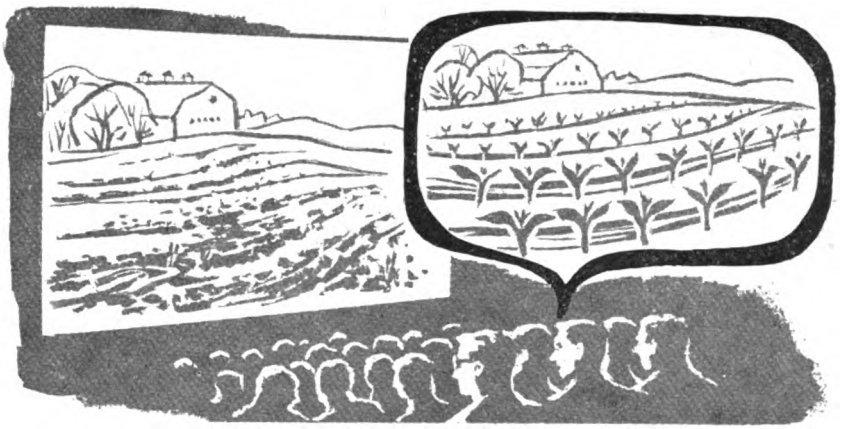
Noontime farm and home radio programs, including market reports and weather forecasts, are designed for the farm family eating at home. Many have been quite helpful to farm families. Programs especially for 4-H'ers and their families also have been successful.

Special programs are for special people. We know that people are on the go so West Virginia extension workers go too—with radio.

He Teaches in Parables

by MRS. ROSSLYN WILSON,

Assistant Editor, Tennessee



EXTENSION workers are constantly searching for ways to make group teaching as effective as face-to-face contacts in impelling people to thought and action. In working with groups, most extension workers have used slides with varying degrees of success.

Perhaps no other organization has made as wide use of color slides in teaching as has Extension. Here is an effective adaptation of their use to principles of education as old as Christianity.

For the past 25 years, W. M. Landess, a former Tennessee county agent, has used slides to project the principles involved in the agricultural work of the Tennessee Valley Authority. He has developed a color slide use method that achieves amazing results in helping people understand and determine needed action.

Those who have experienced the powerful impact of Landess' technique, those who have analyzed it, are aware that here is something different in color slide use. Here is no mere illustration of a lecture with color pictures. Each of Landess' slides is a parable of thought and action.

He tells little stories, incidents, or experiences about each picture. These are selected, arranged, and presented so that the stories and pictures are woven into a simple and basic story. That story is not created in words, but is a combination of words, slides, and pictures called forth in the mind of each listener.

The audience is never conscious that someone is "teaching" it anything; often it even loses sight of the fact that anyone is speaking. Each person is aware only of the exhilarating experience of thinking through for himself the basic truths of his relation to the natural world and his opportunities for influencing the flowering of the human personality. "For the first time," said one extension worker, "someone has come with a challenge to think."

Making People Think

Teaching by parables is as old as Christ, who told simple stories about common things to illustrate the great basic truths of life. His parables came to no conclusions for His listeners, but caused them to draw their own out of their experience and background.

The parable slide technique developed and used by Landess and his extension associates combines the powerful effect of parable teaching with the impact of visual materials. But it is fundamentally an approach to education, rather than simply a visúal technique.

Basic to the success of Landess' presentations is his firm belief that his audience must understand the situation discussed and come up with its own interpretation of both problems and action. He directs his pictures and words to achieve audience thinking, rather than spelling out in detail the problems, solutions, and attitudes.

Another important principle of his talks is the fact that Landess has something fundamental to teach, and believes with all his heart in its value. His parables give his listeners a feeling of discovering basic truths which are significant in their daily lives, and which do not dissolve as they leave the meeting. As a Wisconsin editor wrote, "This man speaks of the eternal verities of life."

These are the things on which enduring extension programs are built. How many of us remember that when we talk to people about crops and soils, livestock, family life, and community living?

The use of the parable slide method takes intensive preparation. Landess searches for years sometimes for a specific picture to illustrate a parable he wants to use. Each picture must not only illustrate a parable, it must also evoke a picture in the minds of a particular audience. Too often we select our slides for what they mean to us, rather than for what they will call forth from our listeners' experience. Landess never uses the same set of pictures twice; a new audience calls for different pictures and a different arrangement.

Individual Interpretation

"The individual begins to participate in the learning process only when, upon seeing a picture, say of a hillside, he can say to himself, I, too, remember a hillside . . .," Landess points out. "His hillside is not the one on the screen, but the situation there is so similar to his own that it sets in motion a continuing chain of thoughts, all drawn from his own storehouse of knowledge and experience, and helps him interpret his own hillside.

"When this happens, each individual is doing his own thinking; the speaker, with the aid of the pictures, meets the requirements of creative

(See Parable Teaching, page 231)

EVERY SHOT

(Continued from page 220)

cific audiences. All agents have special mailing lists. At the time farmers and others enroll in the County Extension Service Association, the member checks off his special interests, i.e. dairy, poultry, apple growing, livestock, etc. Many agents also have assembled lists of businessmen in fields allied with agriculture.

Washington State also offers a good example of how agents can effectively use the "rifle" or direct approach. As Extension Editor Al Bond relates: "In our new Columbia Basin irrigation area, agents were faced with the problem of informing new settlers about the efficient use of water and related subjects. Many of the areas were not too well served by press or radio. They hit on the idea of a circular letter because they had an accurate list of all settlers.

"Grant County started it. They called it Water Users Letter—two pages, mimeographed, issued monthly. Several agents contributed one or two paragraph items to each issue. It served as a meeting calendar as well as for subject matter information."

Outside Cooperation

Another example in the same State occurred when an agent, located in a rather sparsely settled wheat county, found that his local paper wouldn't give adequate coverage of farm subjects. To establish better communications with his farmers, bankers, implement dealers, and other farm leaders, he started a circular letter called Farm Briefs. He asked for and received the cooperation of SCS, ASC, and others. The letter was an immediate success—perhaps even too much so. The mailing list grew so rapidly that he had difficulty keeping the letter within his budget. Finally, he figured things had got "out of hand" and he'd just drop it. But public sentiment was so much in favor of the letter that he had to keep doing it.

California lists 192 county staff people as issuing special letters regularly. Agents use specialists' letters widely as source material for county letters and information for mass media releases.

Now this is not to say that all agents would be better off to drop their mass media efforts and begin flooding the mails with newsletters, circulars, pamphlets, and the like. But if it should become harder and harder for you to reach your farmers and farm leaders through conventional channels, you may want to check the possibilities of a more direct method of communicating.

After all, none of us wants to be left standing by the side of the road, like the buggy maker mentioned earlier, watching progress go speeding by.

RADIO SPOTS

(Continued from page 225)

morning when they are engaged in dressing, preparing breakfast, etc.? If we don't reach the working women in this period, when will we reach them?

Our radio programming seems to be the most effective with the short 1-minute spot. Radio managers like the program and all but one have continued the service. We cut our regular 10-minute noon show, which has been carried for many years, to 5 minutes and it seems to be just as effective.

Radio messages, to be effective, must be short, to the point, and of interest to the listener. If programs are of this nature, the listening public won't turn the dial.

DIRECT MAIL

(Continued from page 221)

cards, frank cards, and stuffers for their dairy lists. Every type of direct mail has been poured out to inform farmers and encourage adoption of these high producing legumes.

Agents have also prepared local articles and used photographs showing the advantages of the new legumes in their monthly county Farm and Home News. This made it possible to localize college recommendations.

In addition, specialists have prepared service letters for agents to distribute to the dairymen. Each letter covers a single topic and is aimed at a specific audience. A place is provided for the agent's signature to identify and localize the letters.

On top of this, local seed, fertilizer, and feed dealers used their mailing pieces to add to the agents' efforts.

To be effective, direct mail must have eye appeal and be timely. It complements other media in helping to get a practice adopted.

Direct mail will influence changes of practices at relatively low cost while requiring a small amount of agents' time in comparison to other teaching methods. To really do the job, it must be complete, concise, clear, appropriate in tone, neat, and well organized.

What does all this mean? Agents and specialists have at their command a powerful tool—direct mail. If used properly, it can make a big impact upon a specific audience.

SPOTLIGHTING

(Continued from page 224)

information on selection, grading, and food value.

Check with your markets—you'll find they've moved those birds, thanks to Mary Youngblood and your column.

Try offering bulletins through your column. "I was visiting in Broadmore Tuesday and found Mrs. Tom Salisbury fertilizing roses. It is time to do that job, but let's not burn those defenseless plants. Follow the instructions in the extension bulletin. Call 6295 and ask for Roses for the Yard, by R. D. Hanchey and W. D. Kimbrough. It's a pretty bulletin with roses in the colors nature gave them. There are lots of facts you'll want, too." We've had from 200 to 500 calls as a result of such plugs.

It Works!

Believe me, that informal column does work. Your editor likes it. It's easy to read. You'll make many friends because the reader feels close to you. You'll touch all subjects that homemakers need and want. They'll stop you on the street, call you on the phone, write you, and come to your office to obtain more information and bulletins on items mentioned in your column.

The column is your only contact with many people. Turn the spotlight on their interests and you'll feel rewarded.

4-H via TV

by MARIE WOLFE, *Assistant State 4-H Club Leader;* JOHN WORTHINGTON, *Oakland County 4-H Agent; and* R. P. WORRALL, *Television Editor, Michigan*

Leader Jim Culver looks over projects by Ingham County boys and girls who joined 4-H TV Electrical Club. This exhibit was part of an achievement meeting held in television studios.

More than 5,500 Michigan boys and girls joined, learned about, and enjoyed 4-H Club work and electricity in the Michigan 4-H TV Electrical Club this year. The figure 5,500 comes from the State 4-H Club office, which kept the record of cards and letters received after the series appeared on two commercial television stations. The words "learned" and "enjoyed" come from a research report edited by Paul Deutschmann, head of Michigan State's Communications Research Center.

The 4-H TV Electrical Club is an experimental project to determine the value of television in reaching urban and suburban boys and girls. Beamed to youngsters from 10 to 14, it is designed to satisfy some developmental needs of this age—belonging to a group, desire for approval, independence, and the need to work with things.

Studio Club

Specifically, it consists of a series of 13 half-hour meetings of a 4-H Club of 5 boys, 3 girls, and an adult leader, Jim Culver. These meetings were held and filmed in the studios of WKAR-TV on the Michigan State campus.

While Culver lead his studio club through the project work and activities, youngsters of the same age could participate at home. In each of the first seven meetings he issued this friendly invitation, "If you'd like to be a member of 4-H TV Electrical Club, just send us your name, address, and county. We'll send you a pin and card, making you an official member, along with a project manual so you can do all the interesting projects right along with us."

County offices were given the names of those who wrote in and many invited the TV Club members to the county 4-H activities.

Initial Planning

Planning of the series began early in 1956 soon after Russell G. Mawby became State 4-H Club leader in Michigan. Advice came from many sources, including Reinald Werrenrath, Jr., originator of Ding Dong School; and representatives of the College of Education and Departments of Information Services and Agricultural Engineering.

All agreed the project was worthy, but raised numerous questions: How about having no local leader? Will the stations run the films? Can we produce a series which will be watched in competition with strictly entertainment shows? Where, short of New York or Hollywood, can you find a central personality to carry such a show?

These questions resulted in the formation of a production team consisting of extension television editors, State 4-H Club leaders, agricultural engineers, and representatives of two power companies. This group pooled their experience in TV, youth work, and electricity to come up with an outline for the 4-H TV Electrical Club.

Then, the team divided responsibilities and moved into action. Talent was recruited, project manuals planned and produced, contacts made with commercial stations, guests invited, and props lined up.

In March 1957, the first club meeting was held and recorded. This pilot film was then shown to the Annual Michigan 4-H Club Conference of extension personnel. The group approved the idea and pledged support locally. How this was done in one county can be seen in the following report from John Worthington, 4-H Club agent in Oakland County.

Action in a County

Oakland County, which has a population of more than a half million people, is bounded on the south by the northern city limits of Detroit. New subdivisions and shopping centers are scattered throughout the southeastern section of the county. The problems of this county are quite different from those of a primarily rural county.

The first report we had of this new thing called the TV Electrical Project was simply by rumor. First concrete evidence was at the 4-H Club Conference, when a half-hour kinescope was

(See 4-H via TV, page 230)

4-H VIA TV

(Continued from page 229)

shown and State staff member suggested how the program might work within the county.

About Christmas the State 4-H office reported that one of the TV stations in our area had decided to run the series on Saturday mornings at 9 a.m. We sent a letter to 4-H leaders in the county to explain the project. Then a meeting was held with all local electrical project leaders, and the 4-H Leaders Council further discussed how we should handle the program within the county.

Press releases were sent to all local radio and TV stations and newspapers giving time and place, as well as explaining the purpose of the 4-H TV Electrical project. Club agents in this area attended a briefing session at the University and then further talks were held with the 4-H Council to develop our specific approach.

After the series started, we received names and addresses of new TV Electrical Club members from the State office. We sent each of them a letter welcoming them to 4-H Club work, giving further details regarding the project and offering assistance.

Working with Schools

One of our principal approaches was through the schools. The county superintendent of schools referred me to the science teacher trainer, who was having local meetings with teachers throughout the county. His current topic was electricity, so he was delighted with the idea of the 4-H TV Electrical Club. Following our meeting, he distributed sample project manuals and explanation sheets to all teachers at his workshops.

Many boys and girls who became familiar with the TV Electrical Project did not actually write in for the manual. This was verified in many cases while discussing 4-H with boys and girls at school. Probably twice as many boys and girls in the county were contacted and affected by this project as those actually recorded as club members. Even so, more than 400 members were enrolled.

The county superintendent of schools felt the electrical project offered an inducement for boys and girls to study the principles of electricity more thoroughly. He felt also that using organized clubs within the school or classroom could aid the teacher in other classroom activities.

Considering its uniqueness, this project was extremely successful in making parents, boys and girls, and the general public aware of 4-H Club work. Perhaps the biggest problem was that local extension agents could not make individual contacts in all cases. Wherever possible, the agent should make individual contact with boys and girls, their parents, and perhaps their teachers, with the possibility of organizing a 4-H Club to supplement the televison presentation.

Project-wide Effects

An objective analysis of the success of the effort is covered in Dr. Deutschmann's research report. The answers to the following five questions determined the impact of the series on the intended audience.

How many and what kind of people were watching? How did they like the program? Did boys and girls learn anything from it? Did the program change their attitudes about 4-H and electricity? Did it cause them to join the club?

Deutschmann says, "It was a pioneering attempt to carry a 4-H project to completion via television without the usual individual club meetings under a local adult leader's personal guidance. The primary and highly practical purpose of this study was to shed light on the effectiveness of the series on fulfilling its objectives. But the study's usefulness does not end there. The data also tell us something about television's potential as a general teaching tool."

Four separate tests were used to get the necessary answers. First, while the meetings were being televised, phone calls were made to some 800 homes. Next a field survey was conducted involving face-to-face interviews with children and parents. Third, an experimental test of children was made in the Jackson schools. The fourth test involved an analysis of write-in response.

The survey showed that two out of three sets in use the morning the calls were made were tuned to the 4-H TV Electrical Club. More than twice as many sets were in use that Saturday morning than on an average weekday morning. Nearly half of the homes with children had sets turned on.

About one out of every three children in the 8 to 9-year age group and one of every four in the 10 to 12 and under 8-year age group were watching. Viewing fell off sharply in the 13 to 14-year age group and declined further among teenagers and adults. More than two out of five viewers were girls.

Encouraging Results

Results of the study indicated that the 4-H TV series reached a large proportion of its target audience in the area surveyed, won favorable reaction from children and adults, promoted learning, and influenced attitudes favorably toward 4-H Club work and electricity.

In combination with personal influences exerted through schools and other channels, the series was successful in generating substantial enrollment among urban and suburban children who were new to the 4-H organization.

On the basis of these findings and with the 4-H TV Electrical Club completing the circuit of Michigan television stations, the State 4-H Club staff decided to move ahead with more television work. The blueprint is drawn and series number two will soon be completed under the title, 4-H TV Science Club.

NEWSLETTERS

(Continued from page 222)

leadership and high interest that are vital to carrying out a successful extension program. Since its beginning, Peterson feels there has been more interest and support for farm tours and other extension events mentioned in the newsletter.

Many county workers use letters to their 4-H leaders, 4-H members, and rural youth groups. These letters keep them informed about meetings, program plans, and special events.

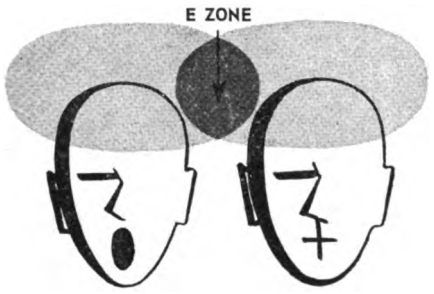
So, to get a special message to farm people, Illinois county extension workers find that newsletters are the best communications medium. They get the results wanted.

AUDIENCE TESTING

(Continued from page 219)

"Pinpointing your audience" is what some people call what we've been talking about. In the remainder of this issue you'll see some examples of this, and some techniques used in communications after the audience was pinpointed.

Some farmers get along for years without soil testing and grow some crops. You may question how efficiently they do it.



YOU AND YOUR AUDIENCE

How is your E zone? To communicate efficiently with our audiences, we must have empathy with them. The E (empathy) zone is the zone of effective communications between the communicator and his audience. It's the part where the communicator's experiences, knowledge, feelings, attitudes, and beliefs overlap with those of his audience.

Some communicators get along for years without more than a casual analysis of their audiences. Have they been communicating as efficiently as they might if they had analyzed their audiences more carefully?

How carefully have you been analyzing your audience? Who are you really trying to reach and what are they like — physically, mentally, socially, morally? What do they really know about the message? Is the message appropriate?

What are the audience's feelings about the message? What values do they have and what are the social pressures that may affect acceptance or rejection of the message in a given form? What are the strongest motivational factors in relation to a given message that will effect acceptance or rejection?

How will the audience interpret the message? How will they use it? Testing audiences is as practical for communicators as testing soil is for farmers.

MATCHING INFORMATION

(Continued from page 223)

feeds for livestock producers who are beginning to do some cattle feeding. This went to only 15 farmers.

Each year we develop general recommendations for each enterprise with the help of research people and advisory committees. Our office staff mimeographs this information and mails it to farmers according to the enterprise in which they are engaged.

Practically every farmer subscribes to the county's one weekly newspaper. I have a weekly column and include items on crop conditions, general problems over the county, and other information that should interest most readers, both farmers and non-farmers.

The newspaper editor uses the photos I give him to emphasize a point in my column or story. A photo and cutline is often a valuable reminder when used as a followup to a news article or newsletter. For example, after I mailed out a newsletter about calibrating ground spray machines, the newspaper used a photo of a farmer and me actually calibrating a machine.

Seeing Is Believing

Small tours, properly organized, can be valuable. They relate more closely to individual contact than some of the other channels of mass communications. Persons interested in a specific enterprise or practice can get detailed information on a tour.

Besides local tours, we make annual visits to the Delta Branch Experiment Station. Special emphasis is given to 1 or 2 subjects which we cover thoroughly. Each year from 40 to 100 farmers attend these tours.

Farmers are anxious to get information concerning their operations which they can put into practice for more money in their pockets.

Surveys show that it takes an average of 8 years to put recommendations from the research station into actual practice on the farm. This is much too long. By using the tools available, we can match information to our audience's interests and help farmers to keep abreast of developments they can use in their farming operations.

PARABLE TEACHING

(Continued from page 227)

teaching by becoming the director of a trend of thinking, and not one who attempts to dominate the thoughts of the group by imposing on them his own ideas."

At the end of a meeting, Landess' listeners are truly burning with eagerness to live out, individually and through group action, their own ideas, brought into focus by the parable pictures. In this way, the speaker's teaching becomes as effective with each person in group meetings as if it had been done through individual face-to-face contact.

Individuals report that, "You gave us a new vision of the wide meaning and scope of conservation." "I came away feeling closer to my little farm than ever before, and can appreciate the necessity for building and improving my land." "You have helped us lift our horizons and see far beyond the things we were thinking."

If we want our slide talks to move people to action, perhaps we as extension workers can make wider use of this parable slide technique. To use it effectively, we must believe in the ability of people to understand and solve their own problems, lead them to see basic truths and principles, select and arrange our parable slides for the pictures they create in the minds of audiences, avoid the role of expert or authority, and direct the trend of thinking rather than dominate it with our own ideas.

If we can do these things, our slide talks will achieve their utmost in effective extension teaching.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

F 1537 Johnson Grass as a Weed—Revised

L 438 Demodectic Mange in Cattle

Telling Your Story at Low Cost

by RICHARD LEE, *Associate Editor, Missouri*

Despite the increasing trend to use specific channels, mass media still have an important role in extension communications. This article tells of an economical way to tell a story to a general audience.

Some of the headlines newspapers used with release on naming of Missouri's district Balanced Farming winners.

CAN you get your extension message to 100 people at a total cost of less than four cents? Sounds like an economical way to do extension work, doesn't it?

Art Edwards, Missouri associate agricultural editor, got the trick done hands down recently. His efforts were designed to publicize the 16 district winners in the State-wide Balanced Farming award program for 1957.

Wide Circulation

A detailed accounting of all of Edwards' expenses in gathering material on the 16 winning farm families and preparing news releases showed that it cost the Missouri editor's office $828.32 to carry out the program.

For this $828.32, Edwards prepared a news release, liberally illustrated with glossy prints taken during on-the-farm visits to the 16 district winners, that was used by 70 Missouri weekly, daily, and farm publications. These 70 publications had a combined circulation amounting to 2,259,655.

Dividing this combined circulation into $828.32 shows that it cost 0.00037 cent to put the Balanced Farming material before a single person. Stating it another way, Edwards made 100 contacts for less than four cents.

In arriving at these figures, no effort was made to determine the number of people reached through radio, television, and out-of-state press coverage. Since Edwards directed considerable effort at making the Balanced Farming information available to these media, it seems safe to assume that many additional contacts were made and the cost of reaching one individual would thereby be lowered correspondingly.

Altogether, the 70 Missouri publications using Edwards' news release on the district Balanced Farming winners devoted 2,578 column inches of their news space to its display. This space had an advertising value of $12,485.53—a sum more than 15 times larger than the $828.32 spent on the program.

What's more, the space value figure used here is considered highly conservative. Many of the column inches devoted to the display of the release couldn't have been purchased for advertising purposes, regardless of price.

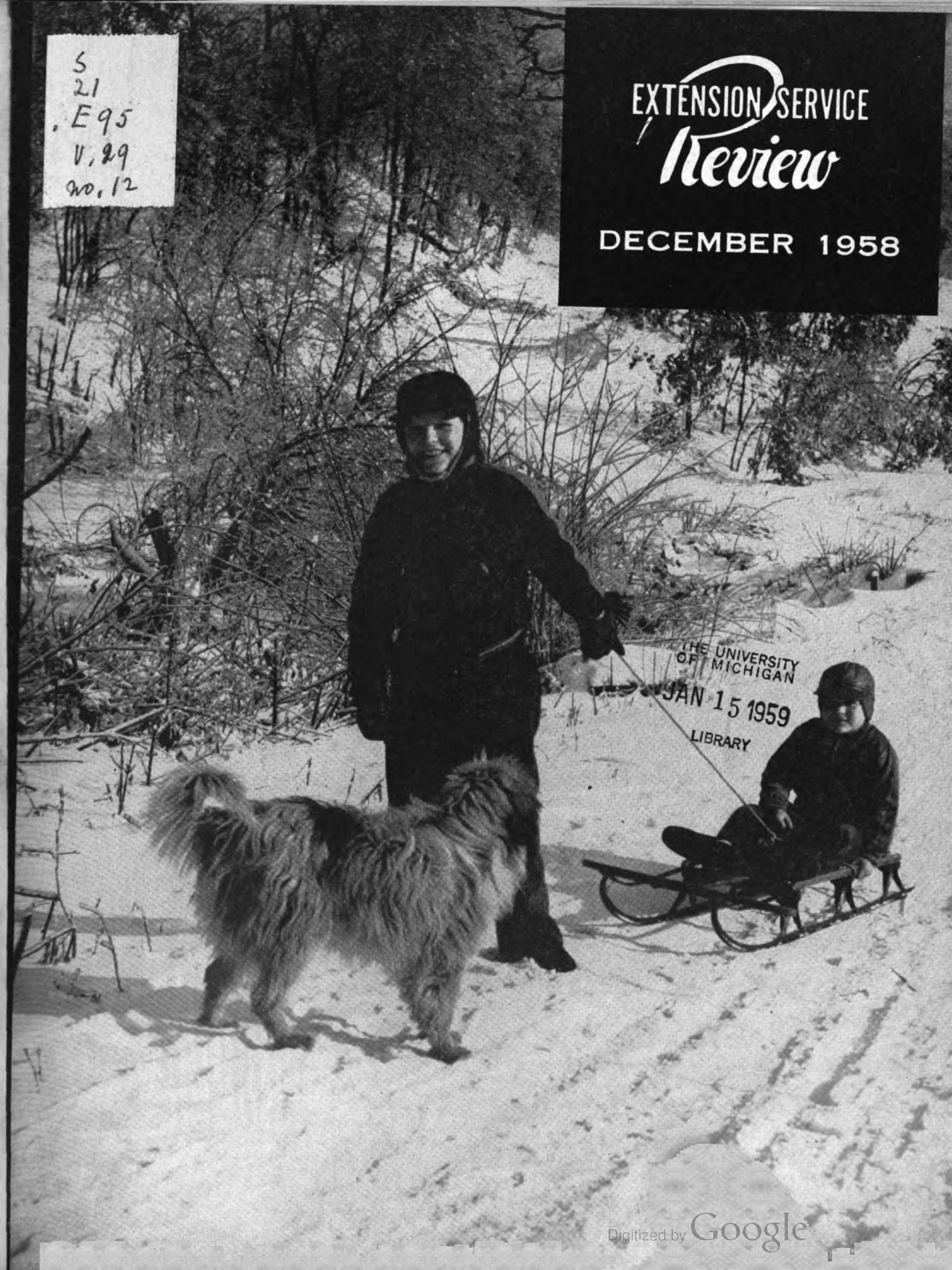
Top Cooperation

The cover page of the Missouri Ruralist, a semi-monthly State farm publication at Fayette; a front page display in the Weekly Star Farmer, weekly farm newspaper at Kansas City; and the picture page of The Everyday Magazine in the Post-Dispatch, a large metropolitan daily in St. Louis, are examples of space not for sale that was devoted to the display of the release.

The moral of this story is that the daily, weekly, and farm press is still a highly economical way to make your extension news available to a large number of people at low cost. And that's an objective of all extension workers.

EXTENSION SERVICE Review

DECEMBER 1958



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.

Vol. 29 December 1958 No. 12

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D.C.

Acting Director: *Ralph M. Fulghum*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

The scene on this month's cover is typical of what's taking place in many rural areas as winter arrives. It could be a 4-H member and his brother going out to his forestry project to select the family Christmas tree. Or it could be a boy enrolled in the new 4-H dog husbandry project.

But the truth of the matter is that it's neither. It's just a couple of boys and their dog doing what comes naturally on a winter day in the country.

Today's labor-saving equipment and methods not only help Pop farm more efficiently, they give a boy more time to get out with his dog and his sled and learn some of life's real pleasures. An objective of extension is to help people enjoy better living. Any of you who has experienced it will agree that there isn't much better living for a boy than finding out what a sled can do on a snow-covered hill.

The article on page 235 tells about the kickoff next month of a nationwide campaign to interest dairymen in keeping production records. County extension workers will have a key role in bringing the advantages of records to the attention of dairy farmers. You will be hearing more about the campaign from your extension dairymen and editors.

Keeping Your Bulletins Up To Date, page 247, will help you to be sure you are distributing the latest available information from USDA. It tells about the second annual Inventory of USDA Popular Publications, which is designed primarily for county extension offices.

Along with the above, I think all of you will want to read the articles about extension's needs for the future, program projection, building a county center, and extension work in India. Some of the others will be of particular interest to agricultural, home demonstration, and 4-H Club workers.

Next month's theme will be professional improvement for carrying out today's challenging extension jobs. One article will discuss use of the scientific approach to determine training needs. A series of articles will discuss training needed to serve a certain group, as in Rural Development, or to carry out a particular activity, such as program projection. Other articles will tell why an extension worker chose a particular route to professional improvement—graduate training, summer school, or travel—and how it benefited him.—EHR

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 (June 26, 1958).

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 $2.25, foreign.

Let's Sell Dairy Recordkeeping

by **RICHARD E. BURLESON**, *Federal Extension Service*

JANUARY should signal a busy year for all of us interested in the future of the dairy industry. It will see the beginning of a nationwide effort to sell dairy recordkeeping to dairymen owning the 90 percent of the cows not enrolled in the National Cooperative Dairy Herd Improvement Program.

The key man in this effort will be the county agent. Successful county dairy programs throughout the Nation are usually associated with the enthusiastic interest and active support of county agents. Realizing this, we've accepted the challenge to point out the values of dairy recordkeeping in developing a strong county dairy program.

Some of you may ask, why should an agent sell dairy recordkeeping? What can a recordkeeping program contribute to a county dairy program? The following points will help answer these questions.

Helps Cooperators

DHIA, Owner-Sampler, and Weigh-a-Day-a-Month members become good dairy demonstrators. Through their success in using records, these dairymen demonstrate extension recommendations in feeding, culling, and selecting breeding stock. Many participate in field days, tours, and other activities in the furtherance of good dairy practices. Their contacts with friends and neighbors give additional support to a county dairy program.

Leaders are developed. This comes about naturally through activities at association meetings, closer contact with county agents, field days, tours, and the like. These experiences tend to broaden the leader in other areas of the dairy industry.

In the process, these cooperators become familiar with extension methods and philosophy and can provide necessary leadership in working with agents on many activities.

Record plans of the National Cooperative Dairy Herd Improvement Program make it possible for agents to work through a well-organized group of cooperating dairymen. These dairymen often take the initiative in developing and encouraging sound dairy programs or practices. This helps to relieve agents of certain details and make more time available for broader activities.

Helps All Dairymen

Information gained through cooperating dairymen aids other dairymen. For example, sire proving data collected over the country enable artificial breeding studs to evaluate herd sires more effectively. These, in turn, become available to all dairymen.

One of Extension's goals is to serve all dairymen. So, even though we may never get all dairy herds enrolled in a recordkeeping plan, the information provided by herds on test is a big help in providing guidelines and making sound recommendations for other dairymen.

A community of recordkeeping dairymen is usually a prosperous community. This is revealed many times by improved roads, good fences, dairy buildings in good repair, painted homes, and adequate, well-kept schools and churches.

Educational programs are strengthened when dairy records are available on the farm. The information obtained through records is essential in assisting dairymen with their feeding, breeding, and management problems. Without records, extension workers can go just so far in making correct recommendations. Beyond that point, it's like driving in a strange country without a road map.

Plan for Everyone

Since extension workers deal with farm people of varied incomes, one of the important selling points in dairy recordkeeping is that there's a plan to meet the needs of any dairyman. So the county agent isn't faced with the necessity of trying to sell one of the more expensive plans to a farmer who feels he can't afford it. The National Cooperative Dairy Herd Improvement Program provides a plan for a group of cooperating dairymen (DHIA) as well as a plan for a single dairyman. (WADAM).

The above are some of the basic reasons why we think extension workers should sell dairy recordkeeping. A more personal reason is the feeling which comes with the knowledge that we have had a small part in pointing the way for a family to achieve a successful dairy operation.

Analysis of production records enables dairymen to follow sound feeding, breeding, and culling practices.

Give Them News They Can Use

by MRS. EMILIE T. HALL, *Home Economics Editor, New York*

If you are giving your local newspapers all the news they can use about home demonstration work, this article probably is not for you.

On the other hand, if you think you may be getting something short of an even break on your local home demonstration news, then perhaps you will profit by the experiences of other agents who have established satisfactory, productive contact with local media.

Cementing Good Relations

Mary Switzer is home demonstration agent in Erie County where there are 128 local units, reputedly the most in any county in the country. A pioneer in home demonstration radio and television, Mrs. Switzer also is on excellent terms with the two local dailies. Here is what she says about her working relationships with them.

"Ellen Taussig, a reporter on the evening paper, works with us on weekly articles. I usually write the lead stories, then Miss Taussig contacts me if she wants more information. We provide two versions of the same release because editorial policy requires that the release for the urban edition be different from the one used in the rural edition.

"When we sent out a release about night classes for homemakers, the morning paper sent a photographer and reporter to one meeting. As a result of this article, we had between 90 and 100 calls from women wanting to know how they could join home demonstration units."

On the other side of the State, the tip-off for some good publicity for the Saratoga County home demonstration program came when Helen Birchard, the agent, attended a local meeting. The publicity manager for the Saratoga Spa described some public exhibits he had set up in the lobby. The speaker's wife, also editor of the local paper, suggested to the agent that the Home Demonstration Department would make a good subject for a Spa exhibit.

"The next morning I went over to the Spa to look at the exhibits," Miss Birchard recalls. "They were large ones on big topics—the New York State Thruway, State Police, American Cancer Society."

Awed by the size of the exhibits, Miss Birchard intended to ask for a small space. To her surprise, she was offered all the space she could use.

Double Use

"I wasn't sure what I would do with it, but I accepted and then went back to the office to think it over," Miss Birchard says. She decided to use an exhibit on the whole Extension Service rather than just one department. Fortunately, such an exhibit was available from the previous Farm and Home Week and it was set up in the main lobby of the Spa where 5,000 people pass by each week.

"Since the editor of the local newspaper had the idea in the first place, I sent her a little item about the exhibit," Miss Birchard says. "She not only printed the item, but called to say she wanted a picture of the exhibit. The latter was good for a three column spread."

You never know when an editor will decide he wants a special feature. Acting Agent Marion Fellows of Rochester City home demonstration department doesn't take any chances. She keeps a steady flow of news going to the two local dailies. An item in one newsletter resulted in a series of six feature articles on home demonstration unit members in the Rochester area.

In Tompkins County, Mary Smith was putting the finishing touches on her annual report when a reporter from the local daily called. "She thought the report would make a dandy story," Mary said. "Subsequently she wrote three articles using the annual reports from each department as sources."

When she decided to try a food marketing column, Mary called on the local editor and asked if he would be interested. "He was very cooperative," Mary says, "and told us he would be glad to have such a column, provided we made it applicable to local markets. We agreed and the arrangement is working out to everyone's satisfaction."

Stitch Here, Stitch There and Presto: Extension Service Proves Worthy. This four-column head, a picture, and 24 column inches of copy were the result of a reporter's visit to a Columbia County class in decorative stitching. This article contained some good plugs for several extension homemaking programs, including furniture refinishing, citizenship education, and a conference the home demonstration agent had slated to help a volunteer fire company remodel their kitchen.

Reporter's Viewpoint

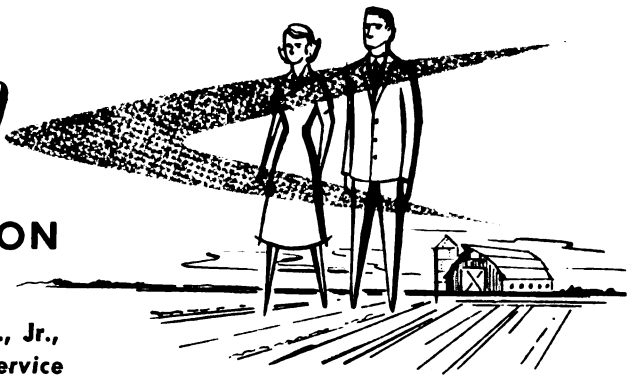
"Reporting the news takes cooperation," says Ted Townsend of the Utica Observer-Dispatch. "Dozens of organizations are competing for newspaper space. A new agent should immediately call on the State editor or whoever handles extension news on the local newspaper. There is nothing like personal contact."

When the Observer-Dispatch carried a long series of articles on home demonstration units in Oneida County, we asked Townsend how it came about.

"First I sat down with the home demonstration agent and we went over the program to find the material which would make news," he said. "Later the agent made it a point to invite me to luncheons and Achievement Day programs. This gave me

(See Give Them News, page 242)

the FORWARD LOOK IN EXTENSION



by CHARLES E. BELL, Jr.,
Federal Extension Service

MAN is a restless creature—continually searching for the secrets of nature and harnessing them to improve his lot. Milestones along the path of history mark significant discoveries that revolutionized his mode of living. Each upheaval in status quo has caused the downfall of nations, institutions, and business operations that could not adjust to sudden change.

We are living in the greatest of these periods today. The increased tempo of change is spreading through every facet of our social and economic structure. Will the Cooperative Extension Service be able to adjust to meet the needs of tomorrow's world? Will we still have a place in an intensely specialized, mechanized, and industrialized agriculture?

Adjust to Needs

Extension has proven its ability in the past to quickly change programs and methods as emergencies have arisen. It has been a successful educational movement largely because it is cooperative education for action, prompted by the needs of the people and involving them in the planning and execution of its programs. As long as Extension follows these basic principles, there will be a need for its services.

New situations, problems, and relationships require new programs and procedures. Extension leadership is seriously studying the implications of our streamlined era and the adjustments required to meet its challenges.

The Scope Report is a masterful appraisal of our job in the period ahead. It points out forcibly the broadening opportunities for service by Extension and the dynamic type of leadership extension workers must provide if these needs are adequately met.

Suppose someone were to ask, "What is your stock-in-trade as an extension worker?" What would you say? I believe it could be answered in one word, "leadership," in terms of the following definition, the activity of influencing people to cooperate toward some goal which they have come to find desirable." Here is extension philosophy in a nutshell.

Changing Emphasis

The role of extension leadership takes on new meaning in an age when the number of family farms is decreasing and agricultural production is becoming more and more controlled by off-farm influences. The traditional charge to help people help themselves is as valid as ever. The difference is in Extension's broadening relationships and shifting of emphasis in its educational programs.

In the face of an expanding agribusiness concept, the extension worker will be working closer with the marketing, processing, and distribution link in the agribusiness chain, if he is to serve the best interests of the producers. His relationships will be further broadened by increasing demands from part-time farmers and urban families.

Farm families in the past depended largely on the extension agent for information and guidance. Today they have many sources available to them for assistance. Commercial firms are employing highly trained personnel to provide technical assistance to their farm clientele. In addition, an increasing number of producers are entering into contractual arrangements in which technical supervision is provided.

How do these changing situations affect the extension agent? Will he be able to adjust to the needs of the times?

The complexity of modern agriculture requires that extension educational emphasis be placed on teaching management principles and skills, economics, and leadership development, in addition to the practical application of new technology. Farm families everywhere are facing major adjustments in their living and occupational patterns. The responsibility for providing them with unbiased information and training opportunities which will enable them to make sound decisions is a real challenge.

The opportunities for sound group planning and action are greater than ever. This is true in both specialized commodity fields and broad problem areas.

Agricultural problems are increasingly tied in with other segments of our economy. The extension agent is in the position of being the person to whom all interests and groups can look as coordinator and counselor for group action. He is the one who can bring farm, commercial, and professional people together to work in unison toward the best interests of all.

Through such efforts, leadership is developed that rises above self interests and works with other groups toward the solution of the many problems of agriculture.

Future Role

The job ahead for extension workers will call for people with the highest possible professional and leadership qualifications for they will be working with people well trained in their particular fields. The extension worker who devotes his time to "dispensing pills" and "putting out fires" is rapidly becoming a misfit. The alert worker who has ingenuity, foresight, a broad perspective, and the ability to inspire people to plan and work together will find many opportunities for service.

The successful extension worker in

(See Forward Look, page 245)

More and Better Reading

by RUTH CURRENT, *Assistant Extension Director, North Carolina*

Librarians have noticed an increased demand for quality books among rural readers.

One never knows what will happen to an idea.

It was in early 1938 that a few home demonstration club women asked for a reading program. The State Librarian, Marjorie Beal, and the college home demonstration staff took this opportunity to offer a suggested reading program for every club woman in North Carolina.

The books were to be carried on the county bookmobile that regularly visited rural communities. Book stations were in country stores, farm homes, and sometimes rural churches.

A Growing Concern

With the success of this early effort, we were well on the way to getting North Carolina home demonstration club women interested in reading. They welcomed this service.

Today, the idea of 20 years ago has grown into one of the most valuable and appreciated home demonstration programs in the State. It has been gratifying to observe the steady growth of the program which has brought about not only an increased number of readers, but also a definite trend toward improved quality of reading.

Mrs. Elizabeth Hughey, present State librarian, recently said, "Applications for reading certificates by home demonstration club women during the past year indicate that they have not stopped learning. On the contrary, their reading interests have deepened and broadened. Librarians of the public libraries and bookmobiles note a growing demand for more books to live by—books to inform and to inspire the whole family to a better way of life."

The Rural Reading Program is a good example of cooperation between State agencies working toward a common goal. Working and planning together, librarians and extension workers are able to reach more farm families. Our public relations have been strengthened and extend far beyond what we could ever have hoped to have done alone. The total extension educational program is better known by thousands of farm people.

Even before bookmobile service was made available in Haywood County, some home demonstration women had maintained community book stations in their own homes. The people, realizing the need for extended library service raised $3,200 to buy a bookmobile. In the first year it traveled over 34,000 miles circulating a total of 200,575 books.

Leaders' Reactions

County libraries are no longer looked upon as a place for just city women to go and read. Now rural project leaders go there to do research in preparing various programs for which they are responsible.

Mrs. H. E. Carter, Stokes County education leader, says of the Rural Reading Program, "It is widening our horizons and making us broad-minded. We realize that 'me and my wife, my son John and his wife—us four and no more' is not a satisfactory philosophy of life."

Lenore Crouser, Bertie County home demonstration agent, says a total of 175 books were bought for home libraries this year. Home demonstration members have also subscribed to 371 magazines and 164 newspapers because of the Rural Reading Program. Education and citizenship leaders urge farm people to use the bookmobile service.

Lorna Langley, district agent, says, "The home demonstration women in Halifax County were so interested in the Rural Reading Program that they established a circulating library in each community. The books were exchanged in the community about every two months. As a result, the club members were instrumental in getting an appropriation for county bookmobile service."

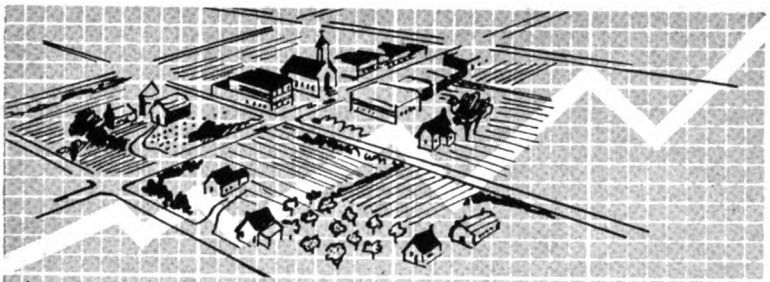
Encouraging Readers

A book review certificate is awarded to home demonstration members when they have read three approved books from the reading list (at least one must be nonfiction) and reviewed these books before a group. This fall the State librarian and her staff checked requests for certificates to be awarded to thousands of rural readers.

Some will be given first certificates. Others will receive advanced certificates. They are awarded at county-wide home demonstration achievement day programs and this public recognition motivates and creates interest in better reading.

Among the thousands who will be called forward to get their certificates will be Mrs. J. W. Hardison of Craven County. She is blind and earned hers by reading Braille.

Rural reading is paying dividends far greater than dollars and cents. It is increasing knowledge, broadening horizons, and inspiring people in their daily lives. There is no way to evaluate the great, lasting, and growing good that is affecting the lives of the rural people in North Carolina.



PROGRAM PROJECTION IS A NEW IDEA

by J. K. MC DERMOTT, *Extension Economist, Indiana*

PROGRAM projection in Extension *is* something new under the sun. It's different from longtime planning. Or it should be! It's not simply the same old stuff in a new package.

In this article "program" means simply "all the things you do," whether it's the agricultural, homemaking, or 4-H phase of the county or State extension program.

A "longtime" program, then, is some understanding of all the things you expect to get done over a "longtime" period. It is a rough or general schedule of activities. And extension planning in the main has been the scheduling of these activities.

Deciding Problem Areas

Program projection is not in the least concerned with scheduling of activities. It carries no provisions for how something gets done, who does it, or when it is done. Program projection in itself is concerned only with making a logical decision on *what* problems to work on.

We have always had some way of deciding what problems to work on. We may do what the agent is most qualified to do, or what some pressure group wants, or what specialists think we ought to do, or what specialists offer, or what we always have done. It is often done quickly without much thought.

We are likely to spend a great deal of time in deciding what activities to do in the dairy project, the crops project, or tractor maintenance project. And we may spend too little time in deciding what projects are most important—whether to do any work in dairy, crops, or tractor maintenance.

Program projection is a scientific and democratic way of deciding *what* major problems to work on. It is not an opinion poll, but a systematic analysis of problems. Program projection means making the best estimate you can of the future which you can use as a guide in selecting the problems you do something about.

Looking Ahead

Projection is the key word, and it has two specific meanings. First, it means projecting the most likely course of events into the future.

Your county is gaining population. By 1968 what will it be? Where will they live? Researchers have found a way to merchandise milk in tin cans without refrigeration. What is this going to do to your dairy situation? What is integration going to do to the hog business? Will more farm wives be working outside the home?

The first use of the word projection then means to figure out where you are going. You don't worry just about where you are now. You want to know where you are going.

After you have described the future, you have to apply some wants. Do your people like what they see? If so, there is no problem. If they don't like it, can anything be done about it? If not, don't spend any more time on it. If they don't like what they see, and something can be done, you are in business.

Here the second use of the word projection comes in. What are the things that can be done, and what is likely to be the result of each one?

Take the problem of farm family income. You can do several things. Which one or ones will be most fruitful? You can help farmers learn more technical know-how or more about what resources it takes to earn a decent income and how to organize them. You can help make more capital available or help them to know more about nonfarm jobs. You can help increase the number of nonfarm jobs available, or help young people decide on what career to follow.

Which one or which combination of these general areas of work will return the most for your efforts? Each area of work is based on a completely different problem. Which do you work on?

You decide by projecting into the future again. Project what would happen if you did No. 1 or No. 2, or some of the others. Then it is fairly easy to choose the general areas of work in which it will be most helpful to concentrate.

So far, nothing has been done on deciding what activities you carry out. No scheduling has taken place. Deciding *how* "to help young people decide on a career" is a completely separate operation from deciding *that* "helping young people decide on a career" is worthy of time spent on it.

Another Angle

Let's use a completely different example which illustrates the Program Projection process. Take your own career. Suppose you estimate that by 1965 you will be earning $8,000 a year. If you are satisfied with that, don't spend any more time worrying about it.

But suppose you want a $10,000 salary by then. What can you do? You can: (1) move to another county or State, (2) change occupations, (3) get more training, (4) do a better job in your own county, (5) put your wife to work, or (6) a combination of them.

Which of these things will be the most effective? Where will it pay you most to put your efforts? You decide

(See A New Idea, page 246)

LEADERS TAKE A BOW

by CARL E. ROSE, *Washington County Agent, Arkansas*

SHOULD parents of 4-H Club members and volunteer leaders be given special recognition for the part they play in promoting the 4-H Club program?

Extension agents in Washington County feel that active participation of parents and leaders is an important phase of the 4-H program and that recognition should be given when a good job has been accomplished.

We all know that 4-H Club members like to be recognized for their work, and when we stop to think, we realize that adults also like to be recognized. It is almost impossible to keep the interest of 4-H Club boys and girls without the interest of parents and volunteer club leaders.

Key to Success

There is a trend in our county from school clubs to community clubs. For community clubs to be successful, good volunteer club leaders are a must. These club leaders spend many hours working with boys and girls in their community. Their time is given unselfishly and they deserve recognition for the job done.

In many instances, volunteer leaders of community clubs are parents of 4-H Club members. They are interested in seeing their club be active, not only from the standpoint of providing an educational opportunity for their own children, but to provide an activity for all boys and girls in the community. Many have remarked that the children look forward to the 4-H Club meeting because it provides an opportunity to associate with other boys and girls in the community.

The first method we use in giving recognition to parents and volunteer leaders is to assist them in organizing a community club and to assure them that the club belongs to the community—not to the Extension Service. Agents meet with community clubs and, in many instances, praise the leaders before their own people for the fine job being done by the club.

Encourages Leaders

It doesn't take much time to praise a leader for the good job done, and it makes the leader feel that he or she is contributing something worthwhile to the community. With this feeling, they are willing to devote even more time and effort to the work.

Another method we use to recognize our volunteer leaders and parents is through an organization known as the 4-H Club Leaders Council. This council is composed of all the volunteer leaders in the county and meets quarterly. Officers are elected by the members and the president also serves on the board of the 4-H Club Foundation which has the responsibility for raising and disbursing funds in the interest of 4-H Club work in the county.

Further Recognition

At the council meetings, an effort is made, not only to provide leadership training, but to point out certain leaders who are doing a good job. These leaders often are asked to take part on the program of the council.

An annual 4-H Club achievement banquet is sponsored by the chamber of commerce to recognize and honor all members who have completed their demonstrations and turned in records. Because leaders also play an important part in the program, all volunteer leaders are guests at the banquet. Awards are given at the banquet to the outstanding man leader and woman leader of the year. This is another incentive for volunteer leaders to do a good job.

Civic clubs in the county are always interested in a 4-H Club program for one of their meetings. In arranging such a program, the volunteer leader is given a big role to play in the program and recognition is given at the meeting.

Public Acknowledgement

Another way we recognize adult leaders is on our daily radio programs. Sometimes a club is asked to present the program, at which time the leader plays an important part. In other instances, leaders are complimented for the fine job they have been doing.

Newspaper articles are always a good means of recognizing volunteer leaders. When speaking of the good job a 4-H Club member has done, it is always good to mention the name of the volunteer leaders of that club.

Does it pay to recognize volunteer leaders? We think it does. The recognition that we give the leaders, which in many instances is merely a "pat on the back," makes them realize that they are an important part of their community and the nationwide 4-H Club program. They feel they are performing a fine service for their community.

Barn Raisin'

A County Center

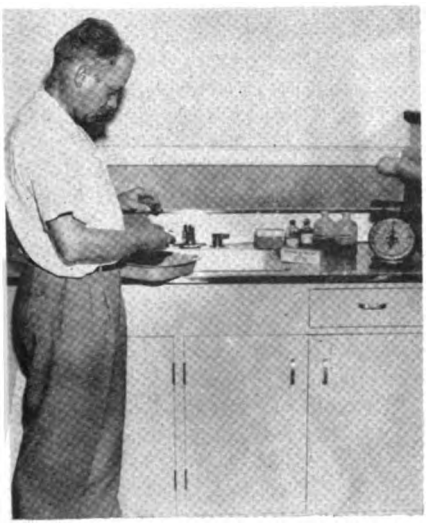
by O. CLEON BARBER, *Broome County Agricultural Agent, New York*

Modern "barn raisin'" resulted in this Farm, Home, and 4-H Center for Broome County folks.

THE old "barn raisin'" technique, adapted to this specialization age, built Broome County folks a modern Farm, Home, and 4-H Center. The new building is fast assuming its assignment of being the center of activities for farmers, homemakers, and rural youth of the county.

With its 14,420 square feet of floor space, the building houses the Extension Service; Cooperative Farm Credit; Dairy Herd Improvement Cooperative; county offices of the Agricultural, Stabilization, and Conservation Services; and the Soil Conservation Service. It is equipped with an auditorium, demonstration kitchen, and complete facilities for originating television and radio programs.

It is difficult to pinpoint where the idea was born. It could have been in the thinking of William Hotaling, president of the Broome County Extension Service Association for 12 years. He headed the agricultural division of the county post-war planning group, the first group to recommend publicly that headquarters be built to meet the demands of increased technical know-how and the needs of agricultural activities.



County Agent O. C. Barber using facilities for preliminary soil testing in the new County Center.

Or, it could have been the skillful planting of a seed by a former home demonstration agent, Mrs. Katharine Doyle.

Regardless of where the idea originated, the will of Frances Cutler was the catalyst which brought the forces of thousands of county folks together to construct the Center which was dedicated in August.

Miss Cutler, treasurer of the association for 15 years, was active as a county leader in the home demonstration program. She bequeathed her home and 23 acres to the association "to be devoted to carrying on the work and effectuating the purpose" of the extension service programs.

It took a year of study, visiting, and discussion for a planning committee to determine the use to be made of the property. Meanwhile the activities and thinking of the committee were being reported to all the people, paving the way for unanimous adoption of the recommendations to build a new building.

Another year was devoted to the fund-raising campaign to give every man, woman, and child an opportunity to participate. A goal of $191,890 was based on estimated needs and costs.

The campaign was organized in four divisions to give farmers, business and industry, homemakers, and rural youth a means to raise their share of the costs. Individual "investments" in the agriculture of the county were made by farmers and the business and industry in their respective divisions.

Everyone Took Part

Home demonstration units made pledges which were paid from activities such as bake sales, lunches, bazaars, etc. The 4-H Club members pledged on an area basis and utilized county-wide activities such as scrap drives, sale of mailbox name plates, and Christmas wreath packages.

With this spirit the goal was exceeded with $198,044 in cash and the written understanding with local station WNBF-AM-FM-TV to provide complete facilities for television and radio broadcasting as well as the air-conditioning of the auditorium.

A big disappointment faced the leaders on the night the bids were opened. The lowest bid exceeded the estimate by nearly $50,000. A discouraged committee adjourned with no action on the bids.

Progress was not stopped for long, however. When the county governing body learned that the association might have to turn back in its plans, they offered to guarantee a loan for $50,000. Thus, the fifth segment of the community, the government, was brought into "operation barn raisin'."

(See Barn Raisin', page 242)

BARN RAISIN'

(Continued from page 241)

There were many interesting experiences during our barn raisin' venture. For example, one home demonstration member asked her son-in-law at a family gathering what his corporation was going to do toward "our" Farm, Home, and 4-H Center. The result was the radio and television facilities which television people say are the envy of the industry.

Another home demonstration member spotted an electrically cooled drinking fountain in her brother-in-law's factory. It is now being used on the second floor of the new Center. Seven town highway departments offered to grade and pave the driveways and parking areas.

Each of these experiences produced great satisfaction. Together they represent tremendous support of an idea and a program.

Boosted Interest

County leaders say this is only the beginning. Requests for membership and new units are received daily by the home demonstration department.

The central milk testing laboratory will make individual cow records available to three times as many dairymen through owner-sampler records. The auditorium is expected to become a center for rural youth activities, exemplified by a recent turnout of over 100 to a band practice and rally.

The work of the agricultural agencies is expected to be better coordinated with their offices under one roof. Participation of farmers is already showing an increase since they can make several contacts on one stop with no limit to parking.

Practical Layout

The time of professional workers and county leaders can be more efficiently used when meeting and demonstration facilities are tailor-made for extension programs. The conference room, planned to seat 50 people, is also equipped with portable sewing machines, a fitting room, and a 3-sectional mirror. The training kitchen has multiple units, such as four cooking areas, for leader training in foods.

The homemakers shop, built with wide bench-like counters and a stone sink, will make refinishing furniture, upholstering and flower arranging easier to teach, besides doubling as a committee meeting room. The executive conference room, furnished with walnut tables and upholstered arm chairs, sets an atmosphere of thinking for decision-making groups.

The improved facilities will contribute only part toward the increased participation and the activities of the programs in the future. The building has a warm and cheerful atmosphere, and there is a new feeling among the people. They feel this is theirs and are proud of it. They want to use their new Center to make their farming business more profitable, their homes more enjoyable, and their children better citizens.

It was made possible by the spirit exemplified in the traditional barn raisin' which built the original rural communities of America. Success was achieved through individual sacrifices, group cooperation, and complete county-wide support.

Home Agent Carolyn O. Bogely and Janet Clay, assistant agent, look over one of three equipment sections in the training kitchen in the Broome County Center.

GIVE THEM NEWS

(Continued from page 236)

an insight into what the Home Demonstration Department does and how it operates. Then I started a series of articles on the units in our area. Our series of write-ups on local units has reached 35 and we have plans to cover several more.

"Last year I accompanied our home demonstration women to Farm and Home Week for pictures and a feature article. If you can get hometown folks in stories and pictures, the material is twice as valuable. We asked the college editorial office to line up some picture possibilities in which we could pose our hometown folks. The agent made sure the different groups of women went to the places where the pictures were scheduled.

"All this took a lot of work on the part of many people, but it paid off. We had 100 or more comments on the story, which took a whole page of the newspaper."

There are 1,761 daily and 8,408 weekly newspapers in the United States. Their business is to print the news. Your business is to find what constitutes news. How? By reading each issue of your local newspaper carefully to see what is printed.

Acquaint yourself with all the different kinds of material which the local newspapers favor—spot news, features, editorials, and pictures. When you know the kind of spot news, pictures, features, and editorials each local newspaper uses, you will see quickly what parts of your program and activities are of interest to them.

In India

Working Together for a Better Living

by AMRIK SINGH CHEEMA, *Deputy Director of Agriculture, Punjab State, India*

Editor's Note: The extension activities reported in this article follow the United States pattern of extension work. While the U. S. helped in explaining and demonstrating extension principles and methods, the work reflected in the article is solely Indian. Mr. Cheema directed the program described in this article.

The author was one of 23 Indian officials who came to the U. S. in 1952 for a short training course and for observations of extension work. Last year he was enrolled in the comparative extension education program at Cornell University.

A silent revolution is underway in Bhadson district in the heart of the Punjab on the northwest border of India. Everybody from the most humble villager to the Prime Minister is working together in a common cause—raising the level of living of rural people.

Bhadson is one of 1800 extension projects (districts) started since 1951. Assistance was provided by the Ford Foundation in the early stages, but its success can be attributed to the cooperative effort of the villagers utilizing the technical services provided by their government. More than 70,000 people in 168 villages, 80 percent of whom are engaged in agriculture, are affected by this program.

After establishment of the Bhadson project in 1952, extension workers conducted regional meetings and carried out surveys to determine the main problems faced by village people. These studies established low agricultural productivity and low per acre yields as basic problems. Contributing factors included fragmented land holdings, making efficient cultivation extremely difficult; a substantial area of waste land; insufficient use of ground water supplies for irrigation; and most important, lack of application of efficient production practices.

Extension workers and village leaders decided that greatest progress could be made in two directions —by developing physical and natural resources and through the latent potentialities of the people. It was largely a matter of changing the attitudes of the villagers.

An overall 5-year goal was fixed to increase the production of the area by 30 percent and to increase average yields by 20 percent. Village people and extension workers decided to consolidate all scattered holdings, reclaim all possible new areas for cultivation, construct new irrigation works, introduce improved seeds, compost and commercial fertilizer, and encourage the use of improved tools.

Standing crops and stored grains were to be saved from insect pests and diseases through improved control measures. Diversification of farming was to be encouraged by increasing the area under fruit and vegetable cultivation.

Consolidation of Holdings

Extension first conducted an educational program to create a favorable attitude among village people toward consolidation of holdings. The State Department of Consolidation was then brought into the picture to help carry out an action program. Starting with 25 villages in 1952, consolidation was completed in 114 villages by 1957.

Each farmer now has his holdings in 1 or 2 tracts instead of 10 or 20. This opened the way for application of other improved agricultural practices, such as irrigation, organized crop rotation, and the beginning of mechanization.

At the beginning of the project, 37,207 acres or 24 percent of the total area was waste land, much of which was suitable for cultivation. This exploitation offered a means of

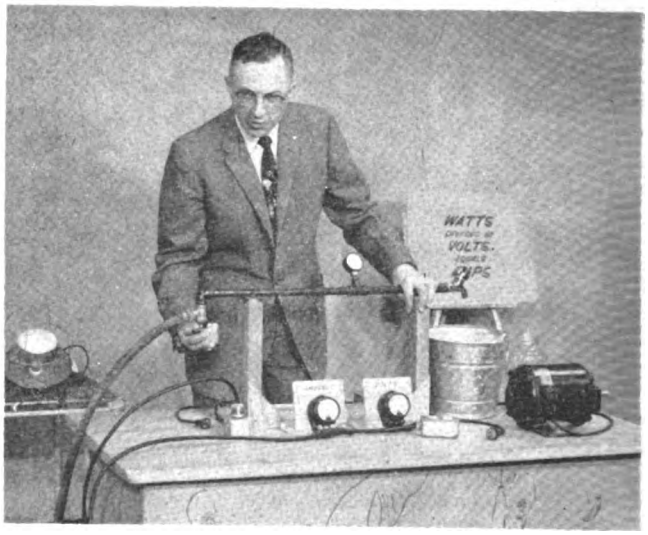
(See In India, page 246)

Extension worker shows simple way to provide plant protection.

Demonstrations are used to introduce improved cotton varieties.

Short Course by Television

by DAVID BATEMAN, *Associate Editor, North Dakota*



Electrical terms are explained on Agricultural TV Short Course by Ag Engineer Art Schulz.

LAST February, extension specialists and experiment station personnel of North Dakota Agricultural College visited 46,500 homes . . . by television.

They did this not once, but five times. They talked to 140,000 viewers every day. By the end of the week, they had reached more people than there are in the State of North Dakota.

That briefly is the story of our Agricultural Short Course by television. Add to this the 40,000 homemakers who viewed the Homemaker's Short Course during its 5-day run, and you get an idea of what agricultural television is doing in the Flickertail State.

Four of the 10 television stations in North Dakota carry the Agricultural Short Course. This takes the shows to all corners of the State—a 300-mile spread.

Shows are planned for February when days are short and the weather is brisk. They are aired at 1 p.m., so farmers can pick up timely information that can be put to use right away. Farmers can still get their chores done before dark.

In talking to mothers about good nutrition for children, Ruth Dawson, extension nutritionist, gets help of Steve Dawson in turning signs as subject comes up for discussion on Homemakers TV Short Course.

A committee of extension and experiment station folks choose the subject matter from a list of suggestions by county agents. Since each show is an hour long, we plan two subject matter presentations of about 25 minutes each. This allows time for commercials and tie-ins that add continuity.

The show is sponsored by the Minneapolis Grain Exchange. It's goodwill business for them and gives the short course viewing time usually filled with "soap-operas."

North Dakotans are a hardy lot. They don't stampede into acceptance of an idea. If it has merit, they investigate.

They look into our show material every year to the tune of some 1,000 letters. All of them are helpful; many are expressions of thanks; others want the bulletins we offer.

North Dakota farmers know the show is coming about a month in advance. We print "stuffers" for the county agents to use as well as send out posters advertising the shows, dates, and subjects.

Film clips are also used on all of the TV stations as spot announcements. University President Fred Hultz, Extension Director E. J. Haslerud, and Dean of Agriculture Arlon G. Hazen participate in these announcements. Of course press releases are furnished to weekly newspapers.

Farmers who don't have television sets are urged to visit neighbors who do during the show. In some cases, TV dealers have set up receivers for community viewing.

The follow-up is always through county agents. They are the ones who give the show its audience, and from whom we get information on how the show is going. Their reports have been good.

Specialists also sample their audiences. One found that in an audience of 200 in a county, over 90 percent had seen one or more of the shows. All specialists have reported that farmers mentioned seeing them on the short course.

Plans for Future

In 1959, the show will take on a new look. Plans are for one show a week for 5 weeks, over two more TV stations. Weekly shows will allow more time for preparation and polish. The extra stations will increase our audience to about 200,000 a day, and give better reception on the fringe areas.

In a recent resolution, the North Dakota Advisory Council for Agricultural Research and Education assured the future of the NDAC Agricultural Short Course. "This committee strongly recommends that Extension television programs, including the TV short course, be continued."

Understanding Our Audience

by L. CLAIR CHRISTENSEN, *Assistant Elko County Agent, Nevada*

Good communications are of major importance in every extension job. When you are working with a group of people new to Extension and have a language barrier as well, good communications are vital to success of the program.

My work is with the Indian people living on the Duck Valley Indian Reservation. The reservation is located in a valley surrounded by low mountains abundant in native grasses, making it one of the best cattle ranges in the State.

Economy of the valley is based on raising livestock. Resources of the valley are only used to about one-third their capacity. Approximately half of the people are engaged in livestock raising; others depend on odd jobs, work for the Federal Government, and many exist on welfare assistance.

Because of the system under which the Indians have been brought up, with most of their decisions and planning being done for them, they have developed an attitude of dependence on the Federal Government.

Duck Valley has a community life all its own, as the nearest town is 100 miles away. Some 800 people live in the valley. They have their own schools, churches, and local government. Most of the people do not take newspapers and there is no local radio or television. The job of communications thus becomes one of personal contact, either with individuals or through meetings.

How People Learn

During the communications training I received during the past year, two points brought out have been of major help. The first is, "people interpret ideas from others according to their past experiences and training."

In practically every phase of our work with Indians, we found that their ideas and understanding of things were different than ours. Things that were common knowledge to us were unknown to them. Their outlook and goals were also different than we had expected.

We have spent considerable time and effort trying to understand how the people on the reservation thought and understood things. We know it's useless to begin a program without such an understanding.

To illustrate this point, we found that it is of little value to talk about the nutritional needs of animals in terms of protein, fats, and carbohydrates. These terms were mostly unknown to our audience. When we saw these terms weren't understood, we communicated our messages by talking of "so much hay and grain."

Leadership development is an important part of extension work with Indians. The author, right, is shown with two tribal leaders at a State extension meeting.

The second major point brought out in our communications training that has proven to be an important factor is, "Communications is a two-way process."

When we began working with the Indians, it was necessary to try to change their understanding of the Extension Service, as well as for us to get to understand them. It has been a slow and sometimes painful process to help them understand that our function was to help them become self-sufficient through education and to help them work out their own problems.

Many of the Indians were accustomed to having things done for them, even to the point of having their bills paid for them before they could receive their money from cattle sales. We give them an opportunity to do their own planning and make their own decisions. In many instances it has been hard for them to accept the idea that they would get along better if they were responsible for themselves.

Various methods have been used—meetings, demonstrations, and individual contacts. Of these three methods, best results have been obtained with individual contacts, working toward a common understanding of what the problem is and how to do something about it. It has proven much more successful to help the people see and do things themselves rather than do it for them.

As these people grow in knowledge and experience, they realize they are not completely helpless and don't need to depend upon the government or extension agent. It's at this point the value of self-sufficiency has finally been communicated to them.

Communications training has been a valuable asset to our work among the Indians. It has helped a great deal in understanding our audience.

FORWARD LOOK

(Continued from page 237)

the future will be the one who can see problems and opportunities before they occur and have the knack of inspiring people to do something about them.

He will have to organize his schedule so that his efforts will be most productive. To accomplish this he will have to develop a true sense of values and be able to discard programs and activities that are outmoded or less productive.

He will be the one who exercises the type of leadership that works through other people—training, motivating, and counseling with local leaders to assume their places of responsibility.

To sum it up, the agent or staff member who will have a role in the future will be the person who develops the "forward look" and exhibits in great degree the attributes which have traditionally been the mark of a successful extension worker.

IN INDIA

(Continued from page 243)

providing extensive employment as well as increasing agricultural production.

Only 47 percent of the cropland was irrigated, although a plentiful supply of good quality ground water was available at shallow depths. Through a comprehensive program of reclamation and irrigation in which villagers, Extension, credit agencies and others cooperated, 19,143 acres of waste land were brought under cultivation and 21,000 acres were irrigated.

Through these projects, average holdings per family were increased from 11 to 14 acres, 50 percent of the cultivable waste area was brought under cultivation, and agricultural production significantly increased through expanded irrigation. All this was brought about with a total capital investment by the people and the government of approximately $400,000.

Demonstrations

From the beginning, Extension gave high priority to expanding the use of improved crop varieties. Six hundred demonstrations showing the advantages of improved seeds over local varieties were established in the fields of cooperating farmers.

Results of the demonstrations were disseminated through meetings, movies, distribution of literature, and personal contact. Cooperative stores were established to distribute recommended varieties of seed and commercial fertilizers, thus providing farmers a convenient source of supply. Surveys at the end of a 5-year period showed that a majority of farmers are now using improved seed and enjoying higher income.

The poverty of the farmer in India is correlated with the poverty of the soil. Greatest deficiencies are in nitrogen and organic matter. Less than 1 percent of the farmers of Bhadson District conserved cow dung, most of which was used for fuel, and the total consumption of commercial fertilizer in 1952 was two tons.

A variety of methods was employed in a concerted attack on this problem. Villagers organized compost pit digging campaigns while extension workers conducted demonstrations on making compost. Home economics workers convinced village women of the utility of converting cow dung into compost instead of burning it. Five hundred fertilizer demonstrations were conducted on various crops. Credit for purchase of fertilizer was provided by the Department of Agriculture.

A family survey conducted in 1957 showed that 21 percent of the farmers were making compost and 31 percent were using commercial fertilizer. Although these results are encouraging, further expansion is to be undertaken and special emphasis is to be given to green manuring which has been slow in getting started due to the high price of seed.

Improved implements for plowing, sowing, and hoeing were recommended by extension. Some interest has developed in mechanized agriculture, especially on larger farms of 80 to 100 acres. The number of tractors has increased from 4 to 34 and the area under mechanical farming from 800 to 3,400 acres.

Various educational measures were used to train farmers in the control of insects and diseases. Arrangements were made to capture wild cattle and kill monkeys that were damaging crops. Campaigns were conducted for weed eradication and rat killing. After 5 years, 40 percent of the farmers were using insecticides, 700 wild cattle had been captured and 2,000 monkeys killed.

Vegetable Production

Only 300 acres were devoted to vegetable production in 1952. Improved varieties of fruits and vegetable seeds were procured and farmers were assisted in laying out small gardens and vegetable plots. As a result, the area under vegetable cultivation increased to 1,200 acres and 12,000 fruit trees were planted. The majority of farmers now produce vegetables for home consumption.

This cooperative program of villagers, extension workers, and all agencies of government is making substantial progress in solving the two basic problems of low agricultural productivity and an attitude of hopelessness and resistance to change on the part of the villagers.

There has been a 40 percent overall increase in production of food crops and a 90 percent increase in cash crops since 1951. Cotton income alone has increased from $40 to $120 per family. In addition to the rapid achievement of physical goals, there has been a change in the attitudes and skills of the people.

This program has demonstrated that changes can be rapid in so-called underdeveloped areas if people are given adequate training and a minimum of economic assistance. The process has not ended but is still going on. With further expansion of extension work, the entire concept of "old method farming" can be changed into a more dynamic system in other areas as well as in this small segment of India's agriculture.

A NEW IDEA

(Continued from page 239)

this after projecting into the future the consequences of doing each one. But, if you were to decide *what* to do, say to get more training, simply because others were doing it, because you didn't consider other alternatives, or because someone else encouraged you, you may be passing up a better opportunity.

Once you decide what you are going to do—go to school, for example —then comes figuring out how. You decide the activities necessary to get the job done, and you develop a schedule like this: send off transcripts, get accepted at a university, gets funds for study, go to summer school in 1959, 1960, and 1961, and take leave in 1962-1963 to finish. This schedule is your longtime plan.

It's highly important to have this definite plan of action. But the whole point of this story is that you had to make two decisions before you got around to drawing up your plan. First, you had to decide that something needed to be done and second to decide what one of several alternatives to do. These two decisions, based on projections of the future, constitute Program Projection.

Exactly the same is true of your extension program. And seeing these two decisions as separate from your longtime scheduling of things to do will help make Program Projection work for you.

Keeping Your Bulletins Up To Date

by RICHARD A. HOLLIS, *Chief, Inquiries & Distribution Service, Office of Information, USDA*

WHY do you read your newspaper? "To find out what's going on," you say. "Keeping up to date is part of my business."

That's natural. Anybody who deals in information faces that problem. He has to keep his information fresh —whether it's the facts in his head or the facts he hands out in letters and bulletins.

In working with rural people, one of our daily concerns is trying to keep our information up to date. And that is the motive behind our annual Inventory of USDA popular publications. We want to help you folks "on the firing line" have the latest editions and the newest bulletins in stock.

New Angles Added

This year we've redone the Inventory with some new angles to increase its helpfulness to you. We hope it will help you to keep your bulletin rack attractive, neat, and stocked with the latest information available.

The new Inventory is your guide as to which popular publications are current and available from the U. S. Department of Agriculture and which are considered obsolete. Your State Extension Publications Distribution Officer is sending a copy of this 2nd Annual Inventory of USDA Popular Publications to each county extension office.

We have tried to make this year's Inventory more useful to you by listing both in numerical and subject matter sequence all USDA popular publications currently available for county extension offices to order in quantity.

In using the Inventory you may want to remember these points:

- Check the dates of publications in your rack or in reserve stock against those on the list. Discard any that carry an older issue or revision date, and order a supply of the new version.
- As a general rule, do not discard bulletins for which there are slight revisions. In most such cases, changes made are of a minor nature and the old edition is still useful.
- The fact that a publication you are carrying in stock is not listed in the Inventory does not necessarily mean that the item is obsolete and is to be discarded. If you have any doubt as to the adequacy or accuracy of the subject matter of a publication, you will want to check it with the proper State extension specialist or your State publications distribution officer.

Monthly Supplement

To help you keep the Inventory up to date, the EXTENSION SERVICE REVIEW will continue to carry a column of the latest publications news in each issue. This will provide a monthly supplement to the Inventory by listing new and revised USDA popular publications as they become available and those that are discontinued because of obsolescence or other reasons.

This service is specially planned to help county extension agents. During the last fiscal year more USDA popular publications were ordered by county and State extension workers than ever before—3 million on individual orders alone. We attribute this to the widespread use of the Inventory by agents.

We hope that you will continue to use the Inventory. By so doing you will avoid the inconvenience and delay involved in ordering publications no longer available. At the same time, you will be sure that you are distributing the best and latest information to people in your county.

The Inventory is 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 get most effective use of publications which "aid in diffusing useful practical information on subjects relating to agriculture and home economics."

Monthly Revisions in Publications Inventory

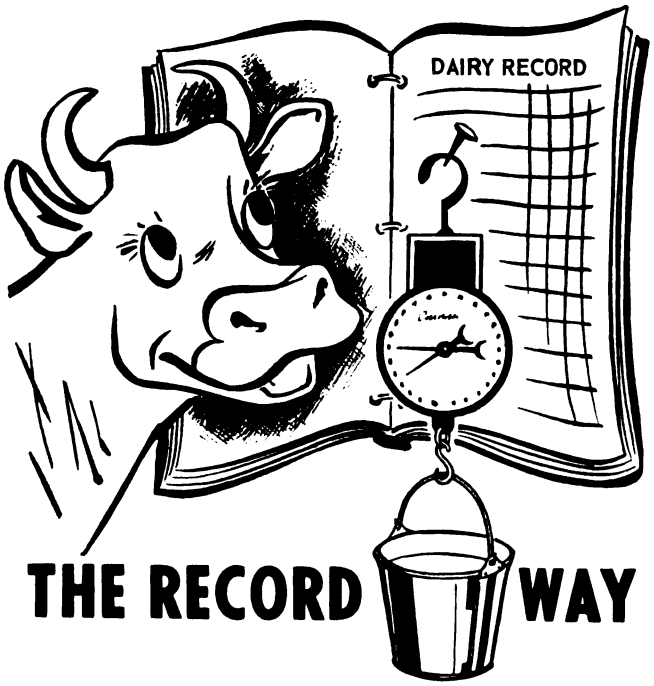
The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

F 2125	Making and Preserving Apple Cider —*Replaces F 1264*
G 58	Shopper's Guide to U.S. Grades for Food—*Replaces M 553*
L 324	Soil Treatment—An Aid in Termite Control—*Rev. Sept. 1958*
L 437	Anaplasmosis in Cattle—*New*
L 442	How to Buy Eggs by USDA Grades and Weight Classes—Replaces G 26

LET'S SELL DAIRY RECORDKEEPING

"Dairy farmers have made great strides in improving their efficiency. But the need for making continuous adjustments has never been greater in this rapidly changing field of dairying. Certainly, sound decisions must be based on sound information of the type provided by accurate recordkeeping . . ."—Ezra T. Benson, Secretary of Agriculture.

MAKE DAIRYING PAY



THE RECORD WAY

Records help a dairy farmer increase the efficiency of his operation and boost his profits.

Yet, only 10 percent of the cows in the United States are included in one of the National Cooperative Dairy Herd Improvement Program's three plans—Standard DHIA, Owner-Sampler, and Weigh-a-Day-a-Month.

Next month, a nationwide campaign, endorsed by State extension dairymen and the Extension Committee on Organization and Policy, will be launched to encourage more farmers to keep records. Let's aim for a 20 percent increase in dairy recordkeeping in 1959.

Your extension dairyman and extension editor will supply you with various informational and background material to assist in your local campaigns.